

Graduate School of Education Catalog 1997–1999

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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.

1997–1998

September

2 Tuesday Fall term begins.

November

25 Tuesday Thursday classes meet.
26 Wednesday Friday classes meet.
27 Thursday Thanksgiving recess begins.
30 Sunday Thanksgiving recess ends.

December

10 Wednesday Regular classes end.
11 Thursday Reading period begins.
15 Monday Fall exams begin.
22 Monday Fall exams end.
23 Tuesday Winter recess begins.

January

18 Sunday Winter recess ends.
19 Monday Martin Luther King, Jr.'s
birthday.
20 Tuesday Spring term begins.

March

15 Sunday Spring recess begins.
22 Sunday Spring recess ends.

May

4 Monday Regular classes end.
5 Tuesday Reading period.
6 Wednesday Spring exams begin.
13 Wednesday Spring exams end.
21 Thursday Commencement.

1998–1999

September

1 Tuesday Fall term begins.

November

24 Tuesday Thursday classes meet.
25 Wednesday Friday classes meet.
26 Thursday Thanksgiving recess begins.
29 Sunday Thanksgiving recess ends.

December

10 Thursday Regular classes end.
11 Friday Reading period begins.
15 Tuesday Fall exams begin.
22 Tuesday Fall exams end.
23 Wednesday Winter recess begins.

January

17 Sunday Winter recess ends.
18 Monday Martin Luther King, Jr.'s
birthday.
19 Tuesday Spring term begins.

March

14 Sunday Spring recess begins.
21 Sunday Spring recess ends.

May

3 Monday Regular classes end.
4 Tuesday Reading period.
5 Wednesday Spring exams begin.
12 Wednesday Spring exams end.
20 Thursday Commencement.

About the University

Rutgers, The State University of New Jersey, with over 48,000 students on campuses in Camden, Newark, and New Brunswick, is one of the major state university systems in the nation. The university comprises twenty-nine degree-granting divisions: twelve undergraduate colleges, twelve graduate schools, and five schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen 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, 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, and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions were also founded during this period: the College of Pharmacy in 1892, the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College assumed university status in 1924, and legislative acts in 1945 and 1956 designated all its divisions as The State University of New Jersey. During these years the university expanded significantly with the founding of an evening division, University College, in 1934, and the addition of the University of Newark in 1946 and the College of South Jersey at Camden in 1950.

Since the 1950s, Rutgers has continued to expand, especially in the area of graduate education. The Graduate School–New Brunswick, Graduate School–Newark, and Graduate School–Camden serve their respective campuses. In addition, several professional schools have been established in such fields as management, social work, criminal justice, planning and public policy, applied and professional psychology, the fine arts, and communication, information, and library studies. A number of these schools offer undergraduate programs as well. Livingston College was founded in 1969 to provide a diverse community of students with the opportunity to pursue undergraduate degrees in the liberal arts and professions.

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 fulfill Rutgers' role as The State University of New Jersey.

About the School

The School of Education was organized in 1923 to bring together the forces within the university that contribute 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, approved a change in the name of the school to the Graduate School of Education. This change in designation recognized the changing role of the school in the preparation of educational personnel as a graduate institution offering the Master of Education, Specialist in Education, and Doctor of Education degrees.

The mission of the Graduate School of Education at Rutgers, The State University of New Jersey, consists of informing and improving education practice through the discovery and application of knowledge, training educational researchers, preparing educational 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. Additionally, the school offers programs of study designed to provide scholarly preparation for professionals aspiring to leadership roles in education. The school seeks to prepare professional scholars who advance knowledge and practice in their particular field of education and scholarly professionals who are knowledgeable in their field of expertise and will disseminate and interpret research to school personnel and to the general public.

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

For up to date information on academic programs, alumni news, the dean's office, mission, professional development school, research centers, and student services you may contact us on the Internet 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 thirty-three miles from New York City, and frequent express bus service is available from a station near the College Avenue campus to terminals in central Manhattan. Princeton is sixteen miles to the south, Philadelphia about sixty miles, and Washington under two hundred miles. 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 to the interested student. Rutgers attracts many distinguished visitors, lecturers, and performing artists not always available to less favorably situated institutions. Newark, the state's largest city, and Camden, which faces Philadelphia across the

Delaware River, are characteristic northeastern American metropolitan centers. With respect to formal graduate education, each city is undergoing rapid development with a view to providing for its region, and for wider society, whatever benefits a university may appropriately foster.

A distance of twenty miles separates the Newark campus of the university from the New Brunswick-Piscataway campuses, and a few faculty members and graduate students involve themselves in activities at both locations; the distance between New Brunswick and Camden is about fifty-five miles, and interchanges are consequently less frequent, although the faculty participating in New Brunswick-Piscataway graduate programs includes members from Camden and from Newark.

Degree Programs Available

The Graduate School of Education offers the Master of Education degree, the Specialist in Education degree, and the Doctor of Education degree. Specific areas of specialization are listed below according to department. For more detailed information about the programs, see the Programs, Faculty, and Courses chapter.

Educational Theory, Policy, and Administration

Master of Education degree:

- Administration and Supervision in Elementary Education
- Administration and Supervision in Secondary Education
- Adult and Continuing Education
- School Business Administration
- Social and Philosophical Foundations of Education
- Social Studies Education
- Vocational-Technical Education

Specialist in Education and Doctor of Education degrees:

- Educational Administration and Supervision
- Social and Philosophical Foundations of Education
- Specializations include* Adult and Continuing Education
- Social Studies Education
- Vocational-Technical Education

Learning and Teaching

Master of Education, Specialist in Education, and Doctor of Education degrees:

- Early Childhood/Elementary Education
- Specializations include* Creative Arts Education
- English/Language Arts Education
- Language Education
- Literacy Education
- Mathematics Education
- Reading
- Science Education

Educational Psychology

Master of Education and Doctor of Education degrees:

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

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, however. All 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 and by either the Master's Admissions Committee or the Doctoral Admissions Committee.

Because admission requirements vary among the programs, applicants should carefully review the information and instructions provided in the application form.

APPLICATION PROCEDURES

Admissions materials are available from the Office of Graduate and Professional Admissions, 18 Bishop Place, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903 (732/932-7711) or at the office's website <<http://www.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

In general, the application deadline for the spring term is November 1, and for the summer and fall terms is March 1. The deadline for consideration for assistantships and fellowships is March 1. International students who apply from abroad must also submit application materials by November 1 for a spring term admission, and by March for a fall term admission unless the individual program deadline is earlier. 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 the Graduate Record Examinations Program, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000, U.S.A. The Educational Testing Service requires up to six weeks to process and report GRE scores from paper-based administrations. Scores from computer-based administrations are reported in ten to fifteen days..

INTERNATIONAL APPLICANTS

International applicants should request an International Application for Graduate Admission from the Office of Graduate and Professional Admissions (732/932-7711). 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 minimum 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 must also present evidence of adequate financial resources. The university may deny admission to nonimmigrant applicants inadequate English proficiency, inappropriate academic background, lack of financial resources and support, or improper visa status.

NONMATRICULATED (NONDEGREE) STUDENTS

The Graduate School of Education welcomes students to take classes on a nondegree basis. Applicants should file a Nondegree Graduate Study 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; however, *a maximum of 12 credits will be accepted by the school towards 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. Admission to nondegree status does not guarantee later admission to a degree program.

Tuition and Fees

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.

FEE SCHEDULE

1996–1997 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	\$ 40.00
Tuition*	
Full-time New Jersey resident, per term	2,867.00
Full-time non-New Jersey resident, per term	4,203.00
Part-time New Jersey resident, per credit	236.00
Part-time non-New Jersey resident, per credit	348.75
Student Fee , per term	
Full-time (12 or more credits)	313.00
Part-time (11 or fewer credits)	83.00
Matriculation continued or 1 credit of research	7.00
Computer Fee	
Full-time	50.00
Part-time	20.00 (incremental increase)
Meal Plans , per term	
Full meal plan (19 meals per week)	1,064.00
Selective meal plan (any 12 meals per week)	978.00
Apartment meal plan (any 5 meals per week)	537.00
Commuter meal plan (any 5 lunches per week)	403.00
Fraternity Meal Plan (14 meals per week)	790.00
Full meal plan less weekday dinners	
Miscellaneous Fees	
Basic health insurance program (optional) †, per term (part-time students only)	87.48
Major medical insurance plan, per year ‡	207.00/282.00
Spouse, per year ‡	207.00/282.00
Each child, per year ‡	207.00/282.00
Late registration fee	50.00
Late payment fee (for one day to one week) and/or check not honored for payment	50.00
Partial payment fee	10.00
Late payment fee for partial payments (for one day to one week)	10.00
For each additional week or part thereof	5.00
Drop/add fee, per change (applies to change of registration due to student error or choice after the second week of classes)	50.00
Microfilming of doctoral dissertation	3.00
Transcript of record fee, per copy	3.00
Student I.D. fee	4.00
Restoral Fee	
Fee, per term	222.00
Maximum fee (through five terms) (applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	1,110.00

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

† Required for international students.

‡ This insurance is optional (\$50,000 limit/\$100,000 limit).

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students 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 \$50 for the first week, plus \$5 for each additional week or part of a week that payment is late. Graduate students enrolled for 6 or more credits who are unable to pay their term bills in full by the stipulated time may pay their bill according to the partial payment plan outlined below.

Payment of the term bill may be made in person or by mail. 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.

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 are also charged.

PARTIAL PAYMENT PLAN

Graduate students enrolled in 6 or more credits who are unable to pay their term bill in full may arrange with the local cashier's office to pay their bill, if it indicates a net balance due of \$200 or more, in three installments under the partial payment plan, as follows:

1. First payment: 50 percent of the net balance due plus a \$10 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: 75 percent of the net balance due plus a \$10 nonrefundable partial payment fee.
2. Second payment: Net balance due on or before October 15 for fall term and on or before March 1 for spring term.

The nonrefundable fee for this partial payment plan is \$10 per term and must be included with the first payment. Any subsequent installment not paid on time incurs an initial late fee of \$10 for the first week or part of a week that payment is late, plus a \$5 late fee for each additional week or part of a week that payment is late.

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 does 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 exercises 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. A student whose registration is terminated at any time during the refund period because of nonpayment of amounts owed the university will receive a revised bill based on a refund calculated as if it were a voluntary withdrawal. 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 cancelled 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 will receive 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%
- Third and fourth week: 60%
- Fifth and sixth week: 40%

No reduction will be 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. No part of the student fee is refundable.

No reduction will be granted after the tenth day of classes to students who withdraw from one or more courses, but remain registered in others. No adjustment from full-time to part-time status is made after the tenth day of classes. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies.

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.

Refund Policies for Title IV Funds Recipients

There are two additional refund schedules that differ from the General Refund Policy schedule for Title IV funds recipients. First-time Title IV funds recipients who withdraw completely from Rutgers are provided with a separate schedule under the Pro-rata Refund policy. Title IV funds recipients who are not first-time attendees are provided a schedule of refunds via the Federal Refund Policy.

For further information, please contact the financial aid office (732/932-7755).

Financial Aid

The mission of the Office of Financial Aid at Rutgers, The State University of New Jersey, is to assist students in their planning for and payment of educational expenses. Its offices for the New Brunswick campuses are located in Records Hall, Room 140, College Avenue Campus, (732/932-7755). The majority of graduate students in the United States receive some measure of financial aid. The amount of support each student receives depends in part upon the availability of funds, the specific graduate program, and degree status. Support ranges from grants covering tuition charges to awards sufficient to pay educational and 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.

Limited funds are available from scholarships, fellowships, assistantships, grants, low-interest loans, and part-time employment to students at the school. Applicants are considered for all forms of aid for which they are eligible. The following is a brief description of each program. All students are strongly encouraged to file an application for financial aid.

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 envelope provided with the form. Applications should be received by the federal processor by March 1 of the academic year preceding the academic year for which aid is sought. The forms are available at all Rutgers financial aid offices. The FAFSA should be filed at the same time the admission application is submitted but no later than March 1 to ensure full consideration for all available funds.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are limited and awards are made based on financial need and limited by the March 1 priority filing date. Therefore, there is a definite advantage to submitting an early, accurate, and complete application. In addition, a financial aid transcript from each prior college attended must be sent to the financial aid office.

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember that charges often differ significantly from school to school. Therefore, the important thing to consider 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.

Applications for fellowships and assistantships are due on or before March 15, although awards are occasionally available at later dates. A prospective graduate student may apply for an assistantship or fellowship at the time of appli-

cation or before admission is complete. Applicants completing the appropriate section of the admission application will be considered for those financial awards granted by the university for which they may be eligible. To be considered for an assistantship or fellowship, the student must be a full-time student. Please keep in mind that applications for assistantships and fellowships are competitive and the number of requests exceeds availability.

Part-Time Students

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

The federal student financial aid sources (Perkins Loan, College Work-Study, and Stafford Loan programs) require that a student enroll in a minimum of 6 credits per term to be eligible.

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.

SOURCES OF FINANCIAL AID

Fellowships, Scholarships, and Grants

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 \$12,000 plus tuition remission per academic year, renewable for one additional year, to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage. To apply, check the appropriate box on the graduate and professional school application form and attach a statement (in duplicate) with the application that describes the reasons for consideration in the program. Only those applicants receiving awards will be notified. The award is contingent upon acceptance to a graduate and professional school program and upon full-time enrollment. The application deadline for fall term awards is March 1, unless the program to which the student is applying has an earlier deadline.

Minority Advancement Program (MAP) in Teaching and Research. Trustee's Minority Graduate Fellowships in the Humanities and Social Sciences. MAP excellence and Trustees' Minority Graduate Fellowship awards support African-American, Hispanic, or native American students who are seeking a doctorate. These fellowships include stipends of \$8,000 to \$14,000 plus tuition. For more information, contact MAP, 25 Bishop Place, New Brunswick, NJ 08903 (732/932-7908).

Minority Academic Career Programs (MAC). MAC fellowships offer a stipend of \$5,000 plus a loan of up to \$10,000 for minority students planning to enroll as full-time students for Ph.D., Ed.D., or Psy.D. degrees. The loan may be redeemable by faculty service in New Jersey at the rate of 25 percent of indebtedness forgiven per year for four years. Applications are available from the MAC office, 25 Bishop Place, New Brunswick, NJ 08903.

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 spring term and April 1 for fall term. Specific awards include the 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 undergraduates doing student teaching, 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 15th. Phi Delta Kappa makes an annual award to aid students in doctoral research.

New Jersey 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 vary from \$200 to \$1,000 per year and 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 \$2,500. 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 the student's degree work, subject to continued student eligibility and provided satisfactory academic progress is made. Students must complete the FAFSA form.

Nonuniversity Awards. In addition to opportunities for financial assistance through the university, there are other sources from which qualified graduate students may receive financial aid, since many national, state, and regional associations make special awards.

Students should be aware that each department is continually seeking funds from outside agencies to help defray student expenses. Grants and awards of this nature will vary each year. Inquiries regarding the availability of such monies can be made through program advisers.

A major source of nonuniversity support is the National Science Foundation (NSF) which offers significant funding to pursue education and research. Special awards are given to minority students who have been traditionally underrepresented in the sciences. Information and applications are available from the Fellowship Office, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418. Telephone contacts for the NSF are 703/306-1620; 1670; 1630; 1640; 1650. ATTD service is available at 703/306-0090.

Other major fellowship sources include the Getty Center for the humanities or social sciences (310/458-9811); Herman Kahn for the social sciences and education at Hudson Institute, P.O. Box 26-919, Indianapolis, IN 46226; Jacob Javits Program, funded by the U.S. Department of Education; and the Mellon Fellowships in humanities administered by the Woodrow Wilson National Fellowship Foundation.

Students should contact clubs, fraternal, religious, and national professional organizations, and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid.

Loans

Federal Perkins Loan (formerly National Direct Student Loan–NDSL)

These 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. The maximum amount a graduate student can borrow under this program is \$2,000 per academic year, with maximum aggregate loan amount not to exceed \$30,000 (including undergraduate NDSL and Perkins loan total).

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

Consistent with federal regulations, all first-time Federal Perkins Loan recipients at Rutgers are required to attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan. In addition, Federal Perkins Loan recipients must attend an exit interview prior to graduation or withdrawal from college. Further details and procedures regarding the repayment of the Federal Perkins Loan will be sent to each student recipient by the Student Loan Office, Division of Accounting, Rutgers, The State University of New Jersey, Administrative Services Building, New Brunswick, NJ 08903.

Federal Direct Student Loans

Federal Direct Student Loans (Direct Loans) are available for students directly 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 for which students are eligible 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 approved by the U.S. Department of Education, be a United States citizen or an eligible noncitizen, be enrolled at least half-time per term, be making satisfactory academic progress, have a 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 Administration, if required.

In addition to these requirements, all first time Direct Stafford and Direct Unsubsidized Stafford Loan borrowers must attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan.

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

Federal Direct Stafford Loan. This loan is based on financial need. The government pays the interest on the loan while the student is attending school. The interest rate is variable; that is, it is adjusted each year. Effective July 1, 1994, the maximum rate for the Federal Direct Stafford Loan was 8.25 percent. Additionally, borrowers are charged an origination fee of 4 percent. Graduate students may borrow \$8,500 per year. The total debt may not exceed \$65,000 including loans for undergraduate years.

Federal Direct Unsubsidized Stafford Loan. This loan is *not* based on financial need, but all interest charges must be paid by the student. The interest rate is the same as the Federal Direct Stafford Loan. Students may borrow up to \$10,000 per year.

Emergency Loans

Students who are experiencing a financial emergency may apply for a university loan for up to \$500. The interest rate is 3 percent simple interest, and the loan must be repaid within the same semester. An emergency need must be demonstrated and funds must be available.

Students must 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 to discuss long-term assistance. Students do not need to be recipients of financial aid nor to have filed a financial aid application to be considered for emergency loans.

A number of graduate schools offer low interest or interest free short-term loans to students in their program. Students should request additional information from the various deans or directors of each program.

Employment

Assistantships Awarded by the University. The beginning salary for teaching and graduate assistantships is \$11,086 (1996–1997) for an academic year. Applications for the assistantships are due on or before March 1, although awards are occasionally available at later dates. Prospective graduate students may apply for assistantships when they are sent an application form for admission. Applicants who complete the appropriate section of the form when they apply for admission are considered for those financial awards granted by the university for which they may be eligible. In most cases the letters of recommendation required for admission also serve as letters of recommendation for assistantships. Should a separate application be required for a newly established program, notice of this will be included with the admissions packet. A graduate student already enrolled at the university who wishes to apply for an assistantship should inquire at the office of the director of the graduate program in which the student is enrolled.

Preceptorships and Counselorships. Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. The offices of the deans of students of the undergraduate residential colleges will, on request, provide information regarding the duties required of preceptors and counselors, the benefits, such as room, board, and tuition grants, and the procedures for application. Applications for September appointments must normally be received before May 1.

Federal Work-Study Program (FWSP). College 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 areas. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work an average of twenty hours weekly throughout the fall and spring academic terms; in the case of summer assignments, the expectation is that the student will work between fifteen and thirty-five hours per week. Once a job is assigned, it is anticipated that the student will continue in that position through the entire academic year.

Any change in work study jobs must be made through the Student Employment/Financial Aid Office. Off-campus employment is also available through the college work-study program. These jobs can be in nonprofit or for-profit agencies. Jobs are related to the student's major whenever possible. No job assignments are made until all paperwork required to accept the aid is complete.

For a listing of federal workstudy jobs on campus and off campus contact the work study/student employment office in Records Hall, Room 202, College Avenue Campus, Sharon Welch, director, 732/932-8817 or fax 732/932-7385.

Job Locator Program. The job locator program is open to all graduate students enrolled in the university. Most often, employment opportunities found through the program are located outside the university. Students interested in the job locator program should contact the student employment office at 732/932-8817.

Student Employment within the University. Many academic and administrative offices within the university provide lists of available student employment positions with the student employment office (732/932-8817).

Graduate students enrolled at the university may also check directly with individual academic or administrative offices for available openings. However, any student receiving financial aid must be cleared by the Office of Financial Aid prior to accepting employment (732/932-8817).

Veterans' Benefits

The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouse or child of any veteran 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 (telephone 1-800/827-1000); the New Jersey Department of Military and Veterans Affairs in New Brunswick, NJ (732/937-6347); or to the veterans coordinator on each campus. For New Brunswick, the number is 732/932-7067.

Student Services

Veterans and others mentioned above who plan to utilize veterans' education benefits should initially 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 the fact that they will receive veterans' education benefits to the Office of Financial Aid.

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 credit hours and the number of dependents.

No veteran may officially withdraw 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

Graduate students may not ordinarily accept two different financial awards from the university simultaneously. Students who have applied for two different awards and are offered both should inquire at the dean's office of the school of matriculation before acceptance. Students who hold fellowships, assistantships, or internships may not accept employment outside of 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.

LIBRARIES

With holdings of more than three million volumes, the university's library system ranks among the nation's top twenty-five research libraries. Comprised of eighteen units on the university's three campuses, the library system supports a broad range and depth of faculty and student research in a wide array of disciplines.

The system's largest divisions are the Archibald Stevens Alexander Library on the College Avenue campus and Library of Science and Medicine on the Busch campus, both in New Brunswick, with the former housing the principal collections of research materials in the humanities and social sciences and the latter housing the principal research collections in science, technology, psychology, medicine, engineering, and pharmacy.

Other libraries in New Brunswick are the Mabel Smith Douglass and Blanche and Irving Laurie Music libraries on the Douglass College campus; the Kilmer Area Library on the Livingston College campus; the Mathematical Sciences, Chemistry, and Physics libraries on the Busch campus; the Art Library and the East Asian Library on the College Avenue campus; the Chang Science Library; and the Entomology Library on the Cook College campus. The specialized collections of the School of Management and Labor Relations Library are located in the Labor Education Center, Ryders Lane, New Brunswick; and those of the Center of Alcohol Studies Library on the Busch campus. The Newark campus is served by the John Cotton Dana Library, the Institute of Jazz Studies Library, and the Criminal Justice Collection, as well as the Justice Henry Ackerson Library of Law; the Camden campus is served by the Paul Robeson Library and the Camden Law Library. Most libraries maintain one or more reserve reading rooms.

The Rutgers University libraries function as one system. The Rutgers University Libraries Home Page is <<http://www.libraries.rutgers.edu/rulib>>. The holdings of all units in the system are accessible via IRIS, the libraries' on-line catalog, which contains listings for the majority of the acquisitions since 1972 and is accessible through public terminals in each library, through telephone dial-up from outside the libraries, and through INFO, the university's campus computer network. Each library in the system, including those located in Camden and Newark, is accessible to all members of the university community through the materials delivery service and telephone reference service. In addition to the collections internal to the Rutgers library system, members of the faculty and student body have access to other libraries through cooperative agreements that link Rutgers to the Princeton University library, the New Jersey State Library in Trenton, other libraries in the region, and other research libraries in the nation.

The libraries make every attempt to ensure accessibility to their facilities and services by individuals with disabilities.

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, known locally as "hubs," are located on each campus. These facilities include Apple Macintosh and 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, Rutgers, The State University of New Jersey, Information Center, Room 128, Hill Center for the Mathematical Sciences, Busch Campus, P.O. Box 879, Piscataway, NJ 08855-0879.

The Graduate School of Education operates a state of the art microcomputer center. Equipment includes more than forty Macintosh and Windows 95 personal computer systems with CD-ROM, videodisc, scanners, document cameras, digital camers, laser printers, and several multimedia learning stations. The microcomputer center is part of a larger network for GSE faculty and staff that has access to the internet via high-speed line to RUCS. The center is used for faculty research; presentation of classes, seminars and workshops; and student projects. Model classrooms are also available for the use of technology in education and in presentation. GSE's collection of software, CDs, and videodiscs is growing and includes titles from many disciplines.

Educational and psychological literature can be searched through connection to mainframe databases or from local CDROM based services.

The GSE distance education classroom has ISDN and fiber service for full motion video and audio communications, including interactive TV and asynchronous web-based presentation of materials. The GSE also provides a statistics laboratory housing several Windows 95 systems with the full SPSS data analysis package, as well as standard office software.

PROGRAMS IN CONTINUING EDUCATION

Continuing education at the Graduate School of Education contributes to the public service mission of the school by extending the university's resources to educators at all levels. Continuing education assists teachers and administrators in developing credit and noncredit programs that are offered on their site or in arranging attendance at events at Rutgers.

In collaboration with GSE departments, continuing education sponsors graduate-level course work at sites throughout New Jersey. These off-campus courses are open to anyone holding a bachelor's degree who wishes to engage in nondegree study as well as to Rutgers degree candidates. Degree students should confer with their advisers concerning the applicability of particular off-campus courses to their specific degree program.

The courses offered off-campus are taught by regular GSE faculty and by appointed coadjutant faculty and serve several professional development purposes. They provide educators with an introduction to graduate-level work. They also help educators to sharpen critical and professional skills and assist certified teachers in the pursuit of endorsement and certification requirements at sites close to their places of employment and residence.

Those wishing to enroll in off-campus course work should contact the GSE Office of Continuing Education. Registration procedures for off-campus work are significantly different from on-campus procedures and students must register for off-campus courses *only* through the GSE Office of Continuing Education. A schedule of off-campus courses is published three times each year and contains course and registration information. Those interested in receiving the off-campus schedule should contact the Office of Continuing Education at the address below.

The Office of Continuing Education also sponsors a variety of international programs. In recent years, study tours to China, Japan, England, Latin America, Ukraine, and Israel have been offered through the office. Additionally, each year the office sponsors several major national and international professional conferences. Members of the public are encouraged to attend all of the above programs.

New Jersey educators and others are invited to consider the GSE Office of Continuing Education as a resource in meeting their particular professional development needs.

For information about programs in continuing education, please call or write to Dr. David Muschinske, Executive Director, or Ms. Jana Curry, Program Assistant, Office of Continuing Education at 10 Seminary Place, New Brunswick, NJ 08903. You may also call at 732/932-7496; ext. 205 and 206, or fax at 732/932-1640.

INTERNATIONAL EDUCATION

Convinced of the importance of nurturing an educational perspective that goes beyond local and national boundaries, GSE faculty have launched a large number of international initiatives. In 1993, the GSE sponsored a major conference, "Promise and Challenge in Teacher Education: An International Perspective." This conference was one of the first systematic attempts by teacher educators to view teacher training as a global matter.

Recently, the GSE has entered into exchange agreements with University of Veracruz, Beijing Normal University, Fukui and Osaka universities in Japan, Chungbuk University in Korea, Kiev State University in Ukraine, and Hebrew University in Israel. Negotiations to establish exchange agreements with the University of Wales in the United Kingdom is under way. These exchange agreements facilitate significant research collaboration and academic contact between GSE faculty and students and faculty and students from universities abroad.

GSE has sponsored study tours that have provided the opportunity for students and faculty to study the educational systems and cultures of China, the United Kingdom, Japan, and Ukraine. These tours, initiated and taught by GSE faculty and administered through the GSE Office of Continuing Education, were designed to facilitate international contact and to further cross-national considerations of educational issues.

Most recently, the GSE has sponsored, with the assistance of the Soros Foundation and the USIA, students from newly independent Central and East European nations. The GSE continues to welcome, encourage, and support the enrollment of qualified students from all nations.

All of these efforts indicate the emphasis the GSE has recently placed and will continue to place on international education. Those interested in learning more about international programs at the GSE should contact Professor Nobuo K. Shimahara, Chairperson of the Committee on International Programs at the Graduate School of Education, Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08903, or call 732/932-7496; ext. 233.

RUTGERS INVITATIONAL SYMPOSIUM ON EDUCATION (RISE)

RISE is an annual one-day conference in which a critical educational/social issue or problem is selected. For 1995, the ninth RISE, the topic was Building Multicultural Communities: Contributions from Counseling Psychology and Higher Education. In 1996, the tenth RISE, the topic was Cognitive Skills and Learning with Peers. In addition to the annual RISE conferences, the GSE sponsors other conferences, such as Turning Dreams into Habits: A Conference on Charter Schools, the Annual Conference on Reading and Writing, and Strategies for Beginning Reading, all held in 1996.

UNIVERSITY-WIDE CENTERS IN EDUCATION

Center for Educational Policy Analysis in New Jersey (CEPA)

The Center for Educational Policy Analysis in New Jersey (CEPA) is a joint venture by the Graduate School of Education and the Eagleton Institute of Politics at Rutgers. The center examines the effects of central governmental policies on educational practice, paying special attention to issues arising in New Jersey. Center projects have been on studies of early interventions for handicapped children, state testing policies, school finance reform, and educational programs for immigrants. In addition to support from Rutgers, the Center receives funding from private foundations.

For additional information, contact William A. Firestone, Director, Center for Educational Policy Analysis in New Jersey (CEPA), Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08903, 732/932-7496; ext. 230; wilfires@rci.rutges.edu.

Center for Mathematics, Science, and Computer Education

The Center for Mathematics, Science, and Computer Education 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 summer and academic year institutes for teachers at all grade levels, and encourages partnerships among teachers, industry, scientists, and university faculty. The center also sponsors student workshops, research in learning and problem solving in mathematics, science, and technology, plus the development of innovative curricular materials.

With the participation of GSE faculty, the center is administering the New Jersey Statewide Systematic Initiative on behalf of the New Jersey Department of Education with the goal of strengthening mathematics, science, and technology education at all levels in the state.

Support for these activities is provided by the National Science Foundation, the New Jersey Department of Education, Rutgers University, private foundations, and corporate and industrial sponsors.

For more information, contact Dr. Gerald A. Goldin, Director, SERC Building, Room 239, Busch Campus, Rutgers, The State University of New Jersey, Piscataway, NJ 08855-1179 (732/445-4850).

HONOR SOCIETIES

Kappa Delta Pi. Kappa Delta Pi is an international honor society in education. It was established at Rutgers in 1938. There are two chapters for this society, undergraduate and graduate. The undergraduate chapter, Mu Rho, requires a 3.5 cumulative grade-point average for selection. Students are admitted at the end of the sophomore year. Those members of a chapter as undergraduates may transfer to the graduate chapter upon receiving the baccalaureate degree. Students achieving a 3.75 cumulative grade-point average in graduate studies are eligible for selection into the graduate Delta Xi chapter upon receiving a graduate degree. Kappa Delta Pi seeks to raise the standards of the teaching profession by recognizing men and women who exemplify a high level of academic achievement.

Omicron Tau Theta. A national honorary professional graduate society, Omicron Tau Theta was established to acknowledge the achievement of vocational-technical educators; outstanding graduate students in vocational-technical education; and outstanding leaders in vocational-technical education, government, business, and industry. Among the society's goals are to foster a closer relationship among schools, government, business and industry, and society members; to promote the benefits of vocational-technical education in relation to the individual, society, and work; to help members in their professional development; to encourage research in vocational-technical education; and to acquaint members with research achievement. Delta chapter was established at Rutgers in 1977.

Phi Delta Kappa. The Rutgers chapter was established in 1932. This national honor fraternity is for graduate students who have fulfilled most of the requirements for the master's degree and who demonstrate their fitness for membership in a society dedicated to research, service, and leadership in education. Nomination for membership must be initiated by a member of the chapter not later than the fall of each year.

HOUSING

Attractive and comfortable residence facilities are available on all New Brunswick and Piscataway campuses. Single students have the option of living in a residence hall setting on the Douglass, Livingston, and College Avenue campuses or in a furnished apartment on the Busch and Cook campuses. The single graduate residence halls all offer single room accommodations with shared bath and access to common area kitchen facilities. The graduate apartments offer single bedroom accommodations serving four students per apartment.

Graduate families are housed in efficiency and one- and two-bedroom unfurnished apartments in complexes located on the Busch campus. These units fill rapidly and a waiting list is maintained. Early application is recommended.

Single graduate students may opt for housing on an academic or calendar year basis. Additional information on graduate housing may be obtained by contacting the following departments:

Single graduate housing 732/445-2215
Graduate family housing 732/445-3222

There are private and commercial housing accommodations located in New Brunswick and the surrounding communities. Listings for many of these off-campus units are maintained in the university's Off-Campus Housing Office, located at 542 George Street on the College Avenue campus (732/932-7766).

DINING SERVICES

The Division of Dining Services operates six major dining halls and several cash snack bars on the New Brunswick campuses. Students may purchase any one of several meal plan options ranging from five to nineteen meals per week; single meals may also be purchased at any of these locations.

A variety of commercial food establishments is located around the various campuses. The services range from typical fast food operations to fine dining restaurants. For additional information, call the Rutgers University Division of Dining Services at (732) 932-8041/8042.

STUDENT HEALTH SERVICE

The Rutgers Student Health Service provides a comprehensive set of ambulatory medical, outpatient, and health education services for all full-time students. Part-time students may become eligible by paying the student health service and insurance fee to the Office of Student Health Insurance (932-7401/7402), Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08903.

During the fall and spring yerns, three student health centers provide services for students in the New Brunswick/Piscataway area. The Busch/Livingston Health Center (445-3250), located at Hospital Road and Avenue E on the Livingston campus, is open from 8:30 A.M. to 5:30 P.M., Monday through Friday. The Hurtado Health Center (932-1990/1083), 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. (8:00 A.M. to 8:00 P.M., Monday through Friday; 9:00 A.M. through 5:00 P.M.,

Saturday and Sunday.) The Willets Health Center (932-9805/9806), located on Suydam Street on the Douglass campus, is open from 8:30 A.M. to 5:30 P.M., Monday through Friday. The Hurtado Health Center is the only one of these clinics that operates year-round. During the summer, it is open 8:30 A.M. to 4:30 P.M., only.

Health centers are staffed by physicians, nurse practitioners, and registered nurses. 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 desensitizations, laboratory tests, physical examinations, referrals, and X-rays. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment.

The Department of Health Education, a part of the Health Service, offers a variety of programs and services on topics including alcohol and other drugs, nutrition, sexual assault, stress management, weight control, smoking cessation, AIDS, and human sexuality issues.

Pharmacies are located at each health center and are open during the following hours: Busch-Livingston Pharmacy, 9:30 A.M. to 5:00 P.M., Monday through Friday; Rutgers Pharmacy (Hurtado), 9:30 A.M. to 5:30 P.M., Monday through Friday, and 10:00 A.M. to 3:00 P.M., Saturday. (no Saturday hours during summer session); Willets Pharmacy, 9:00 A.M. to 5:00 P.M., Monday through Friday.

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

SEXUAL ASSAULT SERVICES

The Office of Sexual Assault Services and Crime Victim Assistance offers support to crime victims, survivors, and other members of the university community through advocacy, crisis intervention, short-term counseling, education, and referrals. Programs and services are available across the university for students, faculty, and staff to promote ways of reducing the risk of being a crime victim with a special emphasis on interpersonal violence. Educational programming on issues concerning sexual assault, dating violence, , stalking, sexual harassment, and other types of interpersonal violence are an integral part of the programmatic initiatives.

For more information or to schedule an appointment or program, call 732/932-1181. The office is located in room 301 of Van Nest Hall on the College Avenue campus.

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 fee, are insured for up to \$3,500 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 may also 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, 11 Bishop Place, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903 (908/932-8285).

Compulsory International Student Insurance Fee

All nonimmigrant grant students in F or J status whose visa documents are issued by Rutgers are required to have both the basic and major medical insurance coverages. The charges for insurance are charged to such students on their term bills. All accompanying dependents must also 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 (732/932-7015).

COUNSELING SERVICES

Psychological Counseling Centers

Psychological counseling for graduate students is available through the counseling centers connected with the undergraduate colleges. The Rutgers College Counseling Center (50 College Avenue, 732/932-7884) has traditionally been the service most utilized by graduate students on the College Avenue, Busch, and Livingston campuses, with other centers (Psychological Services–Douglass Campus, Federation Hall, 732/932-9070; Cook Counseling Center, Cook Campus Center, 732/932-9150) available when they are more convenient. Services are free for students, and strict confidentiality is maintained. All centers are primarily staffed 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.

Because some graduate students in helping fields receive practical training at the counseling centers, other students in these fields may meet a friend or colleague when seeking help. However, special efforts are made to ensure confidentiality for these students and therapy for them is provided by senior staff psychologists.

Psychological services are also available through the psychiatrists at the Rutgers Student Health Service (732/932-7827).

Services for International Students

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015), 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; 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, in-

cluding 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. Committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs, Rutgers' 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 may also contact the New Brunswick campus coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information. The Director of Compliance and Student Policy Concerns, the designated employee for university compliance with the Americans with Disabilities Act of 1990, is located in Van Nest Hall (College Avenue Campus) and may be contacted at 732/932-7255.

Career Services

The university provides comprehensive career services 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 via JOBTRAK (i.e., job listings on the Internet), 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 teaching positions or advanced degree programs.

The Career Services Office also sponsors an on-campus recruiting program. Through this program, nearly four hundred employers from business, industry, and government

agencies come to the campus each year to interview qualified students. Hundreds of other employers also attend eleven career days held throughout the academic year.

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 (732/932-7942), 46 College Avenue on the College Avenue campus (732/932-7997), or the Busch Campus Center (732/445-6127).

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 preschool 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 two-and-a-half through five-and-a-half years of age and are toilet trained. 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. The fee for care is based on the number of days. Different payment plans are available, i.e., 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 732/445-3645.

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

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) is dedicated to the protection of life and property on campus and to the prevention and detection of crime. The department operates from its headquarters at 5 Huntington Street on the College Avenue campus. Police officers patrol the campuses on foot, in vehicles, and on bicycles. Community Policing Officers, whose offices are located in each campus student center, are front line, campus based officers that act as community organizers 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 guards also patrol the campuses, serving as "eyes and ears" for the police as well as securing facilities, providing escort services, and operating security shuttle buses. Student Safety Officers control access to selected residence halls during evening hours. Additionally they provide equestrian and mountain bike patrol the the Cook-Douglass campuses and evening walking patrols and escorts on the Livingston campus.

To contact RUPD to report emergencies (police, fire, or emergency medical), dial 911. From university centrex telephones, dial 6-911. For nonemergency telephone calls to the police, dial 932-7211; from university centrex telephones, dial 2-7211. You can also contact the police by using one of the more than fifty blue light emergency telephones on the campuses or by using the housing telephones located near dormitory entrances.

The Rutgers University Police Department's efforts help create a safer environment, but the department cannot guarantee the safety and security of individuals and their property. Individuals can reduce their vulnerability to crime by practicing common sense preventive measures such as the following:

1. Avoid isolation.
2. Maintain awareness of the persons and circumstances around you.
3. Keep doors and windows locked and do not allow strangers into your residence building.
4. Do not leave property unattended or unprotected.
5. Avoid the use of alcohol or other drugs and persons who are intoxicated.

All members of the university community are urged to immediately report any suspicious persons or activities to the university police. A cooperative effort between the police and the community can make the campuses safer places to work and learn.

PARKING AND TRANSPORTATION

Parking facilities are available for resident and commuter students on each campus. Resident student vehicles are assigned to their residence lots only. Commuter students are assigned to a parking zone on a particular campus only. Maps indicating resident and commuter student lots are included in the parking and transportation services brochure, available at the Department of Parking and Transportation Service, 26 Mine Street, College Avenue campus. Any vehicles using campus parking facilities must be registered and must display a valid permit **at all times**. Fees for students holding assistantships and fellowships vary according to their classification.

An intercampus bus transportation service, partially funded by student fees, 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 and are available at the information booths in the college centers on each campus and at the parking and transportation services office, 26 Mine Street, College Avenue campus. Van transport is available for students with permanent disabilities who are unable to use the campus bus to get to and from class. Requests should be made through the Dean's office.

For additional information, call 732/932-7744.

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA) is the main clearing house for information for graduate student affairs on campus and is entirely student governed. It sponsors a variety of social and cultural activities for graduate students

and represents their interests to the university and the agencies of the state through its legislative body. The GSA provides free legal counsel and it sponsors academic events, graduate publications, Internet publishing projects, films, mixers, and community action programs.

Every graduate student, full-time or part-time, in any of the six 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 elect their representatives at large, one for every 40 students enrolled. (Departments or programs with less than 40 students are also allowed one elected representative.) If you are interested in being a 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.

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 facilities 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 Graduate School of Education committees and in the University Senate, and through attendance at faculty meetings.

Student Advisory Committee

The Student Advisory Committee, consisting of elected representatives from each department of the school, 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; it supports and promotes the scholarly and professional activities of students; and it sponsors social events.

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 5,000 African-American students of 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 University in local, state, national, and international spheres.

The center is open Monday through Thursday 8:30 A.M. to midnight; Friday 8:30 A.M. to 9:00 P.M.; Saturday noon to 8:00 P.M.; and Sunday 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 1992, the center's primary mission is to promote, document, and interpret Latino arts and culture. It seeks to build a broad understanding of Latinos by programming academic conferences, lectures, art exhibitions, theater productions, music concerts, and literary forums. Through publications and programs, the center affirms its commitment to academic excellence, intercultural communication, and documentation of Latino artistic expressions and Latino scholarship. The center initiates a variety of programs for faculty, students, staff, and the Latino community beyond Rutgers.

Located at 122 College Avenue, the center is open Monday through Friday 9:00 A.M. to 5:00 P.M., as well as evenings and weekends for special programs. For information, call 732/932-1263.

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, 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 physical ability may contact the director of the office, Cheryl Clarke, at 115 College Avenue, Bishop House, Room 105, College Avenue Campus (908/732-1711) 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 may also contact the director.

The office is TDD-accessible (908/732-8670).

ACTIVITIES

Athletic Facilities

The athletic facilities at Rutgers include several gymnasias, swimming pools, tennis courts, baseball fields, and an eighteen-hole golf course. A fee is charged for the use of the golf course; graduate students are otherwise 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—are also open to graduate students.

Club sports are administered through the recreational services office (932-8204) located in the College Avenue Gymnasium, 2nd floor.

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, Theater 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 Arts Services, the departments of music and dance of the Mason Gross School of the Arts (MGSA), the New Brunswick Programming Committee, the student center programming boards, and the concert organizations of the different campuses. Many events are free.

The Rutgers Theater Company of the Department of Theater Arts of the Mason Gross School of the Arts presents fifteen to eighteen productions a year at the Philip J. Levin Theater, the Jameson and Levin Studio Theaters, and the New Theater. The Cabaret Theater is a student organization that provides students who are not in the professional MGSA 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.

ALUMNI

Alumni Relations

The university seeks the full 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 270,000, 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 university friendships after graduation through social, educational, and reunion activities.

There is an organized Alumni Association of the Graduate School of Education. Upon graduation from the school, each alumnus or alumna is invited to join the Graduate School of Education Alumni Association which is affiliated with the Department of Alumni Relations. This group offers GSE graduates an active group of alumni among whom are many of the educational leaders of the state. The alumni association elects officers, publishes a newsletter, and sponsors a number of events, including an annual homecoming, an awards dinner, conferences, social events, and awards for outstanding service in the field of education. The association also participates in university-wide alumni activities. The association works closely with the dean to support the Graduate School of Education activities. Active membership is maintained through payment of regular alumni dues.

The Alumni Association of the Graduate School of Education is represented in the Rutgers University Alumni Federation which sponsors university-wide 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 the network of regional alumni clubs in New Jersey, throughout the country, and abroad.

The university publishes a magazine for alumni and friends of the university.

The department's New Brunswick office is located in Winants Hall, 7 College Avenue, New Brunswick, NJ 08903 (732/932-6821).

Rutgers University Foundation

The Rutgers University Foundation was incorporated in 1973 as a semiautonomous division of the university responsible for soliciting funds from private sources.

With a full professional staff and a national network of volunteers who sit on advisory committees and assist in the solicitation of funds, the foundation has steadily—indeed, dramatically—increased the amount of annual private support for Rutgers, private support that provides funding for more than 1,500 university programs that encompass every division of the university and every campus.

In the process of developing new ways to finance programs at Rutgers from nonpublic sources, the foundation has garnered national recognition and awards for its fund-raising and communications. The professional staff includes experts in corporate and foundation relations, an area that accounts for more than half of the private monies received by the university. It also includes specialists in deferred and planned giving, in fund-raising for athletics, in soliciting annual gifts, in obtaining major and special gifts, and in managing campaigns to fund capital needs.

In 1984, the foundation undertook the most ambitious fund-raising endeavor in the university's history, the \$125 million Campaign for Rutgers. Using advanced fund-raising methods to identify new philanthropic sources for Rutgers, the foundation structured the campaign to raise funds for areas that have direct bearing on the quality of education and research at the university. Campaign funds were earmarked to support distinguished professorships, to underwrite new program development and departmental research, to allow for renovation of campus facilities, to endow scholarships and fellowships, and to establish a pool of "opportunity resources" for all university divisions. In 1990, the campaign concluded 34 percent over goal and in the process increased annual contributions to the university from \$9 million to \$27 million.

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, exceeding \$43 million during the 1995–96 fiscal year (\$7.6 million of which was contributed by graduates of the university), and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: the 75th Anniversary Fund for Douglass College, the Campaign for the Center for the Study of Jewish Life, The Campaign for Rutgers Stadium and Women's Athletic Scholarships, the Alexander Library Campaign, and the university-wide Campaign for Community, Diversity, and Educational Excellence.

Further information about the foundation may be obtained from the Rutgers University Foundation, Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1261 (732/932-7777).

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 to the *Graduate School of Education Catalog* often and should become familiar with its contents. Additional information regarding scheduling, registration, and deadlines is provided each term in the *Schedule of Classes* which is published by the Office of the Registrar for the Graduate School of Education.

The academic adviser is the student's mentor and guide for the academic program. The signature of the adviser means that the student is authorized to register for a course. The signature is not automatic and should be considered seriously. 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. On occasion, the Office of Academic Services must quickly notify students about a policy, procedure, or deadline. The bulletin board outside of the Office of Academic Services (Room 110) is designated for official notifications.

GENERAL DEGREE REGULATIONS

During the academic year a part-time student holding a full-time position may register for a maximum of 6 credits. Permission of the adviser and department chairperson is required for additional credits. The normal load for a full-time student is 12 credits. Additional credits require approval by the associate dean. During the summer session all students are limited to 1 credit per week of attendance.

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. In those cases in which a student is authorized to include credits in his or her degree program for courses taken at the school 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.

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 undertaking these programs.

Modifications to academic regulations may be necessary from time to time. New regulations supersede old regulations unless the student elects to be considered under the 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, and registration is a prerequisite for class attendance. All students who complete registration on time receive registration materials by mail for the following term, and those who use these materials to take part in preregistration 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 registration materials 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.

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 course work, research, dissertation study, or matriculation continued 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 the annual 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 08903 (732/932-7565).

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 the summer session.

Change of Course

Courses may not be added after the second week of the term. No refund will be granted for a course dropped after the second week. A student who drops a course 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 the drop. No course may be dropped after the twelfth 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 twelfth week of classes; students who leave the school after the twelfth 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 must also 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 programs, (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 may also 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* must appear on the registration and record forms. Nondegree students are not permitted to take courses numbered below 500. See Grades and Records later in this chapter for rules related to credit prefixes.

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 in this chapter for information regarding credit prefixes.

Full- and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 12 or more credits. Those taking less than 12 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 9 credits in course work, but not more than 12 credits of course work, per term. Both teaching assistants and graduate assistants must also register for 3 or 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 of status from nondegree to degree 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 are fifteen weeks of instructional activity for each course.

Attendance

Each instructor is required to maintain an accurate record of attendance of each class or section of which he or she is in charge. Students are expected to be present at each meeting of their classes. Exceptions to this rule may be made in the case of illness and in such other instances as seem justified to the instructor.

University examinations are not scheduled on Saturdays except in those courses which 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 make-up of work missed because of such absence. Examinations and special required out-of-class activities are not scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation are not counted for purposes of reporting. A student absent from an examination because of required religious observance is 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 winter, exceptions may be made for evening classes and, under exceptionally hazardous conditions, exceptions may be made for day-time classes.

During severe weather conditions, announcements are made over the following radio stations concerning the cancellation of classes: WCTC, WMGQ, WRSU, WCBS, WINS, WHWH, WPST, WJLK, WMTR, WDHA, WRNJ, WERA, WBUD, WXKW, and WZVU.

Arrangements for makeup work are announced by individual instructors.

In addition, class cancellation and office closing information is available on the recorded message system at 732/932-7799 for the New Brunswick campuses.

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

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

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 is typically accomplished 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.

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*.

W (Withdrawal). Withdrawn without evaluation; used when a student officially drops a course or withdraws during the first twelve 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 the Office of the Registrar, Department of Records, Rutgers, The State University of New Jersey, P.O. Box 1360, Piscataway, NJ 08855-1360. 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 ten working days prior to the date the transcript is desired. Forms for making the request may be obtained from the registrar. A fee of \$3 for each copy desired, payable to Rutgers, The State University of New Jersey, must accompany the request.

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

Student identification cards are sent to the Graduate School of Education, Office of Academic Services, Room 110, on or about November 1 for fall admissions and March 1 for spring admissions. Thereafter, continuing students may obtain a revalidating sticker for these cards on or about October 15 during the fall term at the Office of Academic

Services, Room 110, Graduate School of Education. Students should contact the registrar, Room 200L, Administrative Services Building, Busch Campus, to replace missing or lost I.D. cards. The replacement fee is \$5.

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 first and then the associate dean. The associate dean may decide the issue or refer the matter to the Committee on Admissions and Scholastic Standing. Students may appeal decisions of the committee to the Graduate School of Education Student Grievance Committee. The department chairperson may refer the dispute directly to the dean. The dean may decide the issue or refer the matter to the Graduate School of Education Student Grievance Committee whose decision is binding. Copies of the Graduate School of Education Grievance Procedure may be obtained from the Office of Academic Services.

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 should also 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 of others, 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: Make-up assignment at more difficult level, or assignment of no-credit for work in question, or required attendance at a workshop on ethics.

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 acknowledgement on a moderate portion of the assignment, failure to acknowledge all sources of information and contributors who helped with an assignment, submission of the same work for more than one course without permission from the instructor.

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, hourly, or final examination. Any violation that is premeditated or involves 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, 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.

Level Four Violations

Level four violations are the most serious breaches of academic integrity. They 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 who believe that violations have occurred should immediately contact the dean's office of their college/school. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course.

The New Brunswick Committee on Academic Integrity monitors this policy. Questions concerning the policy can be addressed to faculty members, to the offices of the college or school deans, or to the Director of Student Judicial Affairs (732/932-9414/9687; ext. 207). Copies of the complete policy are available at deans' offices. The procedures followed and the due process rights afforded to students facing disciplinary charges are described in the University Code of Student Conduct.

APPROPRIATE AIDS TO SCHOLARSHIP

Students are responsible for all aspects of work submitted for academic credit. Certain appropriate and customary assistance is provided by the university and may be used freely. Assistance obtained from sources outside the university, however, may be inappropriate and, in serious cases, may raise questions of academic dishonesty. Questions regarding the appropriateness of assistance should be resolved prior to its use by consulting with the instructor or adviser. All assistance in the preparation of academic work should be acknowledged in the report of that work. The following guidelines apply:

1. Library services. Students are encouraged to make full use of all services provided by the university libraries, including help in locating sources. The responsibility for finding and using sources remains with the student.
2. Research methodology. The mastery of a field of study must involve mastery of the research methodology of the field. Students are responsible for a full understanding of all the research procedures they employ including research design, qualitative procedures, statistical analysis and interpretation, test and questionnaire development, and protection of subjects. Course work on research methodology is the principal means to such knowledge and consultation with any Rutgers faculty member is appropriate. Students may not use consultants from outside the university, whether paid or unpaid, without prior written approval of the instructor or committee in charge of the research.
3. Computers. Students who wish to use computers as an aid to research (as opposed to an object of research) may make full use of the consultants and other help available at Rutgers University Computing Services (RUCS) or equivalent services elsewhere.
4. Typing and word processing. Students are responsible for their own writing and editing. Typists employed to produce finished manuscripts may not be used for rewriting or detailed editing to format.

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 the Director of Judicial Affairs in the Division of Student Affairs.

Preliminary Review

Upon receipt of a complaint, a preliminary review is conducted by the Dean of Students 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) and are heard at university hearings. Less serious offenses (nonseparable offenses) are heard according to the procedures in place at the student's college or school of affiliation.

Separable Offenses

The following offenses are deemed serious enough to potentially result 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 the Vice President for

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

Attorneys

Complainants and respondents may also, 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.

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board composed of students and faculty (with students always being in the majority). 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 the Vice President for Student 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 Dean of Students' offices and have been placed at the reference desks of all university libraries. In addition, the Director of Judicial Affairs in the Division of Student Affairs will provide copies of the code upon request and is available to answer any questions about the code or related judicial matters.

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 which 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 executive vice president will have the authority throughout the university to declare a particular activity to be disruptive. In the three geographic areas of Camden, Newark, and New Brunswick, the respective provost will have the same authority.
2. Broadly defined, a disruption is any action which significantly or substantially interferes with the rights of members of the academic community to go about their normal business or which 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 absence the executive vice president, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions which the university police are unable to handle. In extraordinary circumstances, where neither the president nor the executive vice president is available to make such a decision, the provosts of the three geographic areas 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 dean of students on their respective campuses. In a disruption, the deans of students and their staff members have a two-fold 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.

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 without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex (except Douglass College, which is entitled under the law to remain a single-sex institution), sexual orientation, disability, marital status, or veteran status. The university complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions about these laws, or allegations of student rights violations, should be directed to Brian T. Rose, Director of Compliance and Student Policy Concerns and Designated Employee for Student Rights Compliance, Rutgers, The State University of New Jersey, Van Nest Hall, Room 301, New Brunswick, NJ 08903 (732/932-7255).

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 value 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 is intended to inform students that verbal assault, defamation, or harassment of others violates acceptable standards of conduct within the university. (This policy is not intended to supersede the university's policy against sexual 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...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 as a "heinous act."

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 as a "heinous act."

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 judgments of whether a particular act is of a separable or nonseparable level are made by the appropriate college official and are subject to review by the Office of the Vice President for Student Affairs.

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 and student policy concerns, 301 Van Nest Hall, College Avenue Campus, 732/932-7255.

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, Bishop House, Room 105, College Avenue Campus, 732/932-1711;

Rory P. Maradonna, associate provost for student life, Armitage Hall, Room 248, Camden Campus, 609/225-6050;

Raymond T. Smith, associate provost for student affairs, S.I. Newhouse Center, Newark Campus, 973/353-5541.

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.

SEXUAL HARASSMENT POLICY

Sexual harassment of students by faculty, administrators, other employees, or fellow students is a form of sex discrimination prohibited by university policy and by Title IX of the Education Amendments Act of 1972. The university has both informal and formal procedures for resolving complaints. Students are encouraged to raise questions and bring problems for confidential discussion to the Office of the Dean or to Ms. Ellen Clark, director of affirmative action (732/445-2136). A brochure entitled *Tell Someone* is available from the above administrators on request.

In differentiating between actions that constitute sexual harassment and those that establish a strictly personal, social relationship without discriminatory effects, the university applies the following criteria. Unwelcome sexual

advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made, explicitly or implicitly, a term or condition of an individual's education or employment;
2. submission to or rejection of such conduct is used as the basis for decisions affecting an individual's academic or employment status; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's learning or work performance or creating an intimidating, hostile, or offensive learning or work environment.

STUDENT RECORDS AND PRIVACY RIGHTS

Rutgers, The State University of New Jersey, complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and makes public announcement of the law. FERPA was designed to protect the confidentiality of student records, guarantee student access to certain records, regulate disclosure of information from student files, provide opportunities for students to correct or amend records and add explanatory statements, and provide opportunities for students to file complaints with the U.S. Department of Education alleging infractions of the law.

The confidentiality of student educational records is protected by FERPA. However, the university is permitted to provide directory information without the student's consent unless he or she requests in writing that such information be kept confidential. Rutgers defines directory information as name, campus address and telephone number, permanent address and telephone number, school of attendance, major field of study, class year, dates of attendance, current credit load, credit hours earned, degree(s) received, and date(s) of degree(s).

Three of the most common ways by which the university releases student directory information are:

- through the Verifications Division of the Office of the Registrar or similar offices that have access to student records. (The office is called upon to verify that a student is enrolled at the university by potential employers and credit agencies, among others.)
- through the campus-wide information system known as INFO on the Rutgers University Computer Network (RUNet), which is accessible via the Internet.
- through the publication of the student directory each fall.

Students may request that directory information be kept confidential by obtaining a form for this purpose from their dean's office or from the registrar's office. This form must be completed and received by the registrar before September 10 to avoid publication in the printed directory in that academic year. Students should be aware that requesting confidentiality of directory information makes this information unavailable to all, including prospective employers, credit agencies, and others to whom you may want this information known or verified. Thus, it is recommended that students carefully consider whether personal privacy concerns outweigh the possible inconvenience and detriments of having directory information withheld. Subsequent to filing the request, directory information remains confidential while a student is enrolled or until a written

request that this restriction be lifted is received from the student by the registrar's office. As with all confidential records, Rutgers will release a student's confidential directory information only with the student's written consent.

The university uses a student's social security number as a student identification number. While this number is not released as directory information and its confidentiality is protected in the same manner as are other educational records as defined by FERPA, the university offers students the opportunity to acquire a substitute student number. Students wishing to have a substitute number assigned should fill out the appropriate forms in the registrar's office. The university recommends that those receiving financial aid not acquire a substitute number because the social security number is key to student identification by state and federal financial aid agencies. Thus, it is recommended that a substitute number be obtained only if student privacy concerns outweigh the possibility of a serious disruption in financial aid.

Further information on the law and Rutgers' policy and procedures on compliance with FERPA is available from the Office of Compliance and Student Policy concerns in the Division of Student Affairs (732/932-7255).

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 prevails 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 week 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, but in no case 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 either to the director of admissions or to the university registrar. These officers respond to the student within thirty working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the associate vice president for student services by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the associate vice president for student services will be 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 delays or neglects to question his or her eligibility status beyond the period specified above, the 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 such that its results are available to interested persons everywhere. 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; all university-conducted research must be available for public scrutiny and use.

Most research projects at the university are carried on by faculty members and students within the facilities offered by their own departments, but 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 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 proposal should be completed in consultation with his or her adviser. The adviser will present three copies for review through the department chairperson to the Office of Academic Services. Following acceptance by the associate dean, 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

A minimum of 72 credits (exclusive of dissertation study credits) is required beyond the bachelor's degree, at least two-thirds of which must be in courses that offer graduate credit only. At least one-fourth of the 72 credits must be in courses outside the student's field of professional specialization and closely related fields. Doctoral students are required to register for a minimum of 24 credits of 700-level research connected with the doctoral dissertation. It is expected that the research undertaken will result in an acceptable dissertation, which is a required element of all doctoral programs. 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. It should be noted that 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.

Doctoral programs include 12 credits of courses in research methods from a list of courses approved by the doctoral faculty.

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

Not more than 30 credits of course work taken at the postbaccalaureate level from an institution or institutions on the approved list of the Graduate School of Education may 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, department chairperson, and the associate dean's office 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.S. and 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*. 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 the GSE has a total time limit of ten years from the time of admission to the program to complete all course work, qualifying examinations, and dissertation work further defined as follows: 1) a student entering a doctoral program at the GSE has a time limit of seven 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 seven years has three years to complete his or her dissertation. 3) a student who completes the course requirements and qualifying examinations in less than seven years will have the remaining time from the total allocated time of ten years to complete his or her dissertation. 4) But, any student who fails to complete all requirements (course work, qualifying examinations and dissertation) within the allocated ten-year period may retake the qualifying examination, and upon passing these examinations, may have three additional years to complete his or her dissertation.

An extension of time may be granted in order for a student to complete degree requirements. Such extensions, granted in units of one year, must be requested in writing through the adviser and require the approval of the department chairperson and the associate dean. In order to receive a first extension of time, a doctoral student must have an approved course work plan on file and must have passed the qualifying examination. In addition, the student must have an approved dissertation committee and an approved dissertation proposal. For a second extension of time, the student must have collected data, sources, etc., and be in need of time to run and analyze the data in order to produce a first draft of the dissertation. For a third extension, the student must have a completed first draft and need time to defend a dissertation. A fourth extension of time requires a final draft that needs to be defended.

Qualifying Examination

All candidates for the degree of Doctor of Education are required to take the qualifying examination, which is administered at times determined by the individual department. Doctoral students may not take more than 12 credits in dissertation study or its equivalent prior to the successful completion of the qualifying examination.

This examination in the field of concentration or major is taken near the completion of the student's course work and shall be written and/or oral as may be determined by each department. The written Qualifying Examination is prepared by the department chairperson or his or her appointed delegate, department members, and individuals approved by the department in which the candidate is studying. It is scored by the student's adviser and two other members of the faculty. The student's performance 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 student is encouraged to begin work on the dissertation at least two years prior to the end of his or her time limit. The doctoral dissertation is a scholarly work that represents one or more of the commonly acceptable types of research.* The subject chosen must be definite and of a limited range, the method of investigation must be precisely formulated, the value of the sources must be established, and the conclusions systematically supported.

Dissertation Proposal

Committee

A doctoral (Ed.D) dissertation committee consists of at least three individuals, at least two of whom are Rutgers faculty members. Any full-time faculty or staff member at Rutgers University 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 University may become a member of a specific dissertation committee if recommended in writing by a committee chairperson and approved by the associate dean.

Effective for students admitted to GSE doctoral programs on or after September 1, 1990, each dissertation committee shall be composed so that the following conditions are satisfied:

* Historical and philosophical: an inquiry into historical and philosophical problems. Experimental: an attempt to determine relationships through experimental manipulation and control and thorough statistical testing of hypotheses. Exploratory and descriptive: a description and interpretation of existing conditions or relationships, programs, prevailing practices, beliefs, points of view, attitudes, processes, effects or results of processes, or developing trends.

1. The chairperson shall be a member of the doctoral faculty in education.
2. At least one member of the committee shall be affiliated with the program for which the student is fulfilling the Ed.D. requirements.
3. At least one member of the committee shall 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 in consultation with the student's adviser. An open defense is required before the proposal can be finally approved and assigned.

An announcement of the proposal defense including 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 associate dean, 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. It is the responsibility of the student to obtain from the Office of Academic Services a copy of the current *GSE Guide to Dissertation Preparation* before beginning the writing and typing of the dissertation. The final date for submission of the dissertation and abstract is published twice a year in the school's *Schedule of Classes*. A copy of the final defense draft should be available to the committee at least one month prior to the defense date. A final defense draft of the dissertation must be filed in the Office of Academic Services with a defense scheduling form two weeks prior to the date scheduled for the oral defense. 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 associate dean, arrangements may be made to hold an examination during those 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 should also 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.

SPECIALIST IN EDUCATION

The Specialist in Education degree program offers the student an opportunity to follow an integrated plan of study beyond the master's program in his or her chosen field of concentration. This degree program is designated as a terminal program and is not intended as an intermediate step toward the doctorate.

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

Credit Requirements

A minimum of 64 credits beyond the bachelor's degree is required. At least half the credits must be earned through courses that offer graduate credit only. 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

Not more than 30 credits of course work taken at the postbaccalaureate level from an institution or institutions on the approved list of the Graduate School of Education may be accepted as meeting any of the course requirements for the specialist degree. A student holding the degree of Master of Education from Rutgers may, with the prior approval of his or her adviser and the associate dean, transfer toward the Specialist in Education degree not more than 15 credits of course work from an institution on the approved list of the Graduate School of Education.

Residency

When required, the conditions of the residency are to be determined in consultation with the student's adviser and set forth specifically on the student's approved program.

Scholastic Standing

See Scholastic Standing under Doctor of Education.

Time Limitation

A student who has earned a master's degree prior to enrollment in the Graduate School of Education Specialist in Education program must complete all requirements of the 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.

A student admitted to a specialist program from the bachelor's degree level must complete all requirements of the program within six years of first registration as a degree student or within six years of the beginning of any course work to be counted toward the degree.

Qualifying Examination

All candidates for the degree of Specialist in Education are required to take the qualifying examination, which is administered at times determined by the individual department. This examination, in the field of concentration or major, is taken near the completion of the student's course work and shall be written and/or oral, as determined by each department.

The written qualifying examination is prepared by the department chairperson or his or her appointed delegate, department members, and individuals approved by the department in which the candidate is studying. It is scored by the student's adviser and two other members of the faculty. The student's performance 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 will be changed to "unsatisfactory" if a different evaluation is not reported within one year of the date of the 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. The 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.

MASTER OF EDUCATION

Candidates for the Master of Education 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). Of the 30-credit minimum requirement, 3 or 6 credits may be granted for the completion and successful oral defense of a thesis.

Departments may, and in some cases do, set requirements in addition to the minimum requirements given above. Comprehensive examinations, research papers, etc., are not uncommon additional requirements, and it is the responsibility of the student to inform himself or herself with respect to the standards of the program and department of the major field as well as those of the school.

Transfer credit from schools on the approved list of the Graduate School of Education 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.

Thesis

A student who chooses to write a master's thesis will do so under the supervision of a thesis committee of three members, at least one of whom must be from faculty other than that of the student's major program. One member, presumably the chairperson, must be a member of the faculty of the student's major program. The third member may be chosen from any faculty members eligible for graduate instruction and supervision of graduate research. Prior to beginning work on a thesis, the student should submit a typed description of the proposed study to his or her committee. The completed thesis must be a written report that shows the student's ability to select a topic, organize data, and present systematically the results of an investigation in his or her field of major interest at a high level of quality. Certain requirements must be adhered to in the preparation of theses. Specific regulations, such as those pertaining to format, paper, and style, must be followed in order to ensure that the thesis can be accepted by the school for submission to the candidate's committee and subsequently to the university library for filing. It is the responsibility of the student to obtain from the Office of Academic Services a copy of the current *GSE Guide to Dissertation Preparation* before beginning the writing and typing of the thesis and to see that the manuscript conforms to such regulations.

The final draft of the thesis, including an abstract that must not exceed 350 words, is to be filed in the Office of Academic Services with a defense scheduling form in accordance with the deadlines set out in the school's *Schedule of Classes*.

Oral Examination

The student who submits a thesis as a part of his or her program leading to the master's degree must defend it in a public meeting conducted by the thesis committee. The chairperson of the committee will report the result of the

examination to the Office of Academic Services. Theses must be on file in that office at least two weeks prior to the date of the oral examination. Following the successful completion of the oral defense, the student is required to submit one copy of the thesis and abstract on 100 percent cotton-content paper and one copy on 25 percent (or greater) cotton-content paper, along with a receipted payment form, to the Office of Academic Services by the announced deadlines for completion of degree requirements.

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 with respect to 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.

Teacher Certification

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

The GSE offers six initial teacher certification programs (elementary/early childhood, English, foreign language, mathematics, science, 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 provisional certification. For permanent 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 certification programs, refer to the *New Brunswick Undergraduate Catalog*.

For information on the five year master degree programs refer to the Master of Education degree programs for teacher certification in the Department of Learning and Teaching.

GRADUATION

Degrees are conferred by the university only upon recommendation of the faculty after a formal application has been filed with the registrar. Degrees are conferred only at the annual commencement each May at which time all diplomas are issued. For this reason, a student who completes degree requirements before October 1 may request a suitable certificate for use until commencement. This request should be sent to Rutgers, The State University of New Jersey, University Registrar, Administrative Services Building, Attn: Commencement Department, New Brunswick, NJ 08903, accompanied by a stamped, self-addressed envelope, and is honored shortly after November 1 provided the student has a Graduate Diploma Application on file and has completed all other requirements for the degree. A similar certificate is available, upon request, to the student who completes all requirements by the end of the fall term; it is mailed after February 15.

A candidate who does not wish to attend commencement is asked to indicate that fact on the Graduate Diploma Application. At the time of commencement, degrees may be conferred *in absentia* only if the candidate has notified the university registrar that he or she is unable to attend the commencement exercises. In all cases the candidate should indicate the address to which the diploma may be mailed during the months of June and July.

Diplomas and transcripts are withheld from all students whose financial accounts or library records are not clear.

Application for the Conferral of the Degree

The Graduate Diploma Application, which may be obtained from the university registrar or the Office of Academic Services, must be completed and submitted by each candidate before April 2 for a diploma bearing the date of commencement in May, by October 2 for a diploma dated October, and by January 2 for a diploma dated January. If a candidate fails to file this application on or before April 2, the degree is not conferred until the annual commencement one year later. Although the candidate can be certified as having earned the degree, the formal diploma is issued at the later commencement.

Programs, Faculty, and Courses

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,
Specialist in Education, Doctor of Education
Chairperson: Harold Beder (732/932-7496; ext. 213;
e-mail: hbeder@rci.rutgers.edu)

Members of the Faculty

Professors:

W. Steven Barnett, *Ph.D., Michigan*
Harold W. Beder, *Ed.D., Columbia*
Sarane S. Boocock, *Ph.D., Johns Hopkins*
Kenneth D. Carlson, *Ed.D., SUNY (Buffalo)*
J.J. Chambliss, *Ph.D., Illinois*
Gordon Darkenwald, *Ph.D., Columbia*
William A. Firestone, *Ph.D., Chicago*
James M. Giarelli, *Ph.D., Florida*
Ronald T. Hyman, *Ed.D., Columbia; J.D., Rutgers*
Jack L. Nelson, *Ed.D., Southern California*
Nobuo Shimahara, *Ed.D., Boston*
Daniel Tanner, *Ph.D., Ohio State*

Associate Professors:

James Bliss, *Ph.D., Cornell*
Charles R. Doty, *Ph.D., Ohio State*
C. William Garner, *D.Ed., Pennsylvania State*
Donald L. Halsted, *Ed.D., Michigan*
David J. Muschinske, *Ed.D., Boston*
Adam F. Scrupski, *Ed.D., Rutgers*
Annell L. Simcoe, *Ph.D., Ohio State*

Assistant Professor:

Catherine Lugg, *Ph.D., Pennsylvania State*

Associate Faculty:

Richard Novak, *Ed.D., Rutgers*
Craig Scanlan, *Ed.D., Rutgers*

The Department of Educational Theory, Policy, and Administration offers graduate programs leading to the Master of Education degree, the Specialist in Education degree, and the degree of Doctor of Education. These programs are grouped into five categories: Educational Administration and Supervision; Adult and Continuing Education; Social Studies Education; Vocational-Technical Education; and Social and Philosophical Foundations of Education.

Programs in Educational Administration and Supervision

Contact: Dr. Harold Beder (732/932-7496; ext. 106;
e-mail: farrow@rci.rutgers.edu)

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

At the master's degree level, typical 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 Educational Specialist and 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 several 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.

Degree as well as nondegree students may also register for short-term, specialized training in the following areas: educational finance, community relations, personnel administration, and supervision.

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 in Elementary Education
- Administration and Supervision in Secondary Education
- Administration and Supervision Option with specialization in Higher Education
- Administration and Supervision Option with specialization in Urban Education
- Administration and Supervision Option with general concentration
- School Business Administration

Candidates for the Master of Education degree must complete a minimum of 36 credits at Rutgers, The State University of New Jersey, 6 credits of which must be in courses outside the field of specialization. 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 the beginning of any course work to be counted toward the degree. The thesis option requires a minimum of 30 credits of course work plus credits in thesis research to yield a total of at least 36 credits, as well as the completion and oral defense of a thesis.

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 aspirations.

Administration and Supervision in Elementary Education and in Secondary Education (Minimum of 36 Credits)

To earn a Master of Education degree in administration and supervision in elementary or secondary education, students must complete the following course of study:

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

- 15:230:505 School-Community Relations: Politics of Education (3)
 - 15:230:507 Education Law (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)
 - 15:230:530 Internship in Educational Administration (3)
 - 15:230:610 Administration for School Effectiveness (3)
 - 15:310:500 Curriculum and Instruction (3) or 15:250:504 Foundations of Curriculum (3)
- Elective outside the program area (3)

The above degree meets the requirements for New Jersey principals' certificates and administrators' certificates.

Administration and Supervision Option (Minimum of 36 Credits)

The option in administration and supervision requires that a core of courses be taken and then provides specializations designed for individuals who wish to pursue special interests in administration but who do not intend to seek public school certification. Core requirements for all specializations are:

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:501 Leadership and Communications Skills Development I (3)
- 15:230:522 Decision Analysis I (3)
- 15:230:530 Internship in Educational Administration (3)

Higher Education Specialization:

- 15:230:514 Personnel Administration (3)
- 15:230:606 The Law of Higher Education (3)
- 15:230:620 Organization and Administration of Higher Education (3)
- 15:310:611 History of American Higher Education I (3)

Electives with consent of adviser:

- Education administration (6)
- Outside of program area (6)

Urban Education Specialization:

- 15:230:505 School-Community Relations: Politics of Education (3)
 - 15:230:521 Supervision of Instruction (3)
 - 15:230:608 Case Studies in Educational Administration and Supervision (3)
- 9 credits in specialized seminars
6 credits in electives, with consent of adviser, outside of program area

General Concentration:

18 credits of electives in education administration and 6 credits of electives outside program area with consent of adviser, approval of the program coordinator, and approval of the program faculty

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 required:

- 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)
 - 15:230:504 Physical Facilities and the Learning Environment (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 (3)
 - 33:010:481 Public Nonprofit 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.

Supervisor's Certificate

To qualify for a supervisor's certificate in New Jersey, the candidate must have a master's degree and 12 credit hours distributed as follows:

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

In addition, students choose 6 credits of electives in such supervision and curriculum courses as:

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:512 Administration and Supervision of Elementary and Secondary Schools
- 15:230:608 Case Studies in Educational Administration and Supervision (3)
- 15:251:572 Curriculum Development in the Elementary School (3)

Specialist in Education Degree Programs

The Department of Educational Theory, Policy, and Administration offers the Specialist in Education degree in Educational Administration and Supervision. Students interested in this degree are referred to the department chairperson or an adviser for detailed information.

Doctor of Education Degree Program

The Department of Educational Theory, Policy, and Administration offers the Doctor of Education degree in Educational Administration and Supervision.

Concentrations of study are developed to ensure that each graduate acquires a core of theoretical knowledge and research skills germane to all administrative and program development positions and yet has wide latitude to pursue individual professional specialties. The program fosters a balance between the generic and the specific and between theory and its application in professional practice. The doctoral program requires a minimum of 76 credits plus the successful completion of a doctoral dissertation, which requires a minimum of 24 credits of dissertation study.

All doctoral programs include the following experiences:

Theory and Research Core

All Ed.D. candidates are required to complete an 18- to 21-credit core in theory, research, statistics, and foundations of administration. The core is designed to provide students with basic skills in theory and research in order that they can be critical consumers as well as effective producers of knowledge. Conceptual, technical, and human relations skills and their applications are stressed in the foundations and theory components of the core.

Behavioral and Social Sciences

Each student is also required to complete at least 6 credits in the behavioral and social sciences to be taken outside the Graduate School of Education. Through these courses students are expected to develop skills in social scientific analysis to better understand and cope with the problems of education. Although there is no prescribed set of social science courses, students are advised to take those courses that will provide insights into the social and psychological bases of organization, the change process, conflict resolution and consensus, and group dynamics.

Clinical Experiences

A set of clinical experiences (6 to 12 credits) is required of all students to provide opportunities to test theory through practical applications, to practice technical and human relations skills, and to satisfy individual needs and objectives. Students with administrative experience are required to take a minimum of 6 course credits of clinical studies. Students without administrative experience are required to complete a minimum of 12 credits including an internship.

Concentrations

Each student, with the assistance of an adviser, must prepare a concentration requiring a minimum of 24 credits, 12 of which must be taken from an approved list of courses offered by and within the Graduate School of Education.

Dissertation

The capstone of the doctoral program is the dissertation. The student must demonstrate his or her ability to engage successfully in the scholarly and systematic study of educational problems.

Residency Requirements

All Ed.D. students in Educational Administration and Supervision are required to serve a two-consecutive-term residency (excluding summers). This residency includes the following requirements and activities:

1. Resident students should register for at least 14 credits each term including 2 credits of 15:230:700 Residency Seminar.
2. A student steering committee will be elected to organize and coordinate the residency program.
3. A spring conference will be held, and attendance is required for all resident students.
4. Students should consult with their adviser when planning for residency.

Programs in Social Studies Education

Coordinator: Dr. Kenneth Carlson (732/932-7496; ext. 232; e-mail: kdc@rci.rutgers.edu)

The Department of Educational Theory, Policy, and Administration offers the Master of Education degree, the Specialist in 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 at least one subject area is preferred. Programs that combine studies in general and professional education with work in a subject field are therefore encouraged. Students usually pursue course work in the Graduate School of Education and in other schools and colleges of the university.

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 therefore intended as guidelines.

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 courses in 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 must also enroll in 6 credits of electives outside the field of specialization and related courses. Initial teacher certification is also available as an option. Program outlines are available in the department office.

Specialist in Education Degree Program

The Specialist in Education degree, designed for students who desire work beyond the master's, does not contain the dissertation-research component of the doctoral program. This program will be especially suitable for persons who are in or are moving toward positions in education where ideas for the improvement of instruction and curriculum in social studies can be applied and evaluated.

Department chairpersons, teaching team leaders, coordinators, and persons responsible for instruction in districts, state education departments, and other institutions may have interest in this program.

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

Degree Requirements (Minimum of 66 Credits)

Departmental area of specialization (39)

Other departmental courses (9)

Electives (12)

Practicum (6) (Field experience: successful completion of a program examination is a prerequisite to the field experience in the specialist program.)

Doctor of Education Degree Program

The doctoral program in social studies education is an individualized, flexible one that is 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 96 Credits)

Department major (42): at least 15 credits in social studies education; remaining credits in a closely related field may be taken elsewhere within the university

Research courses (12)

Electives, with the approval of the adviser, may be taken at any division of the university (18)

Dissertation study (24)

Programs in Vocational-Technical Education

Co-coordinators: Dr. Annell L. Simcoe (732/932-7496; ext. 134; e-mail: simcoe@rci.rutgers.edu) and Dr. Charles R. Doty (732/932-7496; ext. 106; e-mail: cdoty@rci.rutgers.edu)

Programs in vocational-technical education are built around five general goals:

1. To enhance the preparation and professional development of vocational-technical educational leaders, including teachers, administrators, and researchers from educational settings.
2. To advance the knowledge base of vocational-technical education through research.
3. To provide professional development for personnel in education/training roles in nonschool settings.
4. To provide professional community service.
5. To facilitate cooperative linkages within the Graduate School of Education and between Rutgers units and external agencies, including colleges and universities.

Master of Education Degree Program

The Ed.M. degree in vocational-technical education requires a core of courses in vocational-technical education with the remainder of the courses selected on an individualized basis in consultation with the student's adviser.

Degree Requirements (Minimum of 33 Credits)

Required core (18 credits):

15:288:501 History and Philosophy of Vocational Education (3)

15:288:503 Curricula and Materials for Vocational-Technical Education (3) or 15:288:560 Development and Structure of Postsecondary Occupational Education (3)

15:288:507 Instructional Strategies for Occupational Education (3)

15:288:524 Evaluation in Vocational-Technical Education (3)

15:288:581 Vocational Education for Special Populations (3)

15:288:610 Research in Vocational-Technical Education: Methodology and Techniques (3)

All Master of Education degree program candidates must complete 6 credits outside vocational-technical education. Students are encouraged to concentrate their elective courses in professional education areas appropriate to their career goals. Supervisory certification, cooperative education certification, or teaching certification may be obtained by utilizing the electives to meet such requirements.

Coordinator's Certificate

15:288:501 History and Philosophy of Vocational-Technical Education (3) or equivalent

15:288:502 Career Education (3)

15:288:503 Curricula and Materials for Vocational-Technical Education (3)

15:288:544 Part-Time and Cooperative Programs in Vocational-Technical Education (3)

Apprenticeship Coordinator's Certificate

15:288:501 History and Philosophy of Vocational-Technical Education (3) or equivalent

15:288:502 Career Education (3)

15:288:503 Curricula and Materials for Vocational-Technical Education (3)

15:288:544 Part-Time and Cooperative Programs in Vocational-Technical Education (3)

15:288:662 Administration of Occupational Programs (3)

and one of the following courses:

16:578:509 Labor and Politics (3)

16:578:560 Foundations of Collective Bargaining (3)

16:578:581 Structure and Governance of American Unions (3)

Supervisor's Certificate

15:230:500 Foundations of Educational Administration and Supervision (3)

15:288:503 Curricula and Materials for Vocational-Technical Education (3)

15:288:662 Administration of Occupational Programs (3)

15:310:500 Curriculum and Instruction (3) or 15:310:505 Curriculum Development in Secondary Schools (3)

Specialist in Education Degree Program

The Specialist in Education degree is designed for students who want to study beyond the master's degree, but do not want to pursue a program of study leading to a doctoral degree.

The student's program of study (minimum of 66 credits beyond the bachelor's degree) is designed to maximize understanding and knowledge of vocational-technical education and the role of occupational education within the context of current social, economic, and educational conditions. Requirements for the degree are highly flexible and include 21 to 27 credits in vocational education. Students may elect 9 to 15 credits from within or outside the Graduate School of Education.

Doctor of Education Degree Program

The selection of courses and number of credits required in the doctoral program in vocational-technical education, beyond those credits required by the Graduate School of Education, is determined by the individual's prior educational experience and minor area of study. An individual's program is developed in consultation with the adviser, subject to the approval of the faculty in vocational-technical education.

Required Core (Minimum of 18 Credits)

- 15:288:561 Occupational Delivery Systems (3)
- 15:288:609 Policy Analysis in Vocational-Technical Education (3)
- 15:288:610 Research in Vocational-Technical Education: Methodology and Techniques (3)
- 15:288:611 Research Seminar in Vocational-Technical Education (BA)
- 15:288:662 Administration of Occupational Programs (3)
- Elective in vocational-technical education (selected in consultation with the student's adviser) (3)

Foundations (Minimum of 6 Credits)

Courses may be selected from these areas:

- Sociology
- Philosophy
- Psychology
- Economics
- Other appropriate foundation area

Research Courses (Minimum of 12 Credits)

Minor Area (Minimum of 12 Credits)

May be taken from courses offered in the Graduate School of Education or from other units in the university.

Dissertation (24 Credits)

Program in Adult and Continuing Education

Coordinator: Dr. Gordon Darkenwald (732/932-7496; ext. 203; e-mail: darkenwa@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 is necessarily 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 primarily concerned with facilitating adult learning and planning and managing educational or training programs for adults.

For information on doctoral study with a specialization in adult and continuing education, refer to the section on doctoral programs under the heading of "Programs in Social and Philosophical Foundations of Education."

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 Program (6–12 Credits)

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

Thesis Option

A thesis option is available that requires 24 credits of course work plus 6 credits for thesis preparation.

Programs in Social and Philosophical Foundations of Education

Coordinator: Dr. Sarane Boocock (732/932-7496; ext. 214; e-mail: boocock@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 which 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 nonschool 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.

Master of Education, Specialist in Education, and Doctor of Education programs in social and philosophical foundations of education are offered with the following emphases:

- Adult and Continuing Education (doctoral program only)
- 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. Accordingly, 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 15 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 9 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, Afro-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.

Specialist in Education Degree Program

Students interested in this degree program in Social and Philosophical Foundations of Education are referred to the department chairperson or advisers for detailed information.

Doctor of Education Degree Program

The Ed.D. program in social and philosophical foundations of education requires 72 postbaccalaureate graduate credits, including a maximum transfer of 30 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. Two concentrations are available within the doctoral program in social and philosophical foundations of education: a program specialization concentration and an educational theory concentration. Both concentrations have four elements: (1) doctoral course work, (2) residency, (3) qualifying examinations, and (4) doctoral dissertation.

Degree Requirements (Minimum of 42 Credits)

PROGRAM SPECIALIZATION CONCENTRATION

Doctoral students enrolled in a program specialization concentration may specialize in adult and continuing education, anthropology of education, curriculum theory and development, economics of education, history of education, philosophy of education, or sociology of education. All specialization programs follow a common set of guidelines in specifying degree requirements:

1. *Doctoral Course Work: Program Specialization Concentration*
 - a. Course work in area of specialization chosen in consultation with adviser (21 credits).
 - b. 12 credits in appropriate research courses. Appropriate courses may be offered outside of the program area. Applicable work in the social and philosophical foundations program area would include the following:
 - 15:310:535 Problems in Secondary School Teaching (3)
 - 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)
 - 15:233:640 Proseminar in Adult and Continuing Education (3)
 - 15:233:646 Research Seminar in Adult and Continuing Education (3)
 - c. 9 credits of course work in social sciences of education for students specializing in the humanities, 9 credits of course work in the humanities for students specializing in the social sciences, 9 credits of course work in the humanities and 9 credits of course work in the social sciences for doctoral students who specialize in adult and continuing education. Curriculum theory students need to complete a 9-credit coherent selection of courses in the humanities and social sciences. All students complete at least one course focusing on contemporary issues in schooling and society.
2. *Residency Requirement*

Doctoral students enroll for two consecutive terms in which at least 9 credits are completed in each term. Each student completing residency participates in a series of residency seminars offered by the program each term that provide a context in which faculty and students share scholarly and research interests.
3. *Ed.D. Qualifying Examinations*

Doctoral qualifying examinations are normally 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 doctoral study. These examinations are offered once each term. Program specialization students respond to four questions in all: two questions in the area of specialization, one question from a cognate area within the program, and one question concerning research and its applications. Educational theory students respond to four questions in all: one question from each of their three areas of specialization and one question concerning research and its applications.

4. *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 demonstrates the ability to engage successfully in the scholarly and systematic study of educational problems.

EDUCATIONAL THEORY CONCENTRATION

Doctoral students enrolled in an educational theory concentration develop a coherent plan of course work focused on three areas of specialization. All educational theory programs follow a common set of guidelines in specifying degree requirements.

1. *Doctoral Course Work: Educational Theory Concentration*
 - a. Humanities and education: 9 credits in history and philosophy of education
 - b. Social sciences and education: 9 credits in anthropology, economics, and sociology of education
 - c. 12 credits in appropriate research courses. Appropriate courses may be offered outside of the program area. Applicable work in the social and philosophical foundations program area would include the following:
 - 15:310:535 Problems in Secondary School Teaching (3)
 - 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)
 - d. 12 credits of collateral course work in program specializations and related courses outside the program, including at least one course focusing on contemporary issues in schooling and society.
2. *Residency Requirement*

Doctoral students enroll for two consecutive terms in which at least 9 credits are completed in each term. Each student completing residency participates in a series of residency seminars offered by the program each term that provide a context in which faculty and students share scholarly and research interests.
3. *Ed.D. Qualifying Examinations*

Doctoral qualifying examinations are normally 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 doctoral study. These examinations are offered once each term. Program specialization students respond to four questions in all: two questions in the area of specialization, one question from a cognate area within the program, and one question concerning research and its applications. Educational theory students respond to four questions in all: one question from each of their three areas of specialization and one question concerning research and its applications.
4. *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 demonstrates 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 Social Education

Director: Dr. Kenneth Carlson

The objective of the Center for Social Education is the improvement of instruction in social studies. In addition to holding colloquia, sponsoring research, and developing and testing teaching materials in the social science areas, the center maintains a repository of social studies curricula and teaching aids produced by a variety of projects, school districts, and commercial publishers.

Center for Adult Development

Codirectors: Dr. Harold Beder and Dr. Gordon Darkenwald

The purpose of the Center for Adult Development is to conduct and stimulate high-quality research in adult education. The center also sponsors continuing education activities directed toward the field of adult education and maintains a library of adult education materials. Adult learning, adult basic education, participation research, studies of classroom social climate, and attitudes toward continuing education have been recent areas of concern.

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)

Corequisite: 15:230:500.

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. PUBLIC SECTOR ACCOUNTING (3)

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 and cost-volume relationships with specific emphasis on applications to public institutions. An introduction to computer generated spread sheets 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)

Examination of the adequacy, efficiency, and economy of school facilities; architectural periods and design features; educational techniques and technology; energy, safety, health, comfort, acoustics, visual features of elementary, secondary, and post-secondary classrooms; and construction and modernization of educational buildings. Field trips to school sites are required.

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.

15:230:508. 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.

15:230:509. EDUCATIONAL SYSTEMS MANAGEMENT (3)

A systems approach to studying the organization, operation, and administration of educational institutions; education as a management process including mission, function, task and method-means analyses, and flow-charting important problems and their solutions.

15:230:510. LEGAL PERSPECTIVES OF EDUCATIONAL POLICY (3)

The policy aspects of legal problems; topics include student rights, multicultural interests, faculty employment, special education, and other significant policy issues.

15:230:511. LEADERSHIP AND COMMUNICATIONS SKILLS DEVELOPMENT II (1)

Prerequisites: 15:230:500, 501.

Development of capacity to assess administrative, interpersonal, communication, and leadership skills; uses simulations in 15:230:501 to practice assessments.

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

Prerequisites: 15:230:500, 521.

The problems of organization, supervision, and administration of the elementary and secondary school.

15:230:514. PERSONNEL ADMINISTRATION (3)

Prerequisite: 15:230:500.

Administration of personnel policies, methods, and techniques utilized 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.

The 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.

15:230:517. EDUCATIONAL CHANGE: THEORY AND PRACTICE (3)

Prerequisite: Open only to matriculated students.

Examines the problem of managing change in educational institutions from three perspectives—the technical, the political, and the cultural—to give students from a variety of areas the skills to diagnose needed changes and ensure successful implementation.

15:230:519. HIGHER EDUCATION FINANCE (3)

The financing of higher education; state/local systems of support, internal institutional budget issues, and development of evaluative tools; comparisons among various state higher education financing systems.

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 micro-computers 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.

15:230:599. MASTER'S THESIS RESEARCH (BA)

Prerequisite: Permission of adviser. Open to graduate students enrolled in a program requiring the writing of a master's thesis in the field of administration.

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

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. FIELD WORK 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.

15:230:606. THE LAW OF HIGHER EDUCATION (3)

Legislative, judicial, and administrative sources of law affecting institutions of higher education; focuses on the legal implications of administrative decision making in such institutions, issues of educational and employee equity, and strategies for avoiding legal problems.

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 learning styles and people with special needs in our multi-cultural society considered.

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.

15:230:611. EDUCATIONAL POLICY AND POLICYMAKING: THE FEDERAL AND STATE LEVELS (3)

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

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.

15:230:620. ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION (3)

Problems related to the governance of institutions of higher learning, including the aspects of general organization and administration, legal structure, business and finance, agencies for policy making, academic administration, student personnel policy, plant planning and maintenance, and relations with the various publics of the institution.

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.

15:230:700. RESIDENCY SEMINAR (2)

Required of specialist and doctoral students establishing residency in the department.

Field experiences and related activities designed to augment full-time study.

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 program 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.

15:233:550. CONTINUING LEARNING IN THE PROFESSIONS (3)

The rationale, functions, and structural characteristics of continuing learning in the professions; purposes and patterns of continuing learning in the professions, factors promoting and deterring participation, and the role of the educator in program development.

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)

Prerequisite: 27 credits of course work.

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 students 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)

Contemporary and potential social studies curricula and projects.

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.

15:257:565. RADICALISM AND EDUCATION (3)

An examination of radical social ideas with implications for education; the relation of radical ideas to social studies instruction.

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

A 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.

A 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 VALUES (3)

Current, historical, and controversial literature on the topic of civic rights and obligations as expressed through schooling; views of civics and citizenship as themes for schooling; social values such as justice, freedom, and equality are reviewed in terms of competing and often contradictory rationales and practices in schooling; curricular, pedagogical, and academic freedom implications.

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 (Vocational-Technical Education 288)

15:288:501. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION (3)

For guidance personnel and counselors, school administrators, vocational-technical educators, and general education teachers.

The basic purposes and goals of vocational-technical education; brief history of the social, economic, and technical forces which stimulated the development of vocational education; the areas and types of vocational education and their functions.

15:288:502. CAREER EDUCATION (3)

Philosophical bases of career education from kindergarten through postsecondary, adult, and continuing education; emphasis on career choices, vocational guidance, group counseling, and placement. Field trips may be required.

15:288:503. CURRICULA AND MATERIALS FOR VOCATIONAL-TECHNICAL EDUCATION (3)

Basic concepts for systematic planning of vocational curricula K-12; topics also include administration, articulation, provision for multicultural and exceptional populations, and national curriculum resources.

15:288:505. EXTERNSHIP FOR VOCATIONAL-TECHNICAL TEACHERS (BA)

Externships are planned to meet individual needs of students and are provided through cooperation with industrial, business, research, and public agencies. It is expected that master's theses or projects will grow out of externship experiences. Professional education staff coordinate the externship so that maximum value to the individual will result.

15:288:506. CURRENT CONCEPTS OF VOCATIONAL-TECHNICAL EDUCATION (3)

Analysis of vocational and technical education for a changing world of work; presentations by nationally recognized experts with emphasis on need for modification and projection; implications of current legislation and research findings.

15:288:507. INSTRUCTIONAL STRATEGIES FOR OCCUPATIONAL EDUCATION (3)

Theory and applications of teaching strategies identified as essential to instruction for populations (K-Adult) enrolled in occupational education, including multicultural and exceptional students.

15:288:508. TOPICS IN VOCATIONAL-TECHNICAL EDUCATION (BA)

Problems and issues affecting vocational-technical education. Topics may differ each time the course is offered. Consult instructor before registering.

15:288:509. MASTER'S PROJECT (3)

Prerequisites: 15:288:501, 503,504.

Individual investigation, study, critical analysis, and evaluation of pilot project concerned with the service areas of vocational-technical education (including coordination and supervision). Each student develops, carries out, and reports the experience in a master's term paper.

15:288:524. EVALUATION IN VOCATIONAL-TECHNICAL EDUCATION (3)

Prerequisite: 15:288:503.

Methods of evaluating vocational-technical education programs and student achievement; examination of teaching materials and instruments.

15:288:543. INTERNSHIP IN VOCATIONAL-TECHNICAL COORDINATION AND/OR SUPERVISION (3)

Prerequisite: Permission of instructor.

Directed field experience in the coordination and/or supervision of vocational-technical education programs. Three weeks of concentrated work and association with the problems of program operation. Internship is provided at carefully selected centers.

15:288:544. PART-TIME AND COOPERATIVE PROGRAMS IN VOCATIONAL EDUCATION (3)

Theory and strategies for conducting cooperative education, apprenticeship, industrial training, school-business partnerships, and work-based learning programs.

15:288:545. LEADERSHIP DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION (3)

Leadership development programs and activities in various vocational-technical settings and fields of service, including educational systems, government, industry, and organized labor.

15:288:560. DEVELOPMENT AND STRUCTURE OF POSTSECONDARY OCCUPATIONAL EDUCATION (3)

The historical development, philosophy, and practices involved in the technical institutes and community junior colleges; the curricula and programs of two-year post-high school institutions as integrated with manpower utilization and current trends.

15:288:561. OCCUPATIONAL DELIVERY SYSTEMS (3)

Salient features of workforce preparation programs from kindergarten through college that exist internationally, nationally, and statewide from career education elementary levels to technical education in community colleges, technical institutions, and colleges. Field trips may be required.

15:288:562. THE TECHNICAL AND COMPREHENSIVE COMMUNITY COLLEGE (3)

Various aspects of the technical community college including the following: history, social milieu, governance, students, faculty, administrative structure, curriculum and instruction, student personnel programs, and the future prospects of the institution.

15:288:571,572. MODERN APPROACHES IN TEACHING BUSINESS AND OFFICE EDUCATION I,II (3,3)

Prerequisite: Background in business and office education or permission of instructor.

The development of business and office education curricula and modern approaches to teaching business subjects. Individual project required.

15:288:573. RECENT DEVELOPMENTS IN BUSINESS EDUCATION PRACTICES (BA)

Prerequisite: Invitation or permission of instructor.

Familiarizes business and office practice teachers with recent developments in selected areas of data and information preparation, processing, storage, and retrieval.

15:288:581. VOCATIONAL EDUCATION FOR SPECIAL POPULATIONS (3)

Instructional approaches and techniques for teaching students with special needs; the impact of multicultural and handicapping conditions; explores concepts such as equity, race, ethnicity, and the disadvantaged.

15:288:599. MASTER'S THESIS STUDY (BA)

Recommended for candidates who plan to pursue the doctorate.

Individual consultation and seminar meetings focused on the writing of a master's thesis. Culmination of several courses in terms of conducting a sophisticated research undertaking, analysis of data, formulating conclusions, and report writing.

15:288:602. INTERNSHIP IN VOCATIONAL-TECHNICAL EDUCATION (6)

Open to doctoral students with approval of adviser.

Planned program designed to provide meaningful experiences in industry, educational agencies, research organizations, governmental agencies, and others. The internship selected supplements and extends the student's background and strengthens experiences in the area of emphasis. Seminars are required as a part of the internship experience.

15:288:605. INDEPENDENT STUDY IN VOCATIONAL-TECHNICAL EDUCATION (BA)

Prerequisite: Permission of instructor.

Identification and study of a substantive problem related to vocational-technical education.

15:288:609. POLICY ANALYSIS IN VOCATIONAL-TECHNICAL EDUCATION (3)

Prerequisite: 15:288:501 or equivalent.

The social, economic, technological, and political forces inherent in the development of policy that affects vocational-technical education and work-based learning; employs an analytical approach to identify pertinent facts and variables and their relationships to estimate the probable impact of formulated policy on vocational-technical education.

15:288:610. RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION: METHODOLOGY AND TECHNIQUES (3)

Prerequisite: 16:960:531 or equivalent.

An advanced research course in vocational-technical education with emphasis on educational research methods and techniques, sampling procedures, and research data bases; provides experience in the preparation of research proposals.

15:288:611. RESEARCH SEMINAR IN VOCATIONAL-TECHNICAL EDUCATION (BA)

Prerequisite: 15:288:610.

An advanced research seminar for students developing dissertation proposals in vocational-technical education.

15:288:662. ADMINISTRATION OF OCCUPATIONAL PROGRAMS (3)

Administrative knowledge needed concerning philosophic and programmatic bases underlying such areas as workforce readiness delivery systems, recent legislation, funding, staff supervision, articulation, accreditation, and trends. Field trips may be required.

15:288:701. DISSERTATION STUDY: VOCATIONAL-TECHNICAL EDUCATION (BA)

Open to advanced students with permission of adviser. Required of all students preparing a doctoral dissertation in vocational-technical education.

Individual consultation and seminar meetings focus on the problems and issues of vocational-technical education, preparation of an acceptable research proposal, and satisfactory completion of a dissertation.

15:288:800. 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. Students actively engaged in study toward their degree who are using university facilities and faculty time are expected to enroll for the appropriate credits.

15:288:866. GRADUATE ASSISTANTSHIP (BA)

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

15:288:877. TEACHING ASSISTANTSHIP (BA)

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

Graduate Courses (Social and Philosophical Foundations of Education 310)

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

An 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)

The 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)

A 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 educational institutions of such nations as Great Britain, France, Russia, Japan, and the People's Republic of China.

15:310:504. 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.

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.

15:310:513. EDUCATION AND THE ECONOMICS OF FAMILY DECISION MAKING (3)

Introduces and uses tools of economic theory to analyze interrelationships between education and marriage, divorce, child rearing, and labor force participation; topics include determinants of birth rates in developed and developing countries, effects of parents' education on children's success in school and the labor market, and implications of social and educational policy for the economic position of women.

15:310:514. EDUCATION AND ECONOMIC GROWTH (3)

The relationship between education and economic growth; theories and research findings as they apply to developed and less-developed countries; topics include historical and comparative aspects of education and economic growth; measurement of economic growth and development, social returns on educational investment, human capital migration and the brain drain, and economic and educational planning.

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

Educational theories from the standpoint of value; works of selected major philosophers and educational theorists examined.

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

An 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)

A criticism of democratic, totalitarian, and other social theories as they bear on education; emphasis on the major social theories and the educational principles associated with them.

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)

The 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 in the analysis of diverse ways that people have learned to perpetuate and innovate their culture and the enculturative roles of formal education; topics include cultural order and dynamics, culture and personality, epistemology in education and anthropology, value orientations, scientific validation of values, and enculturative roles of education.

15:310:533. CONCEPTS IN ANTHROPOLOGY OF EDUCATION (3)

Prerequisite: 15:310:531 or permission of instructor.
Investigation of anthropological concepts relevant to the study of education in culture.

15:310:534. ETHNOGRAPHIC STUDY OF CONTEMPORARY AMERICAN CULTURE AND EDUCATION (3)

Ideational patterns of the contemporary American culture in rapid transition with specific regard for cultural traits, complexes, and patterns of behavior reflected in American educational institutions; impact of ethnographic literature on American society and its formal educational practices.

15:310:535. PROBLEMS IN SECONDARY SCHOOL TEACHING (3)

Prerequisite: Three graduate credits in secondary education or secondary curriculum.
An 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 field work employing ethnographic data-gathering techniques which 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 which 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.
A detailed study of the influences of the social organization of people in the school on teaching, administration, and learning; a scheme for analyzing and understanding school and classroom as social system; topics include 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)

A 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.

15:310:583. PRODUCTIVITY AND EFFICIENCY IN EDUCATION (3)

Definitions and measures of efficiency and productivity in primary, secondary, and postsecondary education; topics include productivity trends in education, efficient allocation of school resources, school size and productivity, and efficiency implications of school financing methods.

15:310:585. INVESTMENT IN LEARNING (3)

Human capital theory and its use in analysis of relationships between learning (both in schools and on the job) and earnings; the effects of personal and school characteristics on earning power considered, using both the human capital and alternative frameworks.

15:310:591. FOUNDATIONS OF EDUCATIONAL AND SOCIAL RESEARCH (3)

Broad view of the field, covering conceptualization of research questions, reviewing the literature, research design, methods of data collection, analysis and interpretation of data, and the practical difficulties of conducting research on educational and social programs, prepares students for writing a dissertation proposal and carrying out independent research.

15:310:592. EVALUATION OF EDUCATIONAL AND SOCIAL PROGRAMS (3)

Prerequisite: 15:310:591 or permission of instructor.

Focuses on 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.

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.

A laboratory course for advanced students and in-service teachers, administrators, and supervisors. An analysis and treatment of problems relative to curriculum, teaching, and supervision. A problem 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.

The theoretical aspects of education. Topics selected for study and the particular approach to the topics vary from term to term.

15:310:608. PRAGMATISM AND AMERICAN EDUCATION (3)

Prerequisite: Permission of instructor.

The views of the pragmatists as they relate to American education; works of James, Dewey, Peirce, Mead, Childs, Bode, and Kilpatrick included.

15:310:609. SEMINAR IN RACE RELATIONS AND AMERICAN PUBLIC EDUCATION (3)

Prerequisites: Six graduate credits in sociology or sociology of education, and permission of instructor.

The issues underlying changes in patterns of racial isolation in American public schools; the broad dynamics of prejudice and the societal structures and processes of racial/ethnic discrimination as these converge upon the public school system.

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 twentieth century; aims of higher education and the forms taken by institutions examined in the context of social and intellectual history.

15:310:612. HISTORY OF AMERICAN HIGHER EDUCATION II (3)

Extends the historical survey of American higher education from 1900 to the present; institutions and purposes of higher education examined in relation to major political, social, and economic determinants.

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.

15:310:620. SEMINAR IN ANTHROPOLOGICAL THEORY AND EDUCATION (3)

Prerequisite: Permission of instructor. Designed for advanced doctoral candidates.

Comparative analysis of selected cultural and educational theories; critical review of meta-anthropology, the problem of cultural reality, and metacultural theories of human nature, with specific regard for their implications for educational theories.

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.

15:310:630. SOCIOLOGICAL ISSUES OF EDUCATIONAL DECISION MAKING (3)

Prerequisite: 15:310:541 or 544 or permission of instructor.

Decision-making structures and processes involved in the determination and implementation of educational policy in the U.S. from a sociological perspective; emphasis on decision making at local, state, and federal levels with special attention to urban communities; theoretical and applied sociological issues treated as they converge upon educational decision making.

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. 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.

LEARNING AND TEACHING

Degrees offered: Master of Education, Specialist in Education, Doctor of Education

Chairperson: Warren Crown (732/932-7496; ext. 102; e-mail: wcrown@rci.rutgers.edu)

Members of the Faculty

Professors:

Warren D. Crown, *Ph.D., Chicago*

Robert B. Davis, *New Jersey Professor of Mathematics Education,*

Ph.D., Massachusetts Institute of Technology

Gerald A. Goldin, *Ph.D., Princeton*

Carolyn J. Maher, *Ed.D., Rutgers*

Lesley M. Morrow, *Ph.D., Fordham*

George J. Pallrand, *Ed.D., Columbia*

Dorothy S. Strickland, *New Jersey Professor of Reading, Ph.D., New York*

Carol S. Weinstein, *Ed.D., Harvard*

Associate Professors:

Eliane C. Condon, *Ed.D., Columbia*

Susan L. Golbeck, *Ph.D., Pennsylvania State*

Anthony Kelly, *Ph.D., Stanford*

Joyce Penfield, *Ph.D., SUNY (Buffalo)*

Wallis H. Reid, *Ph.D., Columbia*

Helane Rosenberg, *Ph.D., Florida State*

Michael W. Smith, *Ph.D., Chicago*

Assistant Professors:

Judith Diamondstone, *Ed.D., Harvard*

Luann Duesterberg, *Ph.D., Wisconsin*

Eugenia Etkina, *Ph.D., Moscow State*

Gay Ivey, *Ph.D., Georgia*

The Department of Learning and Teaching offers graduate programs leading to the Master of Education, Specialist in 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 bilingual-bicultural education and English-as-a-Second Language education.

Interdisciplinary Study

Degree programs are available that provide opportunities for students who desire graduate study that is more interdisciplinary than the standard degrees. Such emphases incorporate existing courses, special topics courses, work outside the department, and independent study. Since the intent of this opportunity is to serve individual student interests, applicants should contact the department chairperson or appropriate departmental advisers for additional information.

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 *
English/Language Arts Education
Language Education †
Mathematics Education
Reading
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 include courses in the department, the Graduate School of Education, and/or courses in other branches of the university with permission of the adviser as specified in the program outline for each specialization.

Courses related to individual program with approval of adviser (9)
Courses outside area of specialization (6)

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:

Bilingual-Bicultural Education
Early Childhood/Elementary Education (N-8)
English Education
English-as-a-Second-Language Education
Foreign Language Education
Mathematics Education
Reading Specialist ‡
Science Education

Nondegree endorsement programs are also offered in Bilingual-Bicultural Education and English-as-a-Second-Language Education. See specific program outlines later in this chapter under the heading "Fifth-Year Teacher Education Programs" for exact requirements of each program.

Specialist in Education Degree Programs

The following programs leading to the Specialist in Education degree are offered in the Department of Learning and Teaching:

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

These programs leading to the Specialist in Education degree, designed for students who desire work beyond the master's, do not contain the dissertation-research component of the doctoral program. This program will be especially suitable for persons who are in or moving toward positions in education where ideas for the improvement of instruction and curriculum can be applied and evaluated. Department chairpersons, teaching team leaders, coordinators, and persons responsible for instruction in districts, state education departments, and other institutions may have interests in this program. For specific information, contact the department.

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

Sample Degree Requirements (Minimum of 66 Credits)

Departmental area of specialization (30)
Other departmental courses (9)
Other Graduate School of Education courses (9)
Electives (12)
Practicum (6) (Field experience: successful completion of a program examination is a prerequisite to the field experience in the specialist program.)

* 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.

‡ Students seeking certification as a Reading Specialist must already have an initial teaching certification. Two years of experience as a classroom teacher are required to receive the Reading Specialist certification from the state.

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 doctoral program is an individualized, flexible one that is developed jointly by the student and his or her adviser in accordance with the candidate's particular background and educational objectives. Ordinarily, such a program combines substantial work in a subject field with studies in general and professional education. In pursuing these doctoral studies, students usually work with the various departments of arts and sciences and other units 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 departmental guide to the distribution of courses within a student's program.

Sample Degree Requirements (Minimum of 96 Credits)

Department major (42)

Includes at least 15 credits in a program area within the department such as creative arts education, mathematics education, or others. The remaining credits in a closely related field may be taken elsewhere within the university or considered for transfer from other institutions.

Research courses (12)

Electives, with the approval of adviser, may be taken at any division of the university (18)

Dissertation study (24)

Completion of a qualifying examination

Graduate School of Education Center in the Department of Learning and Teaching

Literacy Center

The Literacy Center in the Department of Learning and Teaching sponsors programs to enhance literacy development of children through a variety of activities utilizing 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 over two decades. The Rutgers Reading Clinic assists approximately 50 children and their parents with a program that enhances literacy development of children experiencing problems. The center also sponsors the New Jersey Writing Project Institute, as well as other courses through continuing education at different school districts on current topics in literacy development.

The center offers summer institutes dealing with current issues related to literacy development for in-service and pre-service educators, as well as the New Jersey Literacy Network, a group of school districts that meets monthly concerning issues related to literacy development. 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.

* 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.

‡ Students seeking certification as a Reading Specialist must already have an initial teaching certification. Two years of experience as a classroom teacher are required to receive the Reading Specialist certification from the state.

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 which 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 wanting to write master's theses in the Department of Learning and Teaching.

15:250:602. THE APPLICATION OF PIAGETIAN THEORY TO EDUCATION: PROBLEMS AND ISSUES (3)

Prerequisite: 15:295:578 or permission of instructor.

An analysis of the educational implementations of Piagetian theory; Piagetian-based educational programs critiqued; attendant problems and strategies of translating the theories into classroom practice examined.

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. 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 in elementary education select a content area specialization in either creative arts, reading/language arts, mathematics, science, social studies, ESL, bilingual-bicultural, foreign language, or instructional technology. *Master's students seeking teacher certification* may select a content area specialization *only* in reading/language arts, mathematics, science, or social studies. Under the guidance of a faculty adviser, students in early childhood education (focusing on ages two through eight) define a concentration relevant to working with young children in day care, preschool, or primary classrooms. Detailed program descriptions are available from the department.

15:251:570. ELEMENTARY SCHOOL FOUNDATIONS (3)

Implications of recent research on teaching for classroom practice; emphasis on ways the research can help to 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 mainstreaming. Required field experience in a school.

15:251:571. CURRENT ISSUES IN EARLY CHILDHOOD/ELEMENTARY EDUCATION (3)

Prerequisite: 15:251:570 or permission of adviser.

Selected trends, issues, and innovative practices in early childhood/elementary education.

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), including the use of oral language, writing, and reading integrated throughout the total curriculum. Use of children's literature as major source for literacy instruction.

15:251:577. CONSTRUCTS OF EARLY CHILDHOOD EDUCATION (3)

Prerequisite: 15:295:512 or permission of instructor.

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.

The 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/Language Arts Education 252)

For related courses, see Reading 299; see also 15:250:509 and 15:251:573.

15:252:511. ANALYSIS OF ENGLISH CURRICULA (3)

A critical examination of historical, contemporary, and potential English curricula.

15:252:514. LANGUAGE IN EDUCATION I (3)

The nature of language and languaging, both receptive and productive, in relation to learning; emphasis on reading and writing as the language forms most crucial to school successes; focus on listening, talking, and dramatizing.

15:252:515. LANGUAGE IN EDUCATION II (3)

Prerequisite: 15:252:514.

Significant theory and research which underlie the functions of language and its uses for thought, learning, and intellectual development.

15:252:516. DEVELOPING A THEORY OF EDUCATION IN ENGLISH (3)

Prerequisites: 15:252:514 and permission of instructor.

Development of theoretical perspective on learning and teaching of the English language arts through critical examination of the works of learning and curriculum theorists and their experiences as 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 between oral language, literacy, and learning.

15:252:518. TOPICS IN ENGLISH EDUCATION (3)

Prerequisite: Permission of instructor.

Selected current problems and issues affecting English programs and teaching.

15:252:519. SEMINAR IN CHILDREN'S WRITING (3)

Prerequisite: 15:252:514 or permission of instructor. For students with some background in language acquisition, psycholinguistics, or growth psychology.

Examines such topics as 1) the forms of children's writing; 2) the relationships between talking and writing, writing and reading, and drama and writing; and 3) questions of motivation, satisfaction, growth, and teacher response as they relate to children's writing.

15:252:520. ADOLESCENT LITERATURE FOR SECONDARY STUDENTS (3)

Critical examination of wide range of children's and adolescent literature. Evaluation of the place of these in language arts curricula (grades 4 to 12).

15:252:593. WRITING PROJECT WORKSHOP: BRINGING RESEARCH AND THEORY INTO PRACTICE (6)

Current research and theory in composition. Developing successful teaching strategies through analysis of class writing assignments and critiques.

15:252:610. SEMINAR IN ENGLISH EDUCATION RESEARCH (BA)

Prerequisite: Permission of instructor.

Current research in English 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.

15:252:614. ENGLISH EDUCATION PRACTICUM (BA)

Prerequisites: 15:252:511 and permission of instructor.

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, utilizing 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 U.S. and abroad; basic assumptions underlying bilingualism-biculturalism in a multiethnic society.

15:253:523. LANGUAGE AND CULTURE (3)

Required of all matriculated students in language education programs.

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.

An advanced study of cultural patterns in selected contemporary societies, and their reflection in language.

15:253:526. ETHNIC HERITAGE AND CULTURAL STUDIES (3)

A study of ethnic contributions to American culture, and of the problem of cultural interference in bilingual instruction.

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.

15:253:528. THEORY AND PRACTICE OF ENGLISH AS A SECOND/FOREIGN LANGUAGE (3)

Prerequisite: Permission of instructor.

An approach to the theory and teaching of ESL, based on the conception of language as a communicative instrument.

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.

15:253:530. FOUNDATIONS OF LANGUAGE I (3)

Required of all matriculated students in language education programs.

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.

15:253:531. FOUNDATIONS OF LANGUAGE II (3)

Prerequisite: 15:253:530 or permission of instructor.

Continuation of a two-course sequence. Morphological and grammatical analysis, syntax, language in its social setting, language families, language change, and language contact.

15:253:532. TRANSFORMATIONAL GRAMMAR (3)

Prerequisite: Permission of instructor.

The basics of generative transformational grammar, including classical transformational theory and generative semantics; theory learned by solving problems and working out fragments of grammar.

15:253:533. TOPICS IN LINGUISTICS (3)

Prerequisites: 15:253:530, 532; 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.

15:253:534. USING COMPUTERS IN SECOND/FOREIGN LANGUAGE INSTRUCTION (3)

Examines current literature and practices on creative applications of computer-related technology to second/foreign language instruction; current software for language teaching and testing; no computer experience required.

15:253:535. LANGUAGES AND THE COMPUTER PRACTICUM (3)

Prerequisite: 15:253:534 or permission of instructor.

Developing and field-testing instructional materials for second/foreign language teaching and testing using microcomputer technology.

15:253:536. ENGLISH STRUCTURE AND PHONOLOGY (3)

Prerequisite: 15:253:530.

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.

A 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.

15:253:622. WORKSHOP IN LANGUAGE AREA STUDY (3)

Prerequisite: Permission of instructor.

A laboratory course which involves students in selected language and culture area studies.

15:253:623,624. PRACTICUM IN LANGUAGE EDUCATION I,II (BA,BA)

Prerequisite: Permission of instructor.

A 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.

15:253:630. INDEPENDENT STUDY IN LINGUISTICS (BA)

Prerequisite: Permission of instructor.

Identification and study of a substantive problem or issue in theoretical or applied linguistics.

Graduate Courses (Mathematics Education 254)**15:254:540. INTRODUCTION TO MATHEMATICS EDUCATION (3)**

Required of all graduate students in mathematics education.

Course consists of two parts: (1) the review of literature in mathematics education and (2) student projects in a topic of current interest.

15:254:541. ANALYSIS OF MATHEMATICS CURRICULA I (3)

Current recommendations concerning mathematics curricula; analysis of videotapes showing students engaged in mathematical activities related to these recommendations.

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 and related areas and on methods for developing this content in the classroom.

15:254:547. SEMINAR IN ELEMENTARY SCHOOL MATHEMATICS EDUCATION (3)

An 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 calculators; algebraic system and function plotting software; and modeling, simulation, and tutorial software. Potential impact of technologies on traditional school mathematics curricula.

15:254:549. INTERNATIONAL MATHEMATICS EDUCATION (3)

Examination of mathematics programs in foreign countries—their underlying philosophies, psychological bases, and related research.

15:254:550. PROBLEM SOLVING PROCESS IN MATHEMATICS (3)

Prerequisites: Multivariate calculus, linear algebra, and introductory abstract algebra. Required for students in the five-year teacher education program; also recommended for mathematics, computer science, engineering, or science majors.

Understanding mathematical problem solving processes and their development.

15:254:640. SEMINAR IN MATHEMATICS EDUCATION RESEARCH (3)

Prerequisite: Permission of instructor.

Study of current research in mathematics education.

15:254:644. MATHEMATICS EDUCATION PRACTICUM (BA)

Prerequisite: Permission of instructor.

A laboratory or fieldwork course in which students work on a project, often in mathematics classrooms with individual children and/or small groups.

15:254:645. INDEPENDENT STUDY IN MATHEMATICS EDUCATION (BA)

Each student defines and carries out an appropriate project in mathematics education.

15:254:648. TOPICS IN MATHEMATICS EDUCATION (3)

Prerequisites: 15:254:540 and 541 or 543 and 544.

Selected topics in learning and teaching of mathematics. Topics may vary from year to year.

Graduate Courses (Science Education 256)**15:256:550. SCIENCE AND CULTURE: AN INTRODUCTION TO EDUCATION IN THE SCIENCES (3)**

The development of modern science in Western culture provides a background for assessing contemporary educational programs and patterns in the sciences.

15:256:551. ANALYSIS OF SCIENCE CURRICULA (3)

Prerequisite: 15:256:550.

Contemporary and potential science curricula and projects.

15:256:553. BACKGROUND FOR TEACHING ELEMENTARY SCHOOL SCIENCE (3)

Provides a background in physical science for elementary school teachers; considers the scope and nature of physical science, and specific instruction in the scientific processes which are being taught in the elementary school; focus on the unifying conceptual schemes of science, and on the nature of the scientific endeavor.

15:256:554. SCIENCE IN THE ELEMENTARY SCHOOL (3)

The 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 (6)

Prerequisites: Admission to the Science Teacher Education certification program.

As participant observers in programs offered during the summer for high school students by various university departments of science, interns attend seminar and laboratory phases of these programs that 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.

15:256:558. TOPICS IN SCIENCE EDUCATION (3)

Prerequisite: Permission of instructor.

An 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.

An examination of potential research topics and appropriate methodologies for research leading to the dissertation; focus on problem areas of science education.

15:256:653. THE NATURE OF SCIENCE AND SCIENCE TEACHING (3)

Prerequisite: Permission of instructor.

Philosophical and methodological concepts in science that are relevant to issues in science education; topics in science include limitations and boundaries, conceptual structure and logic, and the meaning of laws and science.

15:254:654. 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.

15:259:571. CREATIVE DRAMA I (3)

A participation/lecture course on the basic principles and theories of creative drama; approaches, both British and American, are studied and compared; creative drama lessons as tools for implementing other subjects for various age levels.

15:259:574. DEVELOPING CREATIVE ARTS CURRICULA (3)

Prerequisite: Permission of instructor.

The development and testing of new curricular structures which integrate the arts with the elementary curriculum. On the secondary level, explores the possibilities of integrating arts and humanities courses.

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)

A 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.

15:259:578. CREATIVE MOVEMENT (3)

A participation course dealing with movement of the body and the concepts of space, force, time, dynamics, and sequence; focus on the development of individual skill and confidence as a dancer/mover as well as understanding of movement as a tool in the classroom or other educational settings.

15:259:670. RESEARCH SEMINAR IN CREATIVE ARTS EDUCATION (3)

Prerequisite: Permission of instructor.

An advanced study of research in creative arts education.

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.

15:259:672. CREATIVE DRAMA II (3)

Prerequisite: Permission of instructor.

Advanced selected topics within the field of creative drama; topics include creative drama with elementary students, with secondary students, with middle-school students, with senior adults, with special students, and with gifted and talented students.

15:259:675. INDEPENDENT STUDY IN CREATIVE ARTS EDUCATION (BA)

Prerequisite: Permission of instructor.

An 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 classroom applications concerning book selection and extended literary experiences such as responses to literature.

15:299:515. LITERACY STRATEGIES FOR SECONDARY-LEVEL AND ADULT LEARNERS (3)

Prerequisite: 15:299:561.

Students select a specific content discipline and develop classroom materials and strategies that enhance reading comprehension, study skills, vocabulary, and critical thinking. Emphasis on construction of materials that integrate reading and writing into curricula for middle, secondary, or community college.

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. Attention given to 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)

Prerequisite: 15:299:516 or 15:299:520 or 15:299:561.

Topics include 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.

15:299:520. ADULT READING (3)

Designed for educators interested in adult literacy processes.

Issues pertinent to adult literacy; examination of models and programs of adult literacy development; discussion of teaching strategies that improve the reading and writing processes of adults.

15:299:561. FOUNDATIONS OF READING INSTRUCTION (3)

Basic graduate course open to all graduate students interested in the teaching of reading processes and required first course for students in the Ed.M. program in reading. Normally intended to follow and not supplant initial classroom reading methods courses for elementary school teachers (15:299:516) or English methods courses for secondary school teachers.

Current perspectives, theories, and models of teaching reading comprehension and vocabulary for elementary, secondary, and adult readers; beginning reading instruction, emergent literacy perspectives, reading-writing connections, instructional strategies for comprehension of narrative and expository text, metacognition, and adult literacy.

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. REMEDIAL READING (3)

Prerequisite: 15:299:561 or equivalent. Specifically designed for remedial reading teachers; also helpful for regular classroom reading teachers and school psychologists.

Emphasis on teaching methods for individual and small group instruction. Topics include strategies to improve literacy development, selection of appropriate screening and evaluation materials, and parent counseling.

15:299:565. LABORATORY IN REMEDIAL READING (3)

Corequisite: 15:299:564.

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. The course includes weekly orientation sessions and discussions of clinical problems.

15:299:566. SEMINAR IN READING RESEARCH AND SUPERVISION (3)

Prerequisites: 15:299:561, 564, 565.

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.

15:299:608. SEMINAR IN READING THEORY AND MODELS (3)

Prerequisite: Doctoral standing or permission of instructor.

Major models of reading and related areas of literacy development; theories and models drawn from interdisciplinary areas including psychology and sociolinguistics.

EDUCATIONAL PSYCHOLOGY

Degrees Offered: Master of Education, Doctor of Education

Chairperson: Gregory Camilli (732/932-7496; ext. 343; e-mail: camilli@rci.rutgers.edu)

Members of the Faculty

Professors:

Richard DeLisi, *Ph.D., Catholic University*
Ivan Z. Holowinsky, *Ed.D., Temple*
Douglas A. Penfield, *Ph.D., California (Berkeley)*
Jeffrey K. Smith, *Ph.D., Chicago*
Stanley J. Vitello, *Ph.D., Connecticut; M.S.L., Yale*
Louise C. Wilkinson, *Ed.D., Harvard*

Associate Professors:

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Susan L. Golbeck, *Ph.D., Pennsylvania State*
Josephine Goldsmith-Phillips, *Ed.D., Psy.D., Rutgers*
Lorraine McCune, *Ed.D., Rutgers*
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Saundra M. Tomlinson-Clarke, *Ph.D., Florida State*
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Assistant Professors:

Clark Chinn, *Ph.D., Illinois*
Mary Carol Pistole, *Ph.D., Georgia*
Leslie Soodak, *Ph.D., New York*
Vivian Ota Wang, *Ph.D., Columbia*

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 and Doctor of Education degrees in the following programs:

Educational Statistics and Measurement
Special Education
Learning, Cognition, and Development
Counseling 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.

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 can 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. 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:
 - 15:290:520 Motor, Biological, and Neurological Development and Issues in Infancy and Early Childhood (3)
 - 15:290:521 Psychological Development and Issues: Infancy, Early Childhood, and the Family (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)
 - 15:290:524 Enhancing Learning and Development for Infants and Young Children in Integrated Settings (3)
 - 15:290:525 Externship in Applied Infant and Early Childhood Development (3)
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, i.e., 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.
5. Only students who are matriculated in a degree program may participate in the certificate program. Students must also have their adviser's approval to participate.

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 and Measurement

The master's program enables the student to take a broad spectrum of courses within and outside the specialty area. The program does not require an extensive background in mathematics, but applicants should be comfortable in approaching problems from a quantitative perspective. Students who receive the Ed.M. are often employed as researchers or data analysts in the fields of educational testing and market research, and in colleges. The program is individually tailored to the student's needs and attempts to provide maximum flexibility. All students are encouraged to pursue a minor area outside of their specialty.

The program requires a minimum of 33 credits including:

1. A minimum of 21 credits in statistics, measurement, and related topics, including:
 - 15:291:515 Psychometric Theory I (3)
 - 15:291:636 Design of Educational and Psychological Experiments (3)
 - 15:291:640 Analysis of Nonexperimental Data (3)
 - 15:291:641 Applied Multivariate Analysis (3)
 - 16:960:531,532 Statistical Methods in Education (3,3)
 - Elective in statistics, measurement, or related topics (3)
2. Six credits in departmental courses in any of the following areas: cognitive psychology, developmental psychology, psychology of learning/instruction, personality.
3. Six credits of electives in a minor area.

Special Education

The master's program in special education is designed for students who are *already* certified special education teachers or persons with equivalent experience. The course of study provides the knowledge and skills necessary to meet the educational needs of children and youth with disabilities in a variety of clinical and school settings. The program emphasizes current issues and theoretical developments related to programs for students with disabilities and their families.

The program requires a minimum of 36 credits including:

1. A core of 18 credits in special education course work chosen in consultation with an adviser.
2. Six credits in departmental courses in any of the following areas: cognitive psychology, developmental psychology, psychology of learning/instruction, personality.
3. Six credits in educational statistics or measurement.
4. Six credits of electives outside the Department of Educational Psychology.

Program options in special education include an emphasis in learning disabilities and developmental disabilities.

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 program requires a minimum of 30 credits including:

1. Nine credits of course work in the department to include each of the learning, cognition, and development emphases.
2. Six credits of electives within the learning, cognition, and development program.
3. Six credits in educational statistics or measurement (typically, 16:960:531,532).
4. Six credits of electives outside courses with a 290 (Educational Psychology), 291 (Educational Statistics and Measurement), or 295 (Learning, Cognition, and Development) subject code.
5. Three credits in either a research project (15:295:609) or a library paper (15:290:601) done 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 to prepare individuals for admission to doctoral-level training programs in professional psychology. Students are able to demonstrate competence in graduate-level courses required by doctoral programs in professional psychology and are able to explore the professional specialty of counseling psychology. This Ed.M. program in counseling psychology does not include practicum experience as part of its training. Students should be aware that they may be less competitive for professional psychology programs without practicum experience. Independent practice of professional psychology ordinarily requires a doctorate 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:

1. 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.
2. 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.
3. Nine credits of educational statistics and measurement: 16:960:531, 532 Statistical Methods in Education I and II and 15:291:515 Psychometric Theory.
4. Six credits of electives which can include counseling courses.

Doctor of Education Degree Programs

Educational Statistics and Measurement

The doctorate in educational statistics and measurement is designed for students seeking comprehensive training in research methodology. All doctoral students are required to complete a minimum of 72 credits beyond the bachelor's degree, one-half of which (36 credits) must be in statistics or measurement. These courses can be taken in educational statistics and measurement, or approved courses outside the Graduate School of Education may be substituted. The remaining 36 credits should constitute a course of study in a substantive and/or methodological research area. One-fourth of the total credits must be outside the special field of educational statistics and measurement and closely related subjects.

Required courses include:

- 15:291:515 Psychometric Theory I (3)
- 15:291:625 Psychometric Theory II (3)
- 15:291:636 Design of Educational and Psychological Experiments (3)
- 15:291:640 Analysis of Nonexperimental Data (3)
- 15:291:641 Applied Multivariate Analysis (3)
- 15:291:643 Item Response Theory (3)
- 16:960:531,532 Statistical Methods in Education (3,3)

Special Education

The doctoral program in special education prepares persons seeking professional positions as college and university faculty or as administrators of special education programs. Programs of study are planned individually in consultation with an adviser. In general, the program is designed to develop professionals who are knowledgeable in the field and skilled in decision making, evaluation, and research.

The minimum program of 72 credits includes advanced course work in special education, a minor in a related area of interest, and training in statistics and research design at levels more advanced than those required at the master's level. Students are required to pass a preliminary examination following completion of initial course work. Qualifying examinations are taken after all course work requirements are met and prior to the required one-year internship experience. In addition, the program requires a year of full-time study (12 credits a term for two consecutive terms) and the completion of a dissertation.

Learning, Cognition, and Development

The doctoral program in learning, cognition, and development is designed to prepare students for professional positions where advanced training in research psychology applied to educational issues is appropriate, including teaching at the college and university level. The program provides for 1) advanced study in the psychology of human learning, cognition, and development as it applies to education, 2) comprehensive training in statistics and research methodology, 3) minor study of an applied educational area of interest, and 4) development of one or more research specializations.

The major goal of the program is to develop the student as an independent scholar. Programs of study are individually planned to this end. Courses from within the Graduate School of Education

and the Graduate School–New Brunswick may be elected. Students are encouraged and aided in presenting papers at professional conferences and publishing in professional journals as early as possible in their doctoral study.

Counseling Psychology

As a professional psychology training program, the doctoral program in counseling psychology prepares scientist-practitioners who contribute to psychology's knowledge base and adapt their attendant clinical work for the prevention and remediation of human problems and for the development of human potential. The program fosters critical thinking, continuous integration of the basic principles and scientific bases of psychological theory, and career-long professional learning and development. The thrust of clinical training is on viewing professional activity as educating persons to cope with human development and life's challenges. The orientation is preventive and developmental insofar as it focuses on the strengths of individuals as well as normative transitions and issues that occur at different points of the life span. Students prepare for professional activities that emphasize teaching skills that enable people to prevent future problems, mobilize their personal or environmental resources, and enhance the quality of their coping with developmental tasks. The goals of such activities are to foster and strengthen intellectual, emotional, social, and moral competence. The program's multicultural/family emphasis enlarges the field of inquiry from the individual to include relationships, the family, and the larger, diverse sociocultural environment as significant aspects of a person's self-definition, development, and coping processes. Students are encouraged to develop their own counseling style and to choose from a wide range of research opportunities as they prepare for entry-level practice. Commitment to social responsibility and respect for cultural and individual differences are emphasized regardless of personal style or research area. In addition, the program encourages sound ethical and legal practice, acceptance of cultural and individual differences, commitment to the intellectual and scientific enterprise of psychology, and maintenance of a healthy psychological adjustment. Professional development beyond graduation through admission to professional practice, obtaining licensure, professional activity (e.g., professional associations, presentation, and publication), and through integration of science and practice throughout the career is encouraged in the program.

Program of Study. Based on the scientist-practitioner training model, the curriculum consists of three course components—basic psychology, counseling psychology, and research—as well as dissertation and predoctoral internship. Courses include both didactic and experiential elements designed to build skills as a scientist-practitioner and to facilitate each student's identification as a counseling psychologist.

The doctoral program requires a master's degree in a related field and six specific courses as prerequisite to doctoral study (group dynamics, vocational psychology, introduction to counseling, statistics, psychometric theory, and practicum). Students whose master's program did not include all of these courses may take these prerequisites concurrently with the doctoral program. The four-year program of doctoral study includes 72 credits of course work, dissertation study, and internship. In order to graduate, students must complete three full-time years of academic study within the doctoral program including 18 credits in the psychology core, 12 credits in the research core, and 42 credits in the professional counseling psychology core. Doctoral candidates also complete qualifying examinations, a dissertation, and a 2000-hour (equivalent of one year full-time) approved predoctoral internship.

Supervised Experience. Supervised counseling provides opportunities for students to engage in actual counseling under close supervision by faculty members. Clients are seen on a regular basis in the Graduate School of Education Counseling Center that operates as a facility for training counseling psychology doctoral students in the Department of Educational Psychology. Students complete a minimum of four terms of supervised counseling in the program. The first-year practicum is typically in the department's counseling center. Most second-year practicum sites are outside of the department.

Scholastic Standing. In addition to the academic performance standards described in the Degree Requirements chapter in this catalog, candidates must comply with American Psychological Association Ethical Standards for Psychologists and perform to the satisfaction of supervisors in supervised counseling.

Graduate School of Education Center in the Department of Educational Psychology

Statistics Center

Director: Dr. Douglas A. Penfield (732/932-7496 ext. 324;
e-mail: dougpen@rci.rutgers.edu)

The Statistics Center is a facility established for aiding the analysis of research data collected by both faculty and students within the Graduate School of Education. Technical equipment available for processing data consists of computer workstations linked to the Rutgers Computer Center. The facility can accommodate small group lectures and discussion sessions. During the academic year, a teaching assistant is on duty to assist students and faculty with basic statistical, measurement, and evaluation questions.

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.

15:290:504. LIFESPAN DEVELOPMENT (3)

Principles of human development with focus on educational application over the life-span; emphasis upon the adult years; topics include cognition, language, motivation, personality, and vocational behavior.

15:290:505. INTRODUCTION TO LEARNING (3)

Basic learning models such as classical and operant conditioning, paired associate and serial verbal learning, mediation, transfer and forgetting, and the principles by which they operate; relationship of these models to the attainment of educational objectives in the affective, psycho-motor, and cognitive domains of education; psychological variables translated into classroom variables and appropriate classroom practices are deduced from the psychological principles.

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.

15:290:510. SOCIAL PSYCHOLOGY IN THE CLASSROOM (3)

Implications of group process and social psychology theory and research in understanding how the classroom social environment may influence pupil behavior and learning; attention to special problems of bilingual-bicultural children.

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 DEVELOPMENT AND ISSUES: INFANCY, EARLY CHILDHOOD, AND THE FAMILY (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 developmental 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)

Prerequisite: 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.

15:290:524. ENHANCING LEARNING AND DEVELOPMENT FOR INFANTS AND YOUNG CHILDREN IN INTEGRATED SETTINGS (3)

Prerequisite: 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.

15:290:525. 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 EDUCATION (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, under the supervision of a faculty member, in areas of their own interest. The student is required to submit an outline of the problems to be investigated and a paper based on his or her study.

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: 15:290:502 or 15:291:515, 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 is 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. 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 and Measurement 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.

15:291:625. PSYCHOMETRIC THEORY II (3)

Prerequisite: 15:291:515 or permission of instructor.

In-depth analysis of the psychological and statistical principles of classical psychometric theory and an introduction to latent-trait test theory; item analysis and scaling techniques.

15:291:636. DESIGN OF EDUCATIONAL AND PSYCHOLOGICAL EXPERIMENTS (3)

Prerequisites: 16:960:531, 532 or equivalent.

Basic discussion of sampling distributions, analysis of variance models, multiple comparison procedures, randomized blocks, trend analysis, Latin squares, and factorial experiments.

15:291:637. QUALITATIVE ANALYSIS AND RANKING TECHNIQUES (3)

Prerequisites: 16:960:531,532.

Systematic study of chi-square techniques for analyzing educational research; hypothesis testing using ranking procedures; measures of association and confidence interval methods.

15:291:639. TOPICS IN EDUCATIONAL STATISTICS AND MEASUREMENT (3)

Prerequisite: Permission of instructor.

Topics of current interest within educational statistics and measurement. The topic examined varies each term.

15:291:640. ANALYSIS OF NONEXPERIMENTAL DATA (3)

Prerequisites: 16:960:531, 532.

Presents techniques to analyze data gathered in nonexperimental studies; model-building and evaluation through multiple regression and path analytic techniques.

15:291:641. APPLIED MULTIVARIATE ANALYSIS (3)

Prerequisites: 15:291:636, 640 or equivalent; 16:690:531,532.

In-depth examination of multivariate statistical procedures commonly encountered in educational research; multivariate analysis of variance, discriminant analysis, canonical correlation, and the multivariate general linear model; emphasis on the application of these procedures to social science data.

15:291:642. CAUSAL MODELING (3)

Prerequisite: 15:291:640. Recommended: 15:291:641.

The theoretical rationale underlying the construction of causal models and the statistical techniques needed to test these models; topics include path analysis, recursive and nonrecursive structural equation models, longitudinal designs, multiple indicators, and LISREL.

15:291:643. ITEM RESPONSE THEORY (3)

Prerequisites: 15:291:515, 16:960:531, 532.

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

Graduate Courses (Special Education 293)

15:293:510. SPECIAL EDUCATION RESEARCH (3)

Critical analysis of research. Training to become practitioner-researchers in a school setting.

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)

The interactional effects of a disabled person and the family; topics include the nature of intra-family 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)

The influence of neurological, sensory, orthopedic, communicative, and social disabilities upon the psychological development of the child; explores the 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.

Explores issues related to the psychoeducational assessment of learning disabilities; examines specific assessment instruments, both formal and informal; provides guidelines for interpretation.

15:293:527. REMEDIATION OF LEARNING DISABILITIES (3)

Prerequisite: 15:293:526.

Surveys approaches to treating and managing learning disabilities; highlights 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 CASE MANAGEMENT IN LEARNING DISABILITIES (3)

Provides knowledge and experience in clinical case management in educational settings; skills in professional consultation examined and practiced under supervision; analysis of individual and group decision making for educational purposes.

15:293:609. RESEARCH IN SPECIAL EDUCATION (BA)

Prerequisites: 15:960:531, 532; or equivalent.

Under supervision of a faculty member, independent research study suitable for professional presentation and publication.

15:293:610. LEARNING DISORDERS (3)

Major issues, theories, and research in learning disorders; preliminary experience and modes of educational assessment including observation, interviewing, and formal and informal tests; research data on learning processes of average children and children with learning disorders compared.

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.

The 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 each time course is offered. Consult instructor before registering.

15:293:633. INTERNSHIP IN SPECIAL EDUCATION (3)

Prerequisite: Completion of core credits in Ed.D. program.

Depending on program requirements, students spend one or two consecutive terms in supervised field experiences at special education facilities consonant with program and individual goals. Possible internship experiences include college or university teaching, administration of special education programs, research, or service with the state of New Jersey Department of Education. Internship students are expected to participate in periodic seminars with program faculty.

Graduate Courses (Learning, Cognition, and Development 295)

15:295:502. COGNITION AND MEMORY (3)

The process of 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.

15:295:510. COOPERATIVE LEARNING: THEORY, RESEARCH, AND PRACTICE (3)

Overview and critique of cooperative learning techniques and cognitive and affective effects. Criticisms and qualifications of research findings are presented. Theoretical approaches to cooperative learning, analysis of unresolved issues in uses of cooperative learning, e.g., role of reward or structure as components of effective cooperative learning. Practical issues for implementation are covered.

15:295:512. INTRODUCTION TO CHILD DEVELOPMENT: 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. TOPICS IN DEVELOPMENTAL PSYCHOLOGY (3)

Prerequisite: Undergraduate major in psychology or 15:295:512 or permission of instructor.

Selected current topics in developmental psychology; topics covered vary each term depending on current issues in the field and the interest of students enrolled. Course requirements include learning to write various types of professional papers such as reviews of the literature, position papers on current issues, critiques of the literature, and research proposals.

15:295:551. TOPICS IN COGNITIVE PSYCHOLOGY (3)

Prerequisite: 15:290:502 or 15:295:526 or permission of instructor.

Selected current topics in cognitive psychology applied to educational issues and problems; topics covered vary each term depending on current issues in the field and the interests of the students enrolled. Course requirements include learning to write various types of professional papers such as reviews of the literature, position papers on current issues, critiques of the literature, and research proposals.

15:295:552. TOPICS IN HUMAN LEARNING (3)

Prerequisite: 15:295:580 or permission of instructor.

Selected current topics within the area of human learning; topics covered vary each term depending on current issues in the field and the interests of the students enrolled. Course requirements include learning to write various types of professional papers such as reviews of the literature, position papers on current issues, critiques of the literature, and research proposals.

15:295:575. 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.

15:295:577. 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.

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 basic learning theory, both rational and empirical, including such learning models as classical and operant conditioning, paired associate and serial verbal learning, mediation and transfer, and selected aspects of conceptual behavior. Films are used to familiarize the student with equipment and experimental methodologies used in the study of human learning.

15:295:585. SEMINAR IN PSYCHOLOGY OF INSTRUCTION (3)

Instruction as an educative process which takes place between a minimum of two persons using language as a medium of exchange, the psychological variables affecting learning are introduced and their effects are shown to change when interpersonal variables and other classroom complications are involved; student and teacher characteristics are treated as well as the administrative factors which affect academic achievement.

15:295:590. SEMINAR IN LEARNING, COGNITION, AND DEVELOPMENT (3)

Prerequisites: Advanced standing and permission of instructor.

An 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 are encouraged to join with others in requesting the organization of a seminar on a stated circumscribed area.

15:295:601. LEARNING STRATEGIES RESEARCH AND PRACTICE (3)

Overview of theory, research, and practical information related to learning strategies; issues in the assessment of learning and study strategies; theoretical bases for a variety of learning strategies; problems related to learning from different sources of information and types of strategies useful in responding to them; individual differences in learning strategy usage.

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.

Provides research experience leading to a paper which is suitable for publication or presentation to an assembly of scholars.

15:295:611. MEMORY SYSTEMS AND PROCESSES (3)

Prerequisite: 15:295:526 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, 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 are discussed in light of the history of the discipline. Students outline a course, develop a unit within the course, and present it in a micro-teaching exercise.

15:295:690. SEMINAR IN ADVANCED TOPICS IN LEARNING, COGNITION, AND DEVELOPMENT (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.

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 listening and responding skills.

15:297:505. GROUP PSYCHOLOGY: THEORY AND PRACTICE I (3)

Prerequisite: Permission of instructor.

Provides an 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)

A psychological framework for understanding vocational behavior; emphasis on psychological theory and research as a foundation for the development of effective strategies for using self-understanding and occupational information in making 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. FIELD WORK 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, community agencies (employment agencies, child and family guidance bureaus, programs for the unemployed or physically disabled).

15:297:602. FOUNDATIONS OF COUNSELING PSYCHOLOGY (3)

Orientation to the profession of counseling. Topics include history, current issues, training and professional concerns, introduction to research, and legal/ethical and professional standards. Open only to matriculated counseling psychology doctoral students.

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 counseling experience under supervision 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 LIBRARY (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 participant as a racial-cultural person who brings to counseling relationships a network of personal and social identities and group affiliations that 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 evaluation; 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 meeting the accreditation of the American Psychological Association, e.g., 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, and topics are 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.

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 and enables students to locate various methods and general issues in research within a larger perspective; content includes 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.

The research internship provides an opportunity to participate in the research process prior to conducting dissertation study. The internship experience 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 study and appropriate to the expertise of the student. The nature of the activities shall be stated prior to the internship.

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)

Overview of assessment, measurement, evaluation, and grading issues that teachers are confronted. 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)

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).

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 fifteen 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).

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)

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)

Preservice teachers become critical evaluators of their teaching practices by collecting and analyzing data.

TEACHER EDUCATION/ CERTIFICATION PROGRAMS

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

The Graduate School of Education offers seven joint master's degree/initial teacher certification programs (early childhood/elementary education, English, English as a second language, foreign language, mathematics, science, social studies). These programs are designed for individuals who possess a baccalaureate degree from an accredited institution of higher education. The GSE also offers joint master's degree/endorsement programs for reading specialist and bilingual-bicultural education, learning disabilities teacher-consultant, and teacher coordinator, cooperative vocational-technical education programs. 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 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 at either the graduate or undergraduate level, course work in eight of the following eleven areas: mathematics, science, English or American literature, music, philosophy, technology, foreign language (four terms), and psychology. This requirement does not apply to students seeking ESL certification. 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 Early Childhood/ Elementary Education (N-8) (51 credits)

Program Coordinator: Dr. Lesley Morrow (732/932-7496, ext. 119)

Early Childhood/Elementary Education (15 credits)

- 15:251:578 Theories and Practices in Early Childhood Education (3)
- 15:251:573 Literacy Development in the Early Years (3)

- 15:254:543 Background for Teaching Elementary School Mathematics (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 Development: Infancy through Adolescence (3)
- 05:300:306 Educational Psychology (3)
- 05:300:401 Individual and Cultural Diversity (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. 120)

English Education (18 credits)

- 15:252:516 Developing a Theory of English in Education (3) *or*
15:299:562 Reading and Writing Across Content Disciplines (3)
- 15:252:520 Adolescent Literature for Secondary Students (3)
- 15:252:590 New Jersey Writing Project (3)
- 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 (3)
- 05:300:401 Individual and Cultural Diversity (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 (33-36 credits)

Program Coordinator: Dr. Elaine Condon (732/932-7496, ext. 123)

Language Education (3 credits)

- 15:253:523 Language and Culture (3) *or* 15:253:527 Topics in Language Education: Teaching American Culture (3)

Theoretical Foundations of ESL, Education (6 credits)

- 15:253:520 Principles of Second/Foreign Language Acquisition (3)
- 15:253:530 Foundation of Language I (3)

Pedagogy of ESL (6-9 credits)

- 05:253:429 Field Experience in Bilingual Education (3) *or* 15:253:623 Practicum in Second/Foreign Language Education I (3) *or* one or more years of prior ESL teaching experience
- 15:253:521 Introduction to English as a Second/Foreign Language (3)
- 15:253:536 English Structure and Phonology (3)

Elective in Related Language Education Areas (3 credits)

Select one of the following:

- 15:253:519 The Bilingual Student in the Classroom (3)
- 15:253:522 Bilingual-Bicultural Education (3)
- 15:253:526 Ethnic Heritage and Cultural Studies (3)
- 15:253:528 Theory and Practice of English as a Second Language/Foreign Language (3)
- 15:253:531 Foundations of Language II (3)

Psychology of Education (3 credits)

one elective in the psychology of education (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Language and Cultural Proficiency Requirements

adequate proficiency in English
second language or cultural experience

Ed.M. Certification Program in Foreign Language (45 credits)

Program Coordinator: Dr. Elaine Condon (732/932-7496, ext. 123)

Language Education (21 credits)

- 15:253:520 Principles of Second/Foreign Language Acquisition (3)
- 15:253:521 Introduction to English as a Second Language/Foreign Language (3)
- 15:253:523 Language and Culture (3)
- 15:253:530 Foundations of Language I (3)
- 15:253:531 Foundations of Language II (3)
- 15:253:623 Practicum in Language Education I (3)
- 05:300:431 Methods and Materials of Foreign 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 (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 (45 credits)

Program Coordinator: Dr. Warren Crown (732/932-7496, ext. 102)

Mathematics Education (18 credits)

- 15:254:540 Intro 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 (3)
- 05:300:443 Methods of Teaching Secondary Mathematics (3)
- 05:300:444 Practicum in Secondary 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 (3)
- 05:300:401 Individual and Cultural Diversity (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Ed.M. Certification Program for Reading Specialist (36 credits)

Program Coordinator: Dr. Lesley Morrow (732/932-7496, ext. 119)

The reading specialist certification programs requires an initial teacher certification and two years of teaching experience prior to enrollment in the program.

Reading (12 credits)

- 15:299:561 Foundations of Reading Instruction (3)
- 15:299:564 Remedial Reading (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:

- 15:251:573 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

Ed.M. Certification Program in Science Education—Physical, Biological (45 credits)

Program Coordinator: Dr. George Pallrand (732/932-7496, ext. 101)

Science Education (21 credits)

- 15:250:560 Computers and Instructional Strategies (3)
- 15:256:550 Science and Culture: An Introduction to Education in the Sciences (3)
- 15:256:551 Analysis of Science Curricula (3)
- 15:256:555 Research Internship in Science Education (6)
- 05:300:462 Demonstration and Technology in Science Education (3)
- 01:512:422 History of Technology (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)
- 05:300:401 Individual and Cultural Diversity (3)
- 05:300:306 Educational Psychology (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 Coordinator: Dr. Kenneth Carlson (732/932-7496, ext. 232)

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 the 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)
15:290:505 Introduction to Learning (3) *or* 15:295:510 Social
Psychology in the Classroom (3)
05:300:401 Individual and Cultural Diversity (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:

Course Requirements (15 credits)

15:253:519 The Bilingual Student in the Classroom (3)
15:253:520 Principles of Second/Foreign Language
Acquisition (3)
15:253:521 Introduction to English as a Second/Foreign
Language (3)
15:253:528 Theory and Practice of English as a Second/Foreign
Language (3)
15:253:621 Independent Study 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. Eliane Condon (732/932-7496, ext. 123)

Course Requirements (18 credits)

15:253:519 The Bilingual Student in the Classroom (3)
15:253:520 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) *or* 15:253:527 Topics
in Language Education: Teaching American
Culture (3)
15:253:528 Theory and Practice of English as a Second/Foreign
Language (3)
15:253:530 Foundations of Language I (3)

Language and Cultural Proficiency Requirements

adequate proficiency in English
second language or cultural experience

Endorsement as Learning Disabilities Teacher Consultant (36 credits)

Program Coordinator:

The endorsement as a learning disabilities teacher consultant is only granted 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 (9 credits)

15:293:526 Identification and Assessment of Learning
Disabilities (3)
15:293:527 Remediation of Learning Disabilities (3)
15:293:633 Internship in Special Education (3)

Special Education Core Course Requirements (9 credits)

Three courses chosen from the following:

15:293:510 Special Education Research (3)
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)
15:293:525 Psychology of Exceptional Child (3)
15:293:529 Research in Special Education (3)
15:293:618 Etiology of Cognitive and Affective Disorders (3)

Statistics and Measurement Course Requirements (6 credits)

15:291:515 Psychometric Theory I (3)
16:960:531 Statistical Methods I (3)

Learning, Cognition, and Development Course Requirement (3 credits)

one course from the learning, cognition, and development subject (295) course listings

Educational Psychology Course Requirement (3 credits)

15:290:583 Biological Bases of Education (3)

Electives (6 credits)

two additional courses offered by The Graduate School of Education

Endorsement for Certificate as Teacher Coordinator in Vocational-Technical Education (12 credits)

Endorsement for Certificate as Apprenticeship Teacher Coordinator in Vocational-Technical Education (18 credits)

Endorsement for Certificate as Supervisor in Vocational-Technical Education (12 credits)

Program Coordinators: Dr. Charles Doty (732/932-7496, ext. 106) and Dr. Annell Simcoe (732/932-7496, ext. 134)

Course Requirements for Certificate as Teacher Coordinator in Vocational-Technical Education (12 credits)

15:288:501 History and Philosophy of Vocational-Technical
Education (3)
15:288:502 Career Education (3)
15:288:503 Curricula and Materials for Vocational-Technical
Education (3)
15:288:544 Part-Time and Cooperative Programs in Vocational-
Technical Education (3)

**Course Requirements for Certificate as Apprenticeship
Teacher Coordinator in Vocational-Technical Education
(18 credits)**

- 15:288:501 History and Philosophy of Vocational-Technical Education (3)
15:288:502 Career Education (3)
15:288:503 Curricula and Materials for Vocational-Technical Education (3)
15:288:544 Part-Time and Cooperative Programs in Vocational-Technical Education (3)
15:288:662 Administration of Occupational Programs (3)

and one of the following:

- 16:578:509 Labor and Politics (3)
16:578:560 Foundations of Collective Bargaining (3)
16:578:581 Structure and Governance of American Unions (3)

**Course Requirements for Certificate as Supervisor in
Vocational-Technical Education (12 credits)**

- 15:230:500 Foundations of Educational Administration and Supervision (3)
15:288:503 Curricula and Materials for Vocational-Technical Education (3)
15:288:662 Administration of Occupational Programs (3)
15:310:500 Curriculum and Instruction (3) *or* 15:310:505 Curriculum Development in Secondary Schools (3)

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Rutgers, The State University of New Jersey, provides educational and research services throughout the state on campuses located in Camden, Newark, and New Brunswick. The principal university center is located in New Brunswick, where Rutgers originated two centuries ago.

Camden

Camden offers programs at three undergraduate colleges and at five graduate schools. With an enrollment of five thousand students, it offers exceptional educational opportunities in addition to providing the advantages and resources associated with a major state university.

Faculty of Arts and Sciences–Camden

Andrew Lees, *Ph.D.*, *Acting Dean*

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 twenty-three arts and sciences disciplines and in a variety of interdisciplinary areas.

School of Business–Camden

Milton Leontiades, *Ph.D.*, *Dean*

Established in 1988, the School of Business–Camden sets major requirements and teaches all courses leading to the Bachelor of Science degree in the professional areas of accounting and management. The School of Business also sets the major requirements and teaches all courses leading to a Master of Business Administration degree.

Camden College of Arts and Sciences

Andrew Lees, *Ph.D.*, *Acting 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

Andrew Lees, *Ph.D.*, *Acting Dean*

University College–Camden is an evening college of liberal arts and professional studies serving part-time students since 1950.

Graduate School–Camden

Andrew Lees, *Ph.D.*, *Acting 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

Jay M. Feinman, *J.D.*, *Acting 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 Venebles, *Ph.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 ten thousand students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

David Hosford, *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 sixty subject areas.

Newark College of Arts and Sciences

David Hosford, *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

Hurdis Margaret Ann Griffith, *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

David Hosford, *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.

Faculty of Management

P. George Benson, *Ph.D.*, *Dean*

Established in 1993, the Faculty of Management encompasses the Graduate School of Management and the School of Management. The School of Management is an upper-division undergraduate school, founded in 1993, that 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. The Graduate School of Management, founded in 1929 as the Seth Boyden School of Business and incorporated into Rutgers in 1946, offers three programs. Two of these programs, management and professional accounting, lead to the Master of Business Administration degree. The third program offers the Ph.D. degree in management jointly with the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Norman Samuels, *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

Ronald V. Clarke, *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

Roger I. Abrams, *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

Gerald Warshaver, *Ph.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.

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses with fifteen academic units, eighteen hundred faculty, and thirty-three thousand students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Richard F. Foley, *Ph.D.*, *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 forty-four undergraduate major programs and twenty-nine graduate programs, which are administered by the Graduate School–New Brunswick.

Douglass College

Barbara Shailor, *Ph.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 which 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

Bruce C. Carlton, *Ph.D.*, *Dean*

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with 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.

College of Engineering

Ellis H. Dill, *Ph.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 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.

College of Pharmacy

John L. Colaizzi, *Ph.D.*, *Dean*

First organized in 1892 and incorporated into the state university in 1927, the College of Pharmacy offers a five-year professional program leading to the Bachelor of Science degree and a graduate program leading to the Pharm.D. degree. Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are also available. In addition, the college sponsors an extension program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

Marilyn Feller Somville, *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.

School of Business–New Brunswick

P. George Benson, *Ph.D.*, *Dean*

Approved by the New Jersey Department of Higher Education in 1986, the School of Business–New Brunswick offers both undergraduate and graduate degrees. On the undergraduate level, it is a two-year, upper-division school offering programs in accounting, finance, management, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The Bachelor of Science degree is jointly awarded by the School of Business–New Brunswick and the undergraduate college. The school's graduate program offers the Master of Accounting degree.

School of Communication, Information and Library Studies

Todd Hunt, *Ph.D.*, *Acting 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: 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 Service, the Master of Communication and Information Studies, and, jointly with the Graduate School–New Brunswick, to the Doctor of Philosophy degree. Courses for in-service librarians are also provided.

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 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–Robert Wood Johnson Medical School. 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. Programs are also offered that lead to the Master of Science and Doctor of Philosophy degrees in urban planning and policy development; these latter two degrees are conferred by the Graduate School–New Brunswick.

School of Management and Labor Relations

John F. Burton, *Ph.D.*, *Dean*

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies. At the graduate level, programs are offered that lead to the degrees of Master of Science in Human Resource Management, Master of Arts in Labor and Industrial Relations, and Doctor of Philosophy in Industrial Relations and Human Resources.

Graduate School–New Brunswick

Richard F. Foley, *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 sixty disciplines and is responsible for all Doctor of Philosophy degrees at Rutgers–New Brunswick. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

Sandra L. Harris, *Ph.D.*, *Dean*

The 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. As of October 1996, the GSAPP will award 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

Louise C. Wilkinson, *Ed.D.*, *Dean*

Courses in education were first offered by Rutgers College in the late nineteenth century. A separate school offering its own curricula was organized in 1924. The GSE offers programs leading to the degrees of Master of Education, Specialist in 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, the 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

Advanced Food Technology, Center for. Food Science Building, Cook Campus

Agricultural Experiment Station, New Jersey. Martin Hall, Cook Campus

Agricultural Molecular Biology, Center for. Cook Campus

Alcohol Studies, Center of. Smithers Hall, Busch Campus

American Affordable Housing Institute. 33 Livingston Avenue, College Avenue Campus

American Woman and Politics, Center for the. Wood Lawn, Douglass Campus

Animal Behavior, Institute of. Smith Hall, Newark Campus

Art Museum, Jane Voorhees Zimmerli.

College Avenue Campus

Biological Research, Bureau of. Nelson Biology Laboratories, Busch Campus

Biostatistics, Institute for. Hill Center, Busch Campus

Ceramic Research, Center for. Engineering Building, Busch Campus

Coastal and Environmental Studies, Center for. Doolittle Hall, Busch Campus

Computer Aids for Industrial Productivity, Center for.

Hill Center, 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. S.I. Newhouse 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. Hill Center, Busch Campus

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

Economic Research, Bureau of. New Jersey Hall, College Avenue Campus

Edison Papers, Thomas A. Van Dyck Hall, College Avenue Campus

Engineered Materials, Institute for. Engineering Building, Busch Campus

Engineering Research, Bureau of. Engineering Building, Busch Campus

Fiber Optic Materials Research Program. Engineering Building, Busch Campus

Fisheries and Aquaculture Technology Extension Center. Martin Hall, Cook Campus

Government Research, Bureau of. Building 4053, Livingston Campus

Health, Health Care Policy, and Aging Research, Institute for. 30 College Avenue, College Avenue Campus

Historical Analysis, Center for. 88 College Avenue, 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 Programs. Parker House, College Avenue Campus

Jazz Studies, Institute of. Bradley Hall, Newark Campus

Jewish Life, Center for the Study of. 12 College Avenue, College Avenue Campus

Journalism Resources Institute. 185 College Avenue, College Avenue Campus

Management and Labor Relations, Institute of. Labor Education Center, Cook Campus

Marine and Coastal Sciences, Institute of. Martin Hall, 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

Molecular and Behavioral Neuroscience, Center for. Newark Campus

Negotiation and Conflict Resolution, Center for. 15 Washington Street, Newark Campus

Operations Research, Center for. Hill Center, Busch Campus

Packaging Engineering, Center for. Engineering Building, Busch Campus

Physics Research, Bureau of. Serin Physics Laboratories, Busch Campus

Plastics Recycling Research, Center for. Engineering Building, Busch Campus

Policy Research in Education, Center for. Wood Lawn, Douglass Campus

Rutgers Cooperative Extension. Martin Hall, Cook Campus

State Politics and Public Policy, Center for. Wood Lawn, Douglass Campus

Surface Modification, Laboratory for. Serin Physics Laboratories, Busch Campus

Urban Policy Research, Center for. Building 4051, Livingston Campus

Waksman Institute of Microbiology. Hoes Lane, 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. Voorhees Chapel, Douglass Campus

Centers Operated Jointly

Biotechnology and Medicine, Center for Advanced Environmental and Occupational Health Sciences Institute.

Hazardous Substance Management Research Center.

UNIVERSITY LIBRARY SYSTEM

Archibald Stevens Alexander Library. College Avenue, College Avenue Campus

Art Library. Voorhees Hall, College Avenue Campus

Blanche and Irving Laurie Music Library. Mabel Smith Douglass Library, Chapel Drive, Douglass Campus

Camden Arts and Sciences Library. 300 North 4th Street, Camden Campus

Center for Urban Policy Research Library. Building 4051, Livingston Campus

Center of Alcohol Studies Library. Smithers Hall, Busch Campus

Chemistry Library. Wright Chemistry Building, Busch Campus

East Asian Library. 169 College Avenue, College Avenue Campus

Entomology Library. Georges Road Laboratories, Cook Campus

Institute of Management and Labor Relations Library. Labor Education Center, Cook Campus

John Cotton Dana Library. 185 University Avenue, Newark Campus

Justice Henry Ackerson Library of Law and Criminal Justice. 15 Washington Street, Newark Campus

Kilmer Area Library. Livingston Campus

Library of Science and Medicine. Busch Campus

Mabel Smith Douglass Library. Chapel Drive, Douglass Campus

Mathematical Sciences Library. Hill Center, Busch Campus

Physics Library. Serin Physics Laboratories, Busch Campus

School of Law-Camden Library. 5th and Penn Streets, Camden Campus

Stephen S. and Lucy D. Chang Science Library. Foran Hall, Cook Campus

Waksman Institute of Microbiology Library. Busch Campus

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