

Graduate Course Descriptions

School of Business

BUSG 610 Innovation

This course will explore the methods for discovering, developing, and delivering business innovations. We will ask how innovation occurs, and seek to identify the methods and ways of thinking that enable us to develop new ideas and create change. The course will ask students to apply these methods to create and propose innovations and to provide and accept feedback and support in refining and developing innovation proposals.

MGTG 600 Strategy and Sustained Competitive Advantage

The course provides concepts and ideas for the tool-kit of the manager involved in the strategy process. In particular, it focuses on addressing how firms could compete, create value and build sustainability into its strategy. It integrates what the student has learned from various business disciplines to form a holistic and strategic perspective on firms.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses

ISTG 610 Regression and Data Visualization

This blended course will explore key design principles and techniques for visualizing a variety of complicated datasets in business settings. Students will learn how visual representations can help in the analysis and understanding of complex data, how to design effective visualizations, and how to create interactive visualizations using tools like Tableau. The data we will use involves multi-years, multi-categories, multi-variables, multi-geographic-regions, cross-tabulations, and spatial-temporal patterns. In addition, the course will present regression techniques for predictions of binary and continuous targets, and for the ranking and determination of important predictors in business analytics. The emphasis is on the sound applications, insightful analysis of regression models, and skillful use of statistical tools such as Tableau, Python and R on personal laptops and on the TCNJ cluster for parallel procession of large datasets.

ISTG 650 Machine Learning

This blended course introduces students to the theoretical concepts, techniques, and real-world applications of Machine Learning. This course will focus on the foundation knowledge of a machine learning world, which includes the broad concepts of business analytics, data science, visualization, and visual analytics using tools such as Tableau, Python, and R. Upon successful completion of the course, students will have a broad understanding of machine learning algorithms, strengths and weaknesses of different machine learning algorithms, formulate and solve machine learning problems that arise in real-world applications, and their use in extracting knowledge from data.

ISTG 620 Relational Database Systems

This online course introduces students to relational databases, one of the most pervasive business systems used today. The course will focus on the techniques for managing the design and development of a database systems including data modeling, database design, database administration, data warehousing, data cleansing, and database manipulation using PostgreSQL.

In addition to conceptual material, the course provides significant hands-on experience using current database and modeling technologies. Students need remote access to our student learning system and our PostgreSQL server.

MGTG 620 Psychology of Management

This course leverages psychological research to help you understand how to be a better manager. The material emphasizes self-assessment and reflection on how your personal characteristics shape your ability to work with, and lead, other people. Topics covered include individual differences, team dynamics, and leadership/followership.

Course elements: 3 credit hours. No prerequisites, co-requisites, or cross-listed courses.

MGTG 630 The Art of Persuasion: Communication for Business

"Communication, including the rare art of listening, is more necessary than ever in our digital age as the pace of change accelerates exponentially, technology becomes more complex and entire industries get disrupted overnight with unforeseen business models."

The complexity of modern organizations, impacted in part by globalization and digitization, demands active listening to the ecosystem and a sophisticated understanding of communication strategies in order to survive and develop collaborative partnerships with startups, partners and customers around the world. Managers must be able to communicate and hone key messages across cross functional teams harnessing marketing, sales, human resources, operations or business development. The Art of Persuasion is an introduction to the theory and practice of persuasive communication across a variety of business contexts. In this course, we use communication, social psychology and human behavior frameworks to unpack how managers can leverage their understanding of key audiences in order to shape opinions, influence behavior and guide outcomes. Special emphasis will be given to how business communication functions to achieve desired outcomes and how managers can best construct and deliver their message to achieve these ends. The course considers both theory and research as the basis for the effects of persuasive attempts.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses.

MGTG 640 Negotiation and Dispute Resolution

This course is designed to provide you with the intellectual tools and reflective experience that will help you achieve better negotiation outcomes in a sustainable and responsible manner. Negotiations are defined broadly, ranging from simple two party negotiations to complex multi-issue, multi-party situations, and from bargaining with willing and motivated parties to dealing with intractable issues and difficult people.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses

ISTG 630 APPLIED TIME SERIES AND FORECASTING

This blended course covers major topics used in developing predictive modeling and applied statistical forecasting models that are of major interest to the business, government, and academia. These include exploring the calibration of models, the estimation of seasonal indices, and the selection of variables to generate operational business forecasts. Topics in this course can assist business professionals in utilizing historical patterns to build a more constructive view of their future. The course also examines how these topics can be used in combination with data capture, integration and information deployment capabilities, to ensure more productive decisions and more accurate planning. Modern forecasting techniques for the evaluation of sophisticated business models used to make intelligent decisions in marketing, finance, personnel management, production scheduling, process control, facilities management and strategic planning, are covered. Essentially, this course is dedicated to teaching students tools in econometrics that are especially useful in forecasting business time series such as sales, expenditures, and macroeconomic variables such as GDP, interest rates, inflation, stock market, etc.

ISTG 640 TEXT MINING

This blended course will cover the fundamental concepts and practical applications of text mining and analytics. Students will explore the process pipeline from converting unstructured text to structured data, and, extracting useful and interesting information such as text topics, trends and user sentiments. Students will learn to analyze results and gain practical skills through the use of contemporary software tools.

MGTG 650 Strategic Human Resources Management

Fundamental to any organization is its people; without employees and managers, an organization ceases to exist. Human resources are often the costliest resources to manage in an organization. In addition, it is the only resource that can retaliate if not managed, developed, or incentivized properly. This course examines how talent is recruited into an orga-

nization, and the processes used to engage employees and maximize productivity and creativity at all levels in the organization. These learnings will incorporate key theories around human behavior, with human resource policies and procedures, and practical application of all of these both in the current changing world of work.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses

MGTG 670 Management Practicum: New Product Development

The development of new products and services is among the most significant activities of a firm. The best companies manage to introduce new products and services regularly. This course examines the strategies, processes, and tools used by leading-edge companies for new-product development. Students begin with product ideas developed in the MGTG 610 *Innovation* course and explore the different stages of product development, examining leading new product methodologies, selection of team members and definition of their roles, leadership challenges, funding and internal support and opposition, prototype development, market testing and marketing strategies. Although the primary focus of the course is on physical products, much of the material also informs the design and delivery of new services.

Key course elements: 3 credit hours; pre-requisite: MGT 610 *Innovation*, no other cross-listed courses

ISTG 660 GEOSPATIAL ANALYSIS

This course covers the terminology and components of geospatial analysis via application on the personal computer. ArcMap (ESRI) will be used in this course though emphasis is on learning the terminology and techniques of geospatial analysis so that students will also be able to use open source GIS software. Required readings, supplementary readings and examples of geospatial analysis from a variety of disciplines will be used with the idea that students will apply the concepts employed in those readings and examples to their business research project for the course. Emphasis will be placed upon the various data sources used in geospatial analysis, the manipulation and management of those data sources and the analytic procedures used to summarize and model geographic data and external data.

ISTG 670 DATA ANALYTICS PRACTICUM

This blended course is a research-project type course whereby each student will be an individual contributor in a group integrating the knowledge they learn in the other Data Analytics courses and subject matter expertise from their industry. Working in teams of four or five, students will apply their knowledge to a research project formulated by a TCNJ DA faculty committee and an industry practitioner. The faculty committee will be comprised of a faculty member from each core area in the MBA program. During the first half of the semester, each team will be presented with their teams research problem and tasked with formulating potential analytical protocols to solve the problem. During the second half of the semester, teams will choose and deploy a final solution that will be presented to the industry expert and the DA committee.

School of Education

COUN 501/Introduction to Counseling

3 cr.

Prerequisite: Permission of department

The purposes of this course are to provide students with an orientation to the counseling profession and to teach students basic skills for counseling clients. The course begins with studies of the profession of counseling, including an overview of the history of counseling, professional counseling organizations and issues, major counseling specialties, requirements for counselor license and certification, multicultural considerations, and ethical and legal issues in counseling. The course includes a laboratory component in which students learn the stages of the counseling process and the skills and techniques of counseling.

COUN 515/Statistics and Research in Counseling

3 cr.

Prerequisite: Permission of department

Study of the organization, analysis, summarization, and interpretation of counseling data with special emphasis on developing research proj-

ects involving counseling data. The interrelationships among statistics, measurement, and research design are examined.

Training in reading and interpreting counseling research literature is provided.

COUN 530/Multicultural Counseling

3 cr.

Prerequisite: Permission of department

The purpose of this course is to provide students with an introduction to multicultural counseling which includes examining power and privilege to increase student awareness and understanding of, as well as their ability to competently counsel, individuals evidencing diversity in culture, race and ethnicity, family, nationality, language, age, gender, sexual orientation, socioeconomic class, religion and spirituality, and mental and physical abilities.

COUN 535/Career Counseling and Placement

3 cr.

Prerequisite: Permission of department

The purpose of this course is to provide students with an understanding of career development and the role of the career counselor. The course is designed to examine theories of career development and decision making, sources of occupational information, and methods of career counseling, assessment and program planning. Both theory and the practical application of career counseling will be explored through lectures, class discussions, readings, writings and projects. Students will have the opportunity to practice various career counseling techniques and gain an understanding of their own career development. Ethical and legal issues, contemporary trends and application of career counseling models to a variety of populations in school and community settings will be explored.

COUN 545/Community Agency Counseling

3 cr.

Prerequisite: Permission of department

This course is designed to address the fundamentals of community agency counseling. Understanding the nature of the clientele and the concerns they bring to counseling, counselor roles, identification of effective treatment modes, client advocacy, and collaborative work among the helping professionals are considered. Use of the DSM and treatment planning will be reviewed. Assessment procedures that are useful in community counseling settings will be explored.

COUN 551/Substance Abuse and Addiction:

Individual, Family, and Society

3 cr.

Prerequisite: Permission of department

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed. This course offers community-engaged learning opportunities, and therefore is offered in a blended format, including both face-to-face and online learning environments.

COUN 552/Substance Abuse Education and Prevention

3 cr.

Prerequisite: Permission of department

This course will help provide the groundwork for the prevention professional to implement a comprehensive program, supported by scientifically based prevention principles, that includes measurable goals, objectives, timelines, and an evaluative process. Prevention theory and strategies for educating the public about risk and resiliency factors associated with youth behaviors will be presented. The course will focus on the prevention of drug and alcohol use, bullying, and other areas of risk for youth including gambling, eating disorders, suicide, Internet use and more. This course will discuss various aspects of culture in a broader sense to help professionals understand the relevance of culture in prevention-program planning. This course offers community-engaged learning opportunities, and therefore is offered in a blended format, incorporating both face-to-face and online learning environments.

COUN 553/Treating Substance Abuse

and Co-Occurring Disorders

3 cr.

Prerequisite: Permission of department

The purpose of this course is to facilitate the learning of specific techniques for counseling individuals and their families who are affected by

substance use disorders, and co-occurring disorders. An emphasis will be placed on strategies for addressing the full spectrum of substance use to addiction with specific attention given to increasing students' sensitivity to the diverse needs of individuals suffering from addictions and co-occurring medical and psychiatric disorders. The development of competency in the professional treatment of addiction and co-occurring disorders is stressed.

COUN 554/Student Assistance Coordination in the Schools 3 cr.

Prerequisite: Permission of department

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

COUN 555/Differential Diagnosis and Treatment Planning 3 cr.

Prerequisite: Permission of department

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

COUN 560/Counseling Girls and Women 3 cr.

Prerequisite: Permission of department

This course is focused on providing students with the opportunity to gain a greater understanding of the female experience from childhood throughout adulthood. Particular emphasis will be placed on the crucial years during adolescence. Students will be challenged to analyze both societal and personal beliefs, assumptions, and expectations regarding girls and women. In this interactive class, there will be an overview of the many counseling issues presented by female clients and the special needs of diverse populations. Lecture, discussion, readings, presentations, and experiential activities will combine to offer students greater insight into what their female clients bring into the therapeutic setting. Effective strategies and techniques for counselors working with woman and girls will also be discussed throughout the course.

COUN 561/Counseling Boys and Men 3 cr.

Prerequisite: Permission of department

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and to suggest effective strategies for counseling these populations in school and agency settings. Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors. Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men's support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process of counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for establishing rapport and intervening with special populations of boys and men (e.g., aggressive males, boys and men who have been sexually abused, depressed and suicidal males) will be recommended.

Mindfulness and Wellness in Counseling (COUN 565) 3 cr.

The foundation of the counseling profession is based on wellness, positive growth, and development. This course will bring us back to our roots through an exploration of the theory, research, and application of

wellness approaches in counseling. Central to wellness is the ability to pay attention to the present moment. In this course, students will also learn about and experience mindfulness-based practices, which are considered to be the third wave of therapy. We will explore various mindfulness techniques, the latest research on mindfulness, wellness and mindfulness applications for diverse populations, and the roots of mindfulness in Buddhist Psychology. Mindfulness meditation will be practiced throughout the duration of the course. Interventions to enhance wellness will be explored.

COUN 580/Counseling the Aged 3 cr.

Prerequisite: Permission of department

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

COUN 597/Special Topics in Counseling 1-6 cr.

Prerequisite: Permission of department

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

COUN 600/Introduction to Marriage,

Couple, and Family Counseling and Therapy 3 cr.

Prerequisite: Permission of department

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

COUN 601/Theory and Development of Family Systems 3 cr.

Prerequisite: Permission of department

This course is an in-depth exploration of family development through the study of a model of therapy based on the family of origin of the therapist. The history of marriage and family therapy will be presented and the progression of family development will be considered for incorporation into one's personal model of therapy. Through the development and presentation of a personal genogram, students will become familiar with their own family patterns and learn how those patterns influence their work as therapists as well as how a family system grows and develops throughout the life cycle. Attention will be given to skill development through genogram presentation, feedback and case review.

COUN 602/Assessment and Intervention in

Marriage, Couple, and Family

Counseling and Therapy 3 cr.

Prerequisite: COUN 600 and Permission of department

This course will focus on in-depth understanding of theoretical concepts of the major models of family systems therapy with an emphasis on assessment and intervention strategies. Students will learn about the assessment of families and couples using the four step structural model. Assessment techniques consistent with the other major models of family therapy will also be explored. Standardized tools of family and couple assessment will be included in the learning process. Treatment planning, goal setting, development of interventions, facilitation of change, termination, and therapist use of self will be discussed in relation to each phase of the therapeutic process. The effects of multicultural issues on families and the changing socio-political climate will be an essential aspect of the course.

COUN 603/Laboratory in Marriage, Couple,

and Family Counseling and Therapy 3 cr.

Prerequisite: COUN 600, 601, 602 (COUN 602 can be taken concurrently with COUN 603) and Permission of department Through experiential skill-building exercises, video, role play and case discussions, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to demonstrate conceptual knowledge and practice intervention skills throughout the progressive phases of treatment will be offered. Specific models of therapy will be demonstrated and learned through experience.

COUN 604/Couples in Relationship

3 cr.

Prerequisite: Permission of department

The purpose of this course is to examine systemic models of therapy used in working with couples. Attention will be given to specific issues such as sexual dysfunction, infertility, changes in socioeconomic status, domestic violence, separation and divorce, inter-cultural couples, and other issues relevant to the assessment and treatment of couples. All issues will be discussed within the contexts in which couples live and work. Conceptual frameworks and their clinical applications will be examined through reading, videotapes, and practice. Race, gender, ethnicity, social class, spirituality and their effects on the couple relationship will be included. Learning is not limited to heterosexual couples, but also to same sex couples, couples in committed relationships and in uncoupling. Students should be prepared to discuss the readings in class, to participate in presentations, and to write a final paper on an issue of their choice effecting couples.

COUN 605/Ethical, Legal and Professional**Issues in Counseling and Marriage****and Family Therapy**

3 cr.

Prerequisite: Permission of department

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

COUN 606/Practicum in Marriage, Couple,**and Family Therapy**

3 cr.

Prerequisite: COUN 600, 601, 602, and 603 and Permission of department

This course is designed to provide students with the skills and experience of family therapists by working with families and couples in a clinical setting. Practicum requirements include participation in a weekly practicum seminar for supervision and didactic discussion, a minimum of 50 hours in direct client contact and one hour a week of individual supervision with an on-site supervisor (approved by the department). Methods of supervision will be live, videotaped and case discussion. Self of therapist, peer consultation, and supervisor evaluations of conceptual and direct practice skills are integral components of the clinical experience.

COUN 607/Internship in Marriage, Couple,**and Family Therapy**

3 cr.

Prerequisite: COUN 600, 601, 602, 603, 604 and 606 and Permission of department

This course is designed to provide an intensive, supervised clinical field experience in marriage, couple, and family therapy. Internship requirements include: participation in a weekly clinical supervision seminar on campus, a minimum of 100 clock hours of direct client contact. Additionally, students will attend one hour of individual supervision per week provided by an on-site supervisor (approved by the department) and a weekly internship seminar on campus. Live, videotaped and simulated sessions as well as self, peer and supervisor evaluations of conceptual and direct practice skills are an integral component of the clinical experience. Emphasis will be placed upon the assessment and intervention of family systems, the impact of other systems on the clinical issues, use of community and referral sources, the ability to prepare and present cases to the class and the awareness of the effects of the therapist on the therapeutic process.

COUN 660/Organization, Administration,**and Supervision of School Counseling**

3 cr.

Prerequisite: Permission of department

The purpose of this course is to provide students with an understanding of the organization and administration of school counseling services including the comprehensive and developmental nature and functions, context, coordination, integration, and evaluation of the school counseling program within the total school community. Special emphasis is

given to examination of ASCA National Model as well as closing student achievement gaps.

COUN 670/Counseling Theory and Techniques

3 cr.

Prerequisite: COUN 501 and Permission of department

The purposes of this course are to provide students with an understanding of the major theories of counseling and their related techniques and to apply theoretical material to case studies. Students will be exposed to an overview of current approaches to counseling, including psychodynamic, existential-humanistic, cognitive-behavioral, solution-focused and systems approaches. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, videos, writings, experiential exercises and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling. This course includes a laboratory component in which students practice theory-based counseling strategies in role play scenarios.

COUN 672/Advanced Counseling Theory and Techniques

3 cr.

Prerequisites: COUN 501 and 670 and Permission of department

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

COUN 675/Group Counseling

3 cr.

Prerequisites: COUN 501, 670 (COUN 675 may be taken concurrently with COUN 670 with advisement) and Permission of department

Through didactic and experiential learning activities, this course provides an introduction to group counseling that enables students to explore the nature and function of various types of groups; basic principles of group dynamics; ethical, legal and professional issues; leadership and group development; member roles and functions; theoretical approaches to group counseling; how to design and lead groups across the human lifespan; and the nature and impact of their own interpersonal styles of behavior on their roles as both group members and group leaders.

COUN 677/Group Leadership Skills

3 cr.

Prerequisites: COUN 675 and permission of department

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

COUN 680/Practicum in Counseling and Testing

3 cr.

Prerequisites: COUN 515, 670, and 675 and EPSY 643 and Permission of department

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

COUN 687/Faculty-Student Research

3 cr.

Prerequisite: Completion of 15 graduate credits and Permission of department

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

COUN 690/Practicum Seminar

3 cr.

Prerequisite: COUN 501, 670, Completion of a minimum of 24 graduate credits) and Permission of department

The purpose of this course is to provide students with highly supervised counseling experiences. Students will establish counseling relationships with appropriate clients, develop and implement counseling interventions and work within the structure of a counseling site. Students are required to participate in a practicum placement experience specific to their counseling program specialization and complete a minimum of 120 hours. The practicum placement will be approved and supervised by the college. Field visitations as well as individual supervision and group consultation will be integral parts of this practicum experience.

COUN 693/Internship (One Term)**or COUN 694/695 (Two Terms)****6 cr.**

Prerequisite: COUN 675, 690 and Permission of department
The purpose of this course is to provide students with an intensive, supervised on-the-job counseling experience specific to students' counselor education program specialization and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and consulted by the college. Advanced-level, weekly individual supervision sessions and participation in internship classes are required components of this internship experience.

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

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

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

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

COUN 700/Comprehensive Examination: Counseling**Prerequisite:** Permission of department

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See the Department of Counselor Education's Student Manual for details.

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

This course examines curriculum and assessment through theoretical and practical lenses. Emphasis is placed on preparing educators to create and evaluate coherent, aligned, student-centered curriculum consistent with effective pedagogy. Students will develop understanding of how technology, assessment, and academic supports facilitate student progress and improve instruction.

CURR 555/Contextual Issues in Curriculum Development for Children and Adolescents**Prerequisite:** CURR 514 or permission from instructor

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

CURR 616/Curriculum Development in the Urban School**3 cr.****Prerequisite:** CURR 514

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

CURR 635/Curriculum Change Strategies**3 cr.****Prerequisite:** CURR 514

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

DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals**3 cr.****Prerequisite:** none, SLP 340 is recommended

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

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

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

DFHH 690/Student Teaching—Deaf and Hard of Hearing**6 cr.****Prerequisite:** Permission of the program coordinator

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

DFHH 697/Independent Study Education of the Deaf and Hard of Hearing**1–6 cr.****By permission only**

In-depth independent exploration of a specific topic under the individual supervision of a faculty member.

DFHH 700/Comprehensive Examination: Special Education

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

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

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

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

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

ECED 530/Culturally Responsive Practices in Early Childhood Settings

This course explores culturally responsive pedagogy and social justice issues in early childhood education with the goal of creating respectful, reciprocal relationships that support and empower families and their children. While promoting students' awareness that building positive relationships with children and their families is an investment in later social, emotional, and academic competence, the students will examine quality teaching practices by exploring personal cultural history, gaining insights into living examples of differences, witnessing the effects of bias, and learning to support fairness and issues of equity in a classroom.

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

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

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

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

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

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

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

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

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

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

ECED 651/P-3 Internship I 1 cr.

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

ECED 652/P-3 Internship II 1 cr.

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

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

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

ECED 670/Seminar: Current Issues and**Trends in Early Childhood Education****3 cr.**

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

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

ECED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

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

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

Prerequisite: Successful completion of MAT Internship I (EDUC 694) The Internship II experience will be a full semester in an early childhood education classroom. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

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

Prerequisite: EDFN 500, 520, or 521

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

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

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

EDAD 525/Introduction to Educational Leadership 3 cr.

This course provides a comprehensive overview of the field of educational administration. It examines the historical, social, and political perspectives of the field; it explores the principles and practices of effective school leadership.

EDAD 530/Group Dynamics for Educational Leaders 3 cr.

This course is designed to study the intrapersonal and interpersonal skills essential for leaders to facilitate the development of cultures and climates which optimize success for all members of the school community. Topics include effective communication, team building, decision making, problem solving and the people side of change.

EDAD 540/School Finance and Resource Management 3 cr.

This course explores the ethical and effective governance, distribution, utilization, and management of financial, physical, and human resources in schools. Students will develop an understanding of legalities, basic budgeting, and accounting principles while exploring how efficient administrative systems contribute to the optimal functioning of the organization.

EDAD 545/ Instructional Leadership for Teacher Leaders 3 cr.

This course endeavors to develop teacher leaders' ability to model reflective practice based on student data; make connections with research-based effective practices; harness the skills, expertise, and knowledge of colleagues to address curricular expectations and learning needs; guide colleagues in helping students navigate existing and emerging technologies; and promote instructional strategies that address equity in the classroom.

EDAD 565/Facilitating Professional Development 3 cr.

The purpose of this course is to develop teacher leaders who are able to promote, design, and facilitate job-embedded professional learning and meaningful change among their colleagues. Through readings and course activities you will be engaged in investigations and application of emerging trends, theories of adult learning, and current research on best practices in professional development. In addition, you will learn how to respond to the diverse learning needs of your colleagues by developing your ability to provide them with constructive feedback and advocate for their access to professional resources

EDAD 572/School Law 3 cr.

Students in this course study federal and state laws affecting the rights, privileges, and duties of administrators, teachers and ancillary personnel. Attention is given to the influence of government, finance, collective bargaining, and other pertinent school-related factors.

EDAD 597/Special Topics in Educational Administration 3 cr.

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

EDAD 617/Organizational Leadership and Supervision 3 cr.

Prerequisites: EDAD 525 and SUPV 520

This course offers an analysis of the administrative process in theory and practice in contemporary schools. Topics will include examination of leadership theory and styles, school organizations, instructional leadership, school/community relations, and the effective use of data-based decision making.

EDAD 653/School Personnel Administration 3 cr.

Prerequisite: EDAD 525

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

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

ONLY for Global students

No computer experience is necessary.

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

EDAD 687/Faculty-Student Research

3 cr.

Prerequisite: Completion of 15 graduate credits

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

EDAD 691/Principalship I

2 cr.

The focus of the fall Principalship course is on the strategies leaders use to open the school year, build teams, and establish a high-performance learning culture. In course discussions and assignments, students will demonstrate their knowledge and skills in the Professional Standards for Educational Leaders by examining related problems of practice and reflecting on real-world experiences. In field experiences, students will seek opportunities to learn how a leader sets teaching and learning goals, aligns school resources with them, and focuses the school community on collaboratively fostering student success.

EDAD 692/Principalship II

2 cr.

The focus of the spring Principalship course is on administrative decision making and using data to sustain a cycle of continuous improvement. In course discussions and assignments, students will demonstrate their knowledge and skills in the Professional Standards for Educational Leaders by examining related problems of practice and reflecting on real-world experiences. In field experiences, students will seek opportunities to learn how a leader prepares for standardized testing, monitors student progress, ensures a safe and orderly learning environment, and facilitates teachers' professional growth.

EDAD 693/Principalship III

2 cr.

The focus of the summer Principalship course is on responsibilities, tasks, and activities related to bringing closure to the past school year, strategic planning, and preparing the facility for the upcoming year. In course discussions and assignments, students will demonstrate their knowledge and skills in the Professional Standards for Educational Leaders by examining related problems of practice and reflecting on real-world experiences. In field experiences, students will seek opportunities to learn how a leader complies with applicable mandates and develops data-informed systems that facilitate a well-organized, effective, and safe learning environment.

EDAD 697/Independent Study in Educational Administration 1–3 cr.**Prerequisites:** EDAD 525 and at least 3 credits in curriculum or supervision courses

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

EDAD 698/Department Project in Educational Administration 1–3 cr.**Prerequisites:** EDAD 525 and at least 3 credits in curriculum or supervision courses

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

EDAD 700/Comprehensive Examination: Educational Leadership

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

EDFN 500/Foundations of Education

3 cr.

This course draws on theoretical lenses associated with the field of educational foundations—historical, philosophical, anthropological—to gain deep structural understanding of the nature of education. This course fulfills the state of New Jersey requirements for multicultural education.

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

3 cr.

This course assists students in becoming critical consumers of research who apply empirical evidence and processes to the field of education. Students will develop an appreciation for the importance of continuous collaborative inquiry in facilitating student progress and improving instruction, while investigating the topics of measurement, data analysis, and evidence-informed practice.

EDFN 520/Leadership for Social Justice

3 cr.

This course examines social norms and the discriminatory practices enacted by institutional policies. Race, class, gender, sexuality, and ableism are among the topics to be explored. In addition, this course endeavors to prepare educators to become seekers of social justice who promote policies that will create more just and equitable educational opportunities in schools. This course fulfills the State of New Jersey requirements for multicultural education.

EDFN 521/Cultural Foundations of Education

3 cr.

This course examines education as a cultural phenomenon. By examining the relationship between community and school culture, this course interrogates how culture influences communication, school achievement, educator and student relationships, and curriculum. This course also draws on influences of multicultural education and critical pedagogy of education. This course fulfills the state of New Jersey requirements for multicultural education.

EDFN 697/Independent Study in Educational Foundations

1–3 cr.

Prerequisite: EDFN 500, 520, or 521

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

EDFN 698/Departmental Project in Educational Foundations 1–3 cr.**Prerequisite:** EDFN 500, 520 or, 521

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

EDUC 501/Exploring Teaching

3 cr.

This course introduces students to the challenges they will face as they enter the field of teaching. Topics that may be examined include diversity, inclusion, impact of beliefs on teaching, and the influence on achievement. Students explore their commitment to becoming teachers who will advocate for social justice for all learners. It introduces the New Jersey professional teaching standards that all students are expected to meet as well as the New Jersey Core Curriculum Content Standards that guide them in their work with children. Students begin to develop an electronic portfolio that will be used to demonstrate their achievement of teaching standards throughout the program.

EDUC 510/Exploration of Reflective Teaching

3 cr.

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

EDUC 513/Collaboration, Consultation, and Partnerships

3 cr.

This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.

EDUC 601/Data-Inspired Decision Making**3 cr.****Prerequisites:** EDUC 510

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

EDUC 602/Inquiry in Practice**3 cr.****Prerequisites:** EDUC 601

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

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

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

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

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

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

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

EDUC 700/Comprehensive Examination—Capstone Project

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge

acquired throughout the program. See page 17 for comprehensive examination requirements.

ELEM 515/-Conflict Resolution

One of the National Education Goals is the creation of safe and constructive learning environments. Educators are increasingly aware of the need to build community in classrooms and schools in order to help students have such environments. A key component of that is conflict resolution education. This course introduces participants to the broad field of conflict resolution education (including social and emotional learning, anti-bullying programs, peer mediation, negotiation processes, expressive arts and conflict resolution education, restorative justice programs, and bias awareness programs). This course provides participants with examples of programs and activities that can be used in education, gives them an opportunity to interact with experts in the field, and encourages them to consider how they can support and utilize conflict resolution education in their respective fields.

Conflict Resolution in Education is developed in conjunction with the Conflict Resolution Education in Teacher Education (CRETE) Project funded by the United States Department of Education and several private foundations. In addition, the course information is supported by materials on Conflict Resolution Education available on the grant-supported independent clearinghouse Web site (www.creducation.org). All course participants are encouraged to use this Web site as a resource throughout and after this course.

Because of the focus on CRE in teacher education, this course is designed to help participants consider how they will infuse conflict resolution education and social and emotional learning into their respective fields of study.

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

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

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

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

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

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

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

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

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

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

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

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

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

Examination of current trends in elementary education through the critical analysis of recent research. Topics emphasized are: (1) innovations

in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in elementary education.

ELEM 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

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

ELEM 690/Student-Teaching Seminar 2 cr.

Prerequisite: EDUC 694

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

ELEM 694/Introduction to Teaching and Planning 3 cr.

Prerequisites: Completion of required core courses; consultation and approval of program coordinator

Introduction to Teaching and Planning will revolve around observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. It will include weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

ELEM 695/Internship II 4–8 cr.

Prerequisite: Successful completion of ELEM 694 Introduction to Teaching and Planning

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

ELEM 696/Culminating Seminar in Elementary Education 3 cr.

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

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

ELEM 697/Independent Study in Elementary Education 3 cr.

Prerequisite: EDFN 500, 520, or 521

An in-depth study of a topic within the discipline of elementary education involving supervised reading, research, and regular conferences with the faculty adviser. Open only to students matriculated in the elementary education programs.

ELEM 698/Department Project in Education 3 cr.

Prerequisite: EDFN 508

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

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

Prerequisite: EDFN 508

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

ELEM 700/Comprehensive Examination: Elementary Education

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

EPSY 513/Psychology of Learning 3 cr.

The psychology of learning is designed to review, analyze, and apply psychological principles as they apply to learning, teaching and educational environments at the secondary school level. The course content integrates cognitive, social, physical, and emotional development of learners with a focus on middle and high school settings. Through readings, interactive course assignments and class discussion, students will develop a deeper understanding of such elements as information processing, problem solving, motivation, and creation of positive classroom environments.

EPSY 520/Human Growth and Development 3 cr.

Prerequisite: Permission of department

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

EPSY 523/Advanced Child and Adolescent Development 3 cr.

Prerequisite: Permission of department

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

EPSY 524/Adolescent Development and Learning 3 cr.

This course examines selected theories and principles of adolescent development that influence learning at the secondary level. Adolescent development is studied, interpreted, and addressed using a variety of approaches that contribute to understanding how work with adolescents can be effective and rewarding. Using an ecological model as a framework, students will identify and analyze characteristics of adolescent learners that influence cognitive processes, emotional awareness, social identity and academic progress.

EPSY 643/Measurement and Evaluation 3 cr.

Prerequisite: COUN 515 and permission of department

The purpose of this course is to provide students with an introduction to educational and psychological measurement and evaluation.

The topics of test construction, reliability, validity, and statistics are covered. Frequently used counseling, educational, intellectual, personality, and neuropsychological assessment techniques are discussed, along with the principles of interpreting and presenting the results of testing.

EPSY 661/Counseling Children and Adolescents 3 cr.

Prerequisite: Permission of department

This course provides an overview of developmentally appropriate counseling approaches used for counseling children and adolescents, primarily in school settings. Examples of approaches discussed in this course include solution focused therapy, expressive techniques, play and impact therapy. Special education services, including legislation relevant to school counselors are discussed. The course also includes an examination of processes related to meeting the needs of underserved student populations.

ESLM 525/Second Language Acquisition 3 cr.

This course focuses on foundational research and theoretical assumptions in the field of second language acquisition (SLA). We shall consider

child and adult first and second language acquisition and examine prevalent issues in the field such as: the role of the first language, the nature of interlanguage development, morpheme order studies, differential success in language learning, and input and interaction. We also consider the influence of conversation analysis (CA) in work on SLA, which has led to a dichotomy between mainstream vs. contemporary approaches to SLA.

ESLM 545/Structure of Language and Proficiency Assessment 3 cr.

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

ESLM 555/The Intersections of Culture, Language and (dis)Abilities English Learners (ELs) bring several challenges to the classroom. Those challenges can cause a great deal of confusion for teachers in their attempt to understand whether they are due to the learner's lack of proficiency in English or to a disability.

The purpose of this course is to provide participants with essential tools to separate a language difficulty from a learning disability. It aims to engage participants in inquiry and reflection on how culture, language, and (dis)abilities intersect and how those intersections can affect teachers' interactive, instructional and assessment practices of ELs' classroom experiences. The course aims to deconstruct deficit thinking toward ELs and their potential to learn. It provides a framework for participants to align their pedagogical expectations and instructional approaches to ELs' diverse levels of English proficiency to increase these learners' opportunities to learn.

The course discusses issues related to the disproportionality of ELs in special education programs and presents recommendations for an effective referral process if a disability needs to be addressed. The course highlights essential components of high-quality instruction for ELs, appropriate and reliable assessment strategies to evaluate their academic progress over time, and key components of effective culturally sensitive pedagogy through assignments that capitalize on inquiry, reflection, observation, and professional development.

ESLM 577/Sociolinguistics and Cultural Foundations of Second Language Education 3 cr.

This course examines how sociolinguistics emerged as a subfield of linguistics, i.e., taking a functionalist approach to the study of language. We address issues such as what linguistic knowledge is knowledge of; what a native speaker knows about his/her language; and what it takes to be a communicatively competent speaker. Among the topics that are covered are: global Englishes, English as a lingua franca, language variation, speech act theory, and pragmatics. The course also includes an introduction to conversation analysis (CA) given that language is a primordial site of human sociality. In particular, we explore the notion of interactional competence from a CA perspective. And we aim to connect insights and findings drawn from CA with issues and concerns in second language pedagogy.

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

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

ESLM 579/Language and Literacy for Second Language Learners 3 cr.

This course provides an introduction to language and literacy. It considers foundational knowledge of language that ESL teachers need to be effective classroom teachers. Theories, concepts, and issues in first and second language reading are examined. We explore potential difficulties that learners may face in learning how to read and write in English as a second language. Among the topics that we address are: phonology, morphology, linguistic processing of text, cross-linguistic transfer, cross-cultural mis/communication, schema theory, and vocabulary acquisition. We examine how language, culture, writing systems, and other factors impinge upon second language literacy.

ESLM 587/Curriculum, Methods, and Assessment for Multilingual Populations 3 cr.

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates The New Jersey Professional Teaching Standards, TESOL standards, Middle States Standards, National Common Core Standards, NJ standards for ESL/bilingual certification and NJ CCCS in curriculum design and lesson planning and prepares candidates for field practice. It enables candidates to practice methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at P-12, higher education and other adult ESL settings as well as bilingual education.

ESLM 597/Special Topics in Second Language Education 1-3 cr.

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

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

ESLM 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

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

ESLM 688/Student Teaching 3 cr.

Prerequisite: ESLM 587 or ESLM 578 and ESLM 545.

ESLM 688 Internship requires candidates to gain teaching experience and demonstrate emergent competencies in a K-12 English as a Second Language or Bilingual education context under the supervision of a certified cooperating teacher and a college supervisor. In order to be eligible for this course, a student needs to meet the following criteria: Minimum GPA of 3.0 or higher and minimum grade of "B" required in ESLM 587 or ESLM 578 and ESLM 545 or a linguistic course. This course is a two-semester clinical experience. In the first semester, candidates need to complete 175 hours of classroom and school-related activity in approximately seven weeks. In the following semester, candidates need to do a full semester (450-550 hours) student teaching, in which, they demonstrate the knowledge and skills developed in the ESL program in a field-based setting. Candidates will gradually assume responsibility for directing activities, lesson planning and teaching with a minimum of 60 hours of teaching. Towards the end of student teaching, candidates who are U.S. citizens or permanent residents must register and submit an edTPA portfolio with a fee of \$300. For non-U.S. citizens or permanent residents, they also need to do the edTPA portfolio but only submit it to their instructor without registering the portfolio and paying the fee.

ESLM 697/Independent Study in Second Language Education 1-3 cr.

Prerequisite: ESLM 578 or 587 or 577

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser. An independent study form with a research proposal must be signed by the faculty adviser and the Department Chair before registering the course in person at registrar.

ESLM 700/Comprehensive Examination:

Teaching a Second Language

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge

acquired throughout the program. See page 17 for comprehensive examination requirements.

MATH 590/PHYS 570/BIOL 570/CHEM 570/TCED 570/STEM

Curriculum/Content course 3 cr

This course will offer an examination of the K-12 curricula specific to the area of licensure content. The course will examine the connections between the STEM content specific to the area of licensure and the college content. Students will also examine standards-based curricula and the content from an advanced standpoint.

MATH 591/Number Theory and Systems for

Middle School Teachers 3 cr.

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

MATH 592/Data Analysis and Probability

for Middle School Teachers 3 cr.

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

MATH 594/Patterns, Functions, and Algebra

for Middle School Teachers 3 cr.

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

MATH 595/Geometry for Middle School Teachers 3 cr.

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

MATH 596/Concepts and Methods of Teaching

Mathematics in the Elementary Grades 3 cr.

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

RDLG 530/Exploring Children's Literature:

An Educator's Perspective 3 cr.

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

RDLG 537/Language Arts Literacy 3 cr.

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

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

Prerequisite: One course in teaching language arts

This course considers the language arts and their interrelationships, especially listening, speaking, writing, reading, and viewing; curriculum models, methods, and materials; and current research trends.

RDLG 570/Issues in Literacy Instruction 3 cr.

Prerequisite: An undergraduate or graduate course in the methods of teaching reading

Note: This course will not be accepted for credit in the reading program. This course deals with the basic principles for a corrective reading program, methods of preventing reading difficulties, and methods and materials used in dealing with corrective problems, causes of poor reading, and deficiencies in specific skills.

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

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

RDLG 579/Content Area Literacy 3 cr.

Prerequisite: One course in teaching reading

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

RDLG 672/Advanced Methods in the Teaching of Reading:

Theory, Research and Practice 3 cr.

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

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

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

RDLG 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

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

RDLG 691/Reading Diagnostic Procedures: Practicum 3 cr.

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

RDLG 692/Correction and Remediation

of Reading Difficulties: Practicum 3 cr.

Prerequisite: RDLG 691

This course is a practicum in which the student employs various assessment procedures to develop and implement corrective instruction under supervision in the reading center.

RDLG 693/Supervision and Administration

of Reading Programs K-12 3 cr.

This course is a practicum and seminar for demonstrating ability to apply the concepts and skills developed in the graduate reading program and for analyzing and evaluating instructional procedures used. Selected

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

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

Prerequisite: EDFN 508 and graduate coordinator's approval

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

RDLG 698/Department Project in Reading 3 cr.

Prerequisite: EDFN 508

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

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

Prerequisite: EDFN 508

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

RDLG 700/Comprehensive Examination: Reading

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

SAFT 582/Driver Education Teacher Certification Program 3 cr.

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

SAFT 587/Traffic Safety Workshop 3 cr.

This course is an investigation and application of current information on theory, techniques of teaching, and administrative procedures related to specific traffic safety problems. It also includes programs on motorcycle education, emergency maneuvers, handicapped drivers, pedestrian safety, bicycle safety, and public transportation.

SCED 510/Curriculum of the Secondary School 3 cr.

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

SCED 578/Equity and Diversity in Public Education 3 cr.

This course will explore diversity issues, e.g., race, class, gender, as well as how those issues impact classrooms/schools. In addition, this course will examine the achievement gap and its relationship to race, class, gender etc. Multicultural education principles will also be explored in order to transform. Central to the course will be discussions of high leverage teaching practices, e.g., communicating with family, parents, or guardians, about a student. There will also be a research component (Classroom based or educational research): understanding context, multiculturalism, and other influences and their impact on teaching.

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

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

SCED 663/Advanced Trends in Secondary Education 3 cr.

Prerequisite: EDFN 508

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

SCED 667/Issues in Secondary Education 3 cr.

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

SCED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

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

SCED 691/Seminar in Supervised Pre-Teaching—

Observation and Participation 6 cr.

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

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

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

SCED 692/Seminar in Supervised Teaching—

Field (Student Teaching) 4 cr.

Prerequisites: SCED 691 and methods course

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

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

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

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

SCED 694/Introduction to Teaching and Planning 3 cr.

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

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

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

Prerequisites: SCED 694 and methods course—see SCED 692

SCED 696/General Seminar in Secondary Education 3 cr.

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

A. During the semester in which the student is registered to take the comprehensive examination or

B. No more than one semester prior to the anticipated registration for the comprehensive examination

This is designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work.

Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

SCED 700/Comprehensive Examination: Secondary Education

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

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

This course presents an introduction to the field of special education within the broader context of public education. The history and changing philosophies of teaching children and youth with disabilities are discussed in relation to the history and philosophy of public

education in the U.S. The legal foundations for special education today are covered in depth, as are discussions of current social and ethical issues such as the over-representation of minority children in special education, the use of segregated schools in special education, and the changing role of teachers in meeting the needs of today's students with disabilities. Given the unique position of special education in schools, as well as the current shift from segregated to inclusive settings, it is imperative that students understand the underlying theories and philosophies that inform current special education practices.

SPED 515/Multicultural Social Studies Instruction

for Students with Disabilities

3 cr.

Through readings, class activities, interaction with a practicing teacher, and involvement in the Career and Community Studies program, this course will develop students' understanding of the goals of social studies instruction, the central questions and essential understandings in history, geography, civics and economics, and effective materials and methods to use in teaching multicultural social studies to students with a variety of disabilities, including cognitive disabilities and autism.

SPED 521/Assistive Technology

3 cr.

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

SPED 522/Remedial Instruction for Students

with High Incidence Disabilities

3 cr.

This course provides students with the skills necessary to conduct functional and standardized classroom assessments of pupils with reading and writing disabilities; to develop instructional plans based upon the results of their assessments; and to choose and implement appropriate specialized approaches as well as strategies to address the learning difficulties identified.

SPED 523/Inclusive Practices and Content Literacy

for STEM Classes

3 cr.

This course provides pre-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research. The course also prepares pre-service teachers to successfully address the learning, behavioral and social needs of students with disabilities in their future secondary classes.

SPED 597/Special Topics in Special Education

1–6 cr.

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

SPED 605/Language and Reading Strategies

for Students with Disabilities

3 cr.

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

SPED 609/Assessment and Remediation

of Severe Reading Disabilities

3 cr.

This course is designed to develop advanced skills in the assessment and remediation of severe reading disabilities. Students will learn to conduct a full, individualized assessment of pupils' reading strengths and

learning needs and to design appropriate instructional interventions to address their findings. The focus of the assessment portion of the course will be on both informal and standardized, norm referenced or criteria referenced tests, and their interpretation and application of the findings in developing Individualized Education Plans for pupils with severe reading disabilities.

SPED 612/Curriculum and Methods

for Students with Mild Disabilities

3 cr.

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

SPED 614 Creating and Sustaining Classroom Communities

SPED 617/Graduate Practicum in Special Education

This course is a practicum in which students will have an opportunity to teach children with disabilities in special education and general settings. Students are expected to spend 20 hours a week for the duration of a semester in a public school classroom with at least three students with IEPs. Based on their observations and field experiences, students complete a series of written assignments which relate to models of service delivery in special education, the role of related service personnel, IEP development, lesson design, differentiation of instruction, delivery of instruction, analysis of student learning, and reflection. A seminar is an integral part of this experience.

SPED 621/Assessment and Identification

of Young Children with Disabilities

3 cr.

This course focuses on a range of formal and informal assessment tools and strategies for young children with disabilities. Methods of assessment will be explored as students are guided through a series of lectures, readings and activities designed to facilitate an understanding of an array of assessment approaches, such as observation-based, formal and standardized assessments, parent interviews and checklists, and trans-disciplinary play-based assessment. This course is designed to provide experiences and skill development in a wide variety of assessments employed in settings such as Early Intervention, Preschool Special Education, Preschool Deaf Education, and Elementary Special Education and Deaf Education (through grade 3). It is expected that the students will demonstrate these skills within their professional environment.

SPED 622/Intervention Strategies

for Young Children with Disabilities

3 cr.

This course focuses on evidence-based practices for supporting the development and learning of children with disabilities, ages birth through age 8. Methods of intervention will be explored as students are guided through a series of lectures, readings and activities in the following areas: 1) Language-based intervention strategies for young children; 2) Strategies for strengthening social relationships in the ecological context of young children with disabilities; 3) Supports for positive behavior, including responsive classrooms and social narratives; 4) Adult-mediated learning strategies; 5) Modifying the classroom environment to meet the needs of young children with disabilities; 6) Implementation of interventions with children and families across culturally diverse settings. This course is designed to provide experiences in skill development in a wide variety of approaches to intervention employed in settings such as Early Intervention, Preschool Special Education, Preschool Deaf Education, and Elementary Special Education and Deaf Education (through grade 3). It is expected that the students will demonstrate these skills within their professional environment.

SPED 624/Advanced Study of Learning Disabilities

3 cr.

An intensive overview of the field of learning disabilities, including definitions, characteristics, medical aspects of attention deficit disorder (ADD), social and emotional behavior, assessment techniques, and

major educational approaches to teaching. Instructional approaches will focus on cognitive learning theories and the learning strategies approach to instruction.

SPED 626/Teaching Students with Severe Disabilities 3 cr.

The purpose of this course is to provide our students with the knowledge and skills that will enable them to address the needs of children and youth with significant disabilities. These disabilities include neurological, developmental, intellectual, sensory, movement, and significant medical or health related disabilities. The neurological and physiological bases of the disabilities and their etiologies, along with the implications for instruction, will be discussed in depth, as will current best practices for education.

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

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

SPED 647/Communication Development

of Students with Significant Disorders 3 cr.

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

SPED 648/Positive Behavior Supports for Students

with Extreme Behaviors 3 cr.

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

SPED 655/Social and Cultural Constructs of Behavior 3 cr

This course introduces students to how constructs of good/bad behavior are situated within larger systems of structural inequality, privilege and oppression. Employing critical disability studies perspectives and principles of social justice, the course encourages students to resist deficit-based narratives of such children and families and focus on the possibilities that exist within supportive contexts. This course approaches emotional and behavioral disorders as social, cultural, and historical constructs and in doing so examines the ways in which educational policy, social systems and schooling practices set the stage for the construction of this disability label. Students will use first-person narratives to investigate the intersections of poverty, language, ability, race,

gender, sexual orientation, nationality and ethnicity as they relate to behavior. Typical disciplinary practices and their historical roots will be examined as well as assessment practices that culminate in the construction of EBD. The course introduces students to alternative constructions of behavior and the principles of democratic citizenship and social responsibility with an emphasis on local issues in Ewing, Trenton and the State of New Jersey. An appreciation of human neurodiversity and a presumption competence are integral values that run through the strand.

SPED 664/Research Trends in Special Education 3 cr.

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

SPED 671/Nemeth and Strategies for Developing Mathematical Skills in Students Who Use Braille

3 cr.

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

SPED 672/Strategies for Teaching Students

Who Are Blind or Visually Impaired 3 cr.

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

SPED 673/Literary Braille and Methods for Instruction 3 cr.

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

SPED 674/Assistive Technology for Students

Who Are Blind or Visually Impaired 3 cr.

This course examines factors involved in determining appropriate assistive technology devices and programs for students who are blind/visually impaired. Through hands-on experience in a computer lab, students review available technology in the categories of CCTV/video magnifiers,

screen-reading software, screen-magnification software, Braille notetakers, Braille printers, Braille translation programs, digital book readers, and optical-character-recognition systems. In addition to being proficient users of software and hardware for students who are blind/visually impaired, students gain experience in assistive technology selection considerations, feature comparisons, implementation concerns, technical-assistance resources, and assistive-technology funding opportunities.

SPED 675/Research on Implications of

Blindness and Visual Impairment

3 cr.

This course introduces students to the historical and philosophical foundations of blindness and visual impairments. Based on a current examination of the research and literature in this area, this course identifies contemporary issues in the education of students who are blind/visually impaired (BVI), including those with multiple disabilities. Contemporary issues will include current educational definitions, identification criteria, educational placement options as well as instructional options for students who are blind/visually impaired. The psychosocial factors that impact the dynamic interaction between individuals who are blind/visually impaired and those who are normally sighted will be addressed within the context of current research and evidence-based practices in education. Students will examine the research on the impact of blindness, whether total or partial, on all developmental levels, including infancy, early childhood, later childhood, adolescence, and transition to post-school settings.

SPED 680/Seminar and Practicum on Diagnostic Procedures

3 cr.

Prerequisites: SPED 624 and permission of adviser

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

SPED 681/Seminar and Practicum on Remediation Techniques

3 cr.

Prerequisites: SPED 680 and permission of adviser

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

SPED 682/Externship in LDTC

3 cr.

Prerequisites: SPED 680 and 681

This externship consists of a period of full-time work as a learning disabilities teacher/consultant in a public school and as a part of a child study team under the supervision of an approved/certified learning disabilities teacher/consultant and a faculty member of the College. Minimum clock hours for this course are 90. A student may enroll in this course while s/he is employed as a provisionally certified learning disabilities teacher/consultant if s/he is able to be supervised by an approved and fully certified learning disabilities teacher/consultant and is in a location making faculty supervision practical. This course is taken after completion of all other required courses in the LDT/C program.

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

3 cr.

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

SPED 695/Internship II: Student Teaching

3 cr.

The Internship II consists of fifteen weeks of full-time placement in a public school setting or program that includes children with disabilities under the direction of a certified cooperating teacher. Through field experience as well as specific assignments, this course will help students strengthen and apply skills in various areas of teaching.

SPED 697/Independent Study in Special Education

1–3 cr.

Prerequisites: Completion of 6 graduate credits and permission of the adviser and department chair

This course consists of an independent exploration of a specific topic in depth under the individual supervision of a faculty member.

SPED 698/Department Project in Special Education

3 cr.

Prerequisites: Completion of 6 graduate credits and permission of the adviser and department chair

A critical independent study of a current issue in special education of interest to the student is completed under the guidance of faculty.

SPED 700/Comprehensive Examination: Special Education

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

SUPV 520/Staff Supervision

3 cr.

This course involves A study of the objectives, techniques, and materials of staff supervision. It examines the supervisory function toward improvement of instruction, the nature of contemporary supervision, interpersonal relations, and the supervisor as an agent of change.

TCED 560/Integrative STEM I

3 cr.

This course will examine the integrative aspects of teaching secondary content in the STEM fields. High leverage practices in the various STEM content areas will be examined and put into practice. In addition, integrative and interdisciplinary teaching methods will be incorporated using Design and Inquiry as a key linkage.

TCED 660/Integrative STEM II

3 cr.

This course appears near the end of the M.A.T. program, and is a culminating experience for the teacher candidates. Inquiry and design, instructional practices, and assessment are studied based upon the entire developmental year, resulting in well-defined integrative STEM units/lessons which richly involve Problem-based Learning methods.

TCED 698/Departmental Project

3 cr.

Prerequisites: SPED 506, TCED 581, 610

A critical independent study of an aspect of technology education of interest to students of technology education and explored under faculty guidance.

Special Education Specialization in Secondary Education (SPEC_MAT0): 5 Year undergraduate/graduate program for TCNJ students only)

Students in this program are dual majors who are housed in their primary content major (Biology, English, History or Mathematics) in conjunction with the Department of Educational Administration and Secondary Education (EASE) during their undergraduate years. After completing their Bachelor Degree, students transition to the Department of Special Education, Language & Literacy (SELL) for their Master's Degree.

The program is designed to prepare students who may be considering any of the following careers in education:

- A student planning to become a middle or high school **English, Mathematics, Social Studies** or **Biology** teacher who wants to be able to meet the diverse needs of secondary students in inclusive classrooms.
- A student planning to become a **Special Education** teacher who might want to work with students with disabilities in middle and high school classrooms. (In New Jersey, the Teacher of Students with Disabilities

certificate is not a stand-alone certificate and requires an additional instructional certificate.)

- A student who may be uncertain what level they hope to teach but wants to enter the profession with extensive skill in teaching a content area, a wide body of knowledge about how diverse students learn, and an advanced degree in education.

The 5-Year SED/SPED major provides a cohesive learning experience that blends a focus on teaching a content area with course work in meeting the needs of students with disabilities. Entering first-year students will begin their coursework the first semester and be placed in the field to work with classroom students by the beginning of sophomore year. Students will have extensive practicum experiences in both general education and special education settings throughout their 4 undergraduate years. The fifth year will focus on course work and clinical internships leading to a Masters Degree in Special Education.

Degrees & Certificates Awarded

Upon completion of the undergraduate portion, typically in four years, students earn the following:

- English Education and Social Studies Education majors: Bachelor of Arts Degree (BA)
- Mathematics Education and Biology Education majors: Bachelor of Science Degree (BS)

Upon completion of the graduate portion, typically one additional year (summer, fall and spring semester), students earn the following:

- Master of Teaching (MAT) degree in Special Education
- Certification in a Subject Area (K-12) in English, Mathematics, Social Studies or Biology
- Certification as a Teacher of Students with Disabilities (K-12)

Entrance and Retention in the Program

Students must have a minimum GPA of 2.75 to enroll in SED 399, have an overall GPA of 3.0 to enroll in student teaching, and have a GPA of 3.3 and departmental permission to overload. Students must evidence satisfactory performance on the Educators Disposition Assessment (EDA). Student dispositions are assessed throughout the program and will be used as a criterion for admission and retention in the program.

Entrance into **teacher candidacy** is granted at the end of Fall semester, Junior year, only to those students who have met the departmental requirements as well as those of the School of Education and of the College. A student must have a minimum of 16 earned course units, a grade of B- or higher in RAL 220, SPE 214 & EFN 299, and a minimum GPA of 2.75 or higher. Praxis core scores are required of students based upon the cutoff scores on the SAT or ACT tests as determined by the State. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program. Courses required for Secondary and Special Education are listed below. Students may begin taking graduate courses in their senior if they have room in their schedule after transferring in AP credit, summer courses. Students in English and History Education majors may only overload once during their undergraduate year.

Special Education Graduate Course Sequence: Total of 33 credits

- SPED 522: Remedial Instruction (3 credits)
- SPED 664: Research Trends in Special Education (3 credits)
- EDUC 513: Collaboration (3 credits)
- SPED 521: Assistive Technology (3 credits)
- SPED 631: Transition & Community-Based Instruction (3 credits)
- SPED 648: Positive Behavior Supports for Students with Extreme Behaviors (3 credits)
- 1 Advanced Course on Diverse Learners (3 credits)
 - SPED 655—Social & Cultural Constructions of Behavior, or
 - ESLM 579: Language & Literacy for ESL
- 1 Advanced Literacy Course (3 credits)
 - RDLG 571: Language and the Teaching of Reading, or
 - RDLG 673: The Writing Process in Literacy Development

- SPED 695: Internship - Special Education (6 credits)
- SCED 667: Current Issues in Secondary Education (Capstone) (3 credits simultaneous-listed with SED 498: Collaborative Capstone for Professional Inquiry)
- SPED 700: Comprehensive Exam (0 credits)

School of Humanities and Social Sciences

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

ENGL 505/Contemporary Literary Theory and Methods 3 cr.

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

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

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

ENGL 508/Old English 3 cr.

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

ENGL 510/The Structure of English 3 cr.

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

ENGL 544/Language and Culture 3 cr.

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

ENGL 550/Seminar in Poetry 3 cr.

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

ENGL 552/Seminar in Drama 3 cr.

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

ENGL 554/Seminar in Prose Fiction 3 cr.

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

ENGL 590/Methods of Teaching Secondary English 3 cr.

An introduction to the theory and practice of teaching English.

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

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

ENGL 610/Chaucer 3 cr.

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

ENGL 611/Medieval Literature 3 cr.

An examination of important works of medieval European literature with a particular focus on one aspect of medieval literary culture (e.g., the changing role of the court writer from the 11th to the 14th centuries, northern European medieval literature, or the flowering of secular vernacular literature in the 14th century).

ENGL 612/Shakespeare 3 cr.

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

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

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

ENGL 622/Seminar in Early Modern Literature 3 cr.

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

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

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

ENGL 640/Seminar in Romantic Literature 3 cr.

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

ENGL 642/Seminar in Victorian Literature 3 cr.

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

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

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

ENGL 650/Early American Literature 3 cr.

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

ENGL 652/American Realism and Naturalism 3 cr.

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

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

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

ENGL 670/Studies in Literature 3 cr.

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

ENGL 687/Faculty-Student Research 3 cr.

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

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

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

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

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

Comprehensive Examination: ENGL 700

Students will complete a Portfolio Assessment in either the final Spring or final Summer semester (ENGL 700: Comprehensive Exam). No exceptions can be made for the completion of the total 10 required courses of graduate coursework or for the completion of the Comprehensive Exam in English.

WGST 500/Gender, Culture, and Society 3 cr.

This course serves as an introduction to Gender and Sexuality Studies at the graduate level. It provides an overview of the major questions raised by the interdisciplinary study of gender and sexuality and the challenges it presents to traditional divisions of knowledge. We will privilege dialogue and process while assessing trends in the often tense but overlapping areas of feminist, LGBT and queer inquiry. Special attention is given to intersectional and international issues across a range of disciplines, including history, anthropology, psychoanalysis, sexology, critical theory, economics, law, cultural studies, literature, art, and film.

WGST 510/Feminist Theory 3 cr.

The basic theoretical questions that we will address in this course range from deceptively simple ones, which attempt to define concepts such as woman/women, the body, gender, nature, otherness, labor, oppression, and change, to more abstract interrogations of the theoretical assumptions operating within the explicative frameworks of postmodernism, post-structuralism, social constructivism, post-colonialism, materialism, and transnational feminisms.

WGST 520/Gender Equity in the Classroom 3 cr.

This graduate seminar examines theoretical writings on feminist pedagogy and also addresses practical issues related to teaching Women, Gender and Sexuality Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women, Gender and Sexuality Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.

WGST 530/Masculinities in American Fiction**from the Turn of the 19th Century****to the Present**

3 cr.

This course focuses on representations of masculinities in American literature from the turn of the 19th century to the present. Following the approach of many cultural historians, we divide the long century into five distinct units: from the turn of the century to World War I (1180–1917); the period between the World Wars (1920–1940); the early Cold War years (1945–1960); the years of social upheaval (1960–1975); and the catch-all 'contemporary moment' (1975–the present). Our focus in each historical period is on the complex and often contradictory ways that masculinity is figured in the texts and, at the same time, on the interesting but difficult-to-assess relationships between the texts and their gendered social contexts.

WGST 570/Special Topics in Gender and Sexuality Studies 3 cr.

Prerequisite: Permission of department

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

WGST 597/Independent research in Graduate**Gender and Sexuality**

3 cr.

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

School of Nursing and Health Sciences

As the MEd programs in Health and Physical Education are closing, most HLED and HPED courses not in use by another program will cease to be offered.

HLED 500/Workshop in Health Education

1–3 cr.

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

HLED 521/Stress and Tension Management

3 cr.

Examination of the interrelationships of mind, stress, and tension management. Key concepts will be extracted from a variety of fields for discussion and formation of a personal view. Only open to students currently enrolled as a TCNJ graduate student.

HLED 550/School Health Problems

3 cr.

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

HLED 551/Alcohol and Narcotics Education

3 cr.

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

HLED 552/Health Science

3 cr.

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

HLED 553/Drugs in Society

3 cr.

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

**HLED 554/Curriculum and Program Construction
in Health and Safety Education**

3 cr.

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

HLED 555/Seminar on Aging, Death, and Dying

3 cr.

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

HLED 556/The Challenge of HIV:**Prevention through Education**

3 cr.

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

HLED 653/Problems and Issues in Health and Safety Education

3 cr.

Prerequisites: HLED 552 and 544

The study of major trends and current problems/issues in wellness, health promotion, or safety education, both in the schools as well as within the community, including the aging population; health in the technological age; school-community cooperation in health programs; investigation of infectious and degenerative diseases; and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

HLED 655/Sex Education and Family Living

3 cr.

Prerequisite: HLED 552

Individual study of personal and family living. Development of increased knowledge and competence in the use of such knowledge in teaching.

Development of teaching materials, analysis of tests, and other resources. Only open to students currently enrolled as a TCNJ graduate student.

HLED 700/Comprehensive Examination: Health Education

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

HPED 597/Special Topics in Health,**Physical Education, and Safety**

1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department. Only open to students currently enrolled as a TCNJ graduate student.

HPED 600/Investigative Designs in Health,**Physical Education, Recreation, and Safety**

3 cr.

Prerequisite: EDFN 508

Study of research design, with opportunities for individual study. Areas include creativity and communication, understanding and using research, identifying professional needs and problems, orientation to laboratory procedures and application of inquiry, and investigation of future growth and development in the field. Only open to students currently enrolled as a TCNJ graduate student.

HPED 687/Faculty-Student Research

3 cr.

Prerequisite: Completion of 15 graduate credits

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

HPED 697/Independent Study in Health,**Physical Education, Recreation, and Safety**

1–3 cr.

Prerequisites: EDFN 508 and HPED 600

Independent exploration of a specific topic or problem in depth under the individual supervision of a faculty member. This could include a unique area of the discipline, exploration of recent research on this topic, extensive reading in an area of interest, participation in medical clinics, grants, projects, or extensive forums with regular conferences during the semester with the faculty adviser. Open only to advanced students matriculated in graduate programs. Only open to students currently enrolled as a TCNJ graduate student.

HPED 698/Departmental Project in Health,**Physical Education, Recreation, and Safety**

3 cr.

Prerequisites: EDFN 508 and HPED 600

A critical independent investigation of an aspect of health, physical education, or safety of interest to the student is explored and developed under the guidance of faculty. Students are expected to purchase all necessary materials or equipment (laboratory time) required for the completion of the course. Open only to students matriculated in the health and physical education program or with permission of the faculty supervisor. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 699/Thesis in Health, Physical Education,
Recreation, and Safety**

6 cr.

Prerequisites: EDFN 508 and HPED 600

Extensive research under the guidance of a thesis committee. Open only to students matriculated in the health and physical education program. Only open to students currently enrolled as a TCNJ graduate student.

HPEM 554/Curriculum and Program Construction in HPE

3 cr.

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

HPEM 590/Methods of Elementary and Secondary HPE

3 cr.

Corequisite: HPEM 694

Methodologies specific to elementary and secondary health and physical education. Primary emphasis on successful lesson planning with regard to the NASPE and NJCCC, management techniques, and teaching methodologies for health and physical education.

HPEM 653/Problems and Issues in HPE

3 cr.

The study of major trends and current problems/issues in wellness, health promotion, physical education or safety education both in the schools as well as within the community, including the aging population, health in the technological age, school-community cooperation in physical/health programs, investigation of infectious and degenerative diseases, and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

HPEM 694/Internship I

3 cr.

Corequisite: HPEM 590

Elementary and secondary field experiences, consisting of observation, co-teaching, and teaching health and physical education are required. Primary emphasis on successful lesson planning with regard to the NASPE and NCCC, lesson implementation, management techniques, student learning, and personal reflection.

HPEM 695/Internship II

6 cr.

Corequisite: HPEM 698

Full semester of student teaching during the senior year with approved teachers in selected schools of the state. Direct supervision by teacher and college supervisors. Observation, participation, and responsible teaching. 2.75 grade point average is required.

HPEM 698/Seminar in HPE

2 cr.

Prerequisites: 2.75 GPA; concurrent enrollment in HPEM 695

Program organization and administration in health and physical education. Legal foundations, personnel functions, budget and finance, facilities and equipment, public relations, and professional organizations discussed.

HPEM 700/Comprehensive Examination

Prerequisites: completion of all MAT courses; GPA of 3.0

Examination to demonstrate mastery of content knowledge during MAT experience. Primary emphasis on HPE teaching methodologies, classroom management, student learning, curriculum development, and problems and issues in HPE.

NURS 501/Perspectives in Advanced Nursing Practice

3 cr.

This course focuses on current and emerging issues affecting advanced nursing practice. Examination of internal and external factors impacting advanced nursing practice is included. A special emphasis is placed on the historical, political, legal, technological, ethical, and economic factors that impact advanced nursing practice.

NURS 503/Pharmacology for Advanced Nursing Practice

3 cr.

Prerequisite: NURS 504

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs in patient groups across the lifespan. Pharmacokinetics and pharmacodynamics are emphasized related to organ systems and disease processes.

NURS 504/Advanced Human Pathophysiology

3 cr.

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

NURS 506/Theoretical Foundations for Advanced

Nursing Practice and Research

3 cr.

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

NURS 511/Introduction to the Clinical Nurse Leader Role

1.25 cr.

Co-requisite: NURS 501

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader direct care practice role within a healthcare agency. The focus will be on acquisition of advanced knowledge in key areas such as horizontal leadership, effective use of self, advocacy, conceptual analysis of the CNL role, and lateral integration of care. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes 1 hour/week on campus plus 35 clinical practicum hours.

NURS 523/School Nursing Foundations

3 cr.

This is a foundation course in the School Nurse Certification programs. It focuses on the theoretical, legal basis of the professional school nurse role. Responsibilities of the school nurse are defined in coordinating and implementing a school health program. Forces influencing the development and implementation of the school nurse role will be explored including the individual student, the family, and the community within the framework of state and federal laws regarding school health and education.

NURS 524/Assessment and Management of

School Age Children and Adolescents

3 cr.

This course provides the theoretical foundation for the School Nurse to assess student health issues, plan appropriate school based care, make timely referrals, and evaluate outcomes in an elementary, middle or high school setting.

NURS 525/School Nurse Practicum I

3 cr.

NURS 526/School Nurse Practicum Seminar

1 cr.

These courses are taken concurrently. This practicum provides the student with the opportunity to implement knowledge from prerequisite courses while focusing on the delivery of healthcare services to school aged children and adolescents in New Jersey public schools. Clinical experiences will take place under the guidance of experienced school nurse mentors focusing on pupil health appraisals, interdisciplinary collaborative health planning, and planned health counseling within the context of existing federal, state, and district health policies and laws. Weekly seminars provide the student with the opportunity to further examine specific topics related to school nursing practice. There are 120 practicum hours plus a two hour weekly on-campus seminar. These courses are required for the School Nurse Non-Instructional Certificate.

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

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

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

Prerequisite or Corequisite: NURS 506

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

NURS 625/School Nurse Practicum II 3 cr.**NURS 626/School Nurse Practicum Seminar II 1 cr.**

These courses are taken concurrently. This course provides theory and practice experiences in providing formal Health Education classes to children and adolescents in New Jersey public schools from a school health nursing perspective. Practicum experiences will take place in selected school settings under the guidance of School Nurse Health Educators/Health Educators who will provide experiences in health education curriculum development, design, and implementation. The student will spend one day per week assigned to teaching Health Education in the classroom. This course satisfies the requirement for School Nurse Instructional Certification. 120 practicum hours plus a two hour weekly on-campus seminar.

NURS 633/Advanced Holistic Health Assessment 4 cr.

Prerequisite: NURS 504 or **Corequisites:** NURS 503 and 603

This clinical course provides lecture and clinical laboratory experience where students learn and refine comprehensive health assessment abilities consistent with advanced nursing practice. This course allows students to sensitively and skillfully elicit a comprehensive health history, which includes aspects of the client's biopsychosocial, cultural, and spiritual profile. Students will develop and practice communication and observation skills through interviewing, as well as performing physical, functional, and risk assessments on clients across the lifespan. The student will complete 35 hours of supervision by a preceptor in a clinical setting to refine the skills necessary in the advanced nursing practice role. The course includes 4 hours/week of lecture and laboratory experiences plus 35 hours of supervised clinical experience.

NURS 636/Primary Care I 5 cr.

Prerequisite: NURS 633

This clinical course focuses on the provision of primary health care in ambulatory settings. Emphasis is placed on therapeutic interventions appropriate for management of individuals experiencing acute episodic or chronic illness, as well as strategies for wellness promotion and disease prevention. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience includes 135 clinical hours and 15 hours of clinical seminar.

NURS 637/Primary Care III

Prerequisite: NURS 636 and 638 **for FNP students/ 5.5 cr.**
for Adult/Gero NP students 5 cr.

This course sequence focuses on the delivery of health care to individuals experiencing complex illnesses and conditions. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, emphasis is placed on strategies for management of patients with multiple and/or chronic, complex illnesses. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lectures, discussion, and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience is 200 hours (FNP) or 135 hours (Adult/Gero NP) plus 15 hours of clinical seminar.

NURS 638/Primary Care II

Prerequisite: NURS 636 **for FNP students/ 5.5 cr.**
for Adult/Gero NP students 5 cr.

This clinical course focuses on the delivery of primary healthcare to specific populations including adolescents and women. Emphasis is placed on health assessment, health promotion, and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students will have the opportunity to develop knowledge and skills through lectures, discussions, and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner or physician preceptor. Clinical experience is 200 hours (FNP) or 135 hours (Adult/Gero NP) plus 15 hours of clinical seminar.

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

Prerequisite: NURS 636

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

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

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

This course will focus on advanced nursing assessment and management of the individual with a chronic and/or complex condition or multiple chronic and/or complex conditions across the lifespan. Emphasis will be placed on planning care based on best clinical evidence and evaluation of client outcomes. Family coping and support for families experiencing complex and chronic illness will also be considered. Clinical experiences will give the student the opportunity to plan and delegate care for clients with multiple chronic health problems; identify nursing interventions to impact outcomes of care; assimilation and application of research-based information to design, implement, and evaluate client plans of care; and contribute to interdisciplinary plans of care based on best practice guidelines and evidence based practice. Includes 35 clinical practice hours and three classroom hours per week.

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

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

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

Prerequisite: NURS 636, 637 and 638

The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of the nurse practitioner in the primary care setting. Continued emphasis is placed on clinical decision making as well as strategies for evaluation of health care practice, marketing, legal, and employment issues. Interdisciplinary experiences are pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current health care system. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice under the guidance of a nurse practitioner or physical preceptor. Clinical experience is 180 clinical hours plus 15 hours of clinical semester.

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

Prerequisites: NURS 633, 685 and 660

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader role within a healthcare agency. The focus is on acquisition

of advanced knowledge in key areas such as finance/economics, quality management patient safety/risk management, healthcare technology, and informatics. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes three hours/week of on-campus seminar plus 340 clinical practicum hours.

NURS 694/Capstone Seminar 1 cr.

Prerequisites: NURS 604 and should be taken in the Spring prior to the Practicum

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. The student will work closely with a faculty mentor who will review drafts and suggestion revisions until project meets criteria for approval. This course may be taken up to 2 times by students who need additional time to complete the capstone.

NURS 705/Capstone Project

Prerequisite: Completion of NURS 694

Once the candidate has successfully passed the Capstone Seminar they will register for the Capstone Project. This indicator is registered for in the last summer session. This is an indicator that the capstone project has successfully been accomplished, including submission of final project report and presentation of a professional level poster.

The following courses offered by Thomas Jefferson University are required for students in the TCNJ Neonatal Nurse Practitioner Program (NURK).

NURS 662/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner I 3 cr.

Prerequisites: NURS 504, NURS 665 and 666

Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide and in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Requires 16 hours per week of clinical practicum with a preceptor.

NURS 663/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner II 3 cr.

Prerequisites: NURS 504, NURS 665, 666 and 662

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and the neonates at birth. Includes concepts, theories, and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiologically significant problems are included. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NURS 664/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner III 3 cr.

Prerequisites: NURS 504, NURS 665, 666 and 663

Focuses on the management of the high-risk neonate. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories, and research related to management of care and prevention of complications, as well as health promotion,

health maintenance, and prevention of illness and injury of epidemiologically significant problems. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NURS 665/Jeff U Comprehensive Assessment for Clinical Decision Making for the Mother and Neonate 3 cr.

Refines and expands upon prior health assessment skills, including comprehensive history taking, developmental, and psychosocial assessment, and recognition of pathological changes as well as variations of normal. Stresses the development of clinical-decision-making skills, taking into consideration life circumstances and economic, cultural, and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate, and the development of case presentation skills and charting. Students learn to differentiate, interpret, and document normal and abnormal findings.

NURS 666/Jeff U Advanced Pharmacotherapeutics for Neonatal Nurse Practitioner 3 cr.

Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics, and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room, and in high-risk follow-up the neonate. Discusses medication for the pregnant woman with a pre-existing condition prior to pregnancy or during pregnancy. Critically analyzes mechanisms of action, bioavailability, adverse effects, toxicities, and cultural, social, and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision-making.

PHED 500/Workshop in Physical Education 1–3 cr.

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

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

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

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

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

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

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

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

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

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

Prerequisite: PHED 510, 511, or 530

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

PHED 610/Administration and Supervision**of Physical Education and Athletics****3 cr.****Prerequisite:** PHED 510, 511, or 530

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

**PHED 612/Development and Maintenance of Facilities and
Equipment for Physical Education,
Athletics, and Recreation**
3 cr.**Prerequisite:** PHED 510, 511, or 530

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

PHED 633/Prevention and Care of Athletic Injuries**3 cr.****Prerequisite:** PHED 510, 511, or 530

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

PHED 690/Professional Seminar**3 cr.****Prerequisite:** Must complete 24 hours of graduate credit

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

PHED 700/Comprehensive Examination: Physical Education

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