

Graduate Studies Bulletin

2021–2022 Addendum



FAIRLEIGH
DICKINSON
UNIVERSITY

www.fdu.edu

Contents

Academic and University Information

Important Notice: Academic Restructuring	i
Academic Calendars	ii
The University	iv
Colleges and Schools	v
Admissions	xi
Financial Aid and Scholarships	xi
Registration, Tuition and Billing Information	xii
Student Life	xii
Academic Support and Research	xiii

Academic Programs

Administrative Science (M.A.S.)	xv
Biology (M.S.)	xv
Chemistry (M.S.)	xvi
Clinical Mental Health Counseling (M.A.)	xvi
Communication (M.A.)	xvi
Computer Engineering (M.S.)	xvi
Computer Science (M.S.)	xvi
Cosmetic Science (M.S.)	xvii
Creative Writing and Literature for Educators (M.A.)	xvii
Criminal Justice (M.A.)	xvii
Cyber and Homeland Security Administration (M.S.)	xviii
Cybersecurity and Information Assurance (M.S.)	xviii
Education	xix
Education for Certified Teachers (M.A.)	xix
Educational Leadership (M.A.)	xx
Higher Education (Ed.D.)	xx
Learning Disabilities (M.A.)	xxi
Teaching — Master of Arts in Teaching (M.A.T.)	xxii

Electrical Engineering (M.S.E.E.)	xxv
Electronic Commerce (M.S.)	xxv
English for Professional Success	xxv
Film (M.F.A.)	xxvi
Global Affairs (M.A.)	xxvi
Higher Education Administration (M.A.) <i>See Student Services Administration below</i>	
Hospitality Management Studies (M.S.)	xxvi
Management Information Systems (M.S.)	xxvi
Medical Technology (M.S.)	xxvii
Nursing (M.S.N.)	xxvii
Nursing Practice (D.N.P.)	xxviii
Occupational Therapy Occupational Therapy (O.T.D.)	xxviii
Post-Professional Occupational Therapy Doctorate (PPOTD)	xxxv
Physician Assistant Program (M.S. in PA Studies)	xxxix
Political Science (M.A.)	xlvi
Psychology	xlvi
Clinical Psychology (Ph.D.)	xlvi
Forensic Psychology (M.A.)	xlvi
School Psychology (Psy.D.)	xlvi
School Psychology (M.A.) Plus Certification	xlvi
Service Innovation and Leadership (M.S.)	xlvi
Social Work (M.S.W.)	xlvi
Sports Administration (M.S.A.)	lii
Student Services Administration (M.A.)	lii
<i>[Program name changed to Higher Education Administration (M.A.)]</i>	
International Studies Vancouver Campus	liii

Important Notice: Academic Restructuring

As part of its strategic planning process, FDU is launching a new structure in fall 2020 that will establish independent professional schools and unite several units into one college of arts and sciences that sits on both of the New Jersey campuses. This restructuring allows the University to place greater emphasis on creating centers of excellence and uniting disciplines, an important and exciting step for the University that the University believes will provide an even more robust academic experience for its students. The Maxwell Becton College of Arts and Sciences and those University College: Arts • Sciences • Professional Studies components that are not part of a stand-alone professional school are merging into the newly configured Maxwell Becton College of Arts and Sciences, a synergy that will benefit current and prospective students greatly. Additionally, the Anthony J. Petrocelli College of Continuing Studies will be reconfigured as the Anthony J. Petrocelli Center for Continuing Studies, a nondegree-granting unit, with the graduate degree programs formerly housed within the college assigned to the School of Public and Global Affairs or the International School of Hospitality, Sports, and Management Tourism.

For the most up-to-date information concerning the new structure, including contact information for colleges, schools, departments, and programs, please visit the FDU website at: <https://www.fdu.edu/academics/colleges-schools/>

Maxwell Becton College of Arts and Sciences:

- Department of Biological Sciences
- Department of Chemistry, Biochemistry, and Physics
- Department of Communication
- Department of Criminology and Criminal Justice
- Department of Literature, Languages, Writing, and Humanities
- Department of Mathematics and Computer Science
- Department of Social Sciences and History
- School of the Arts

Silberman College of Business:

- Department of Accounting, Taxation, and Law
- Department of Economics, Finance, and International Business
- Department of Management and Entrepreneurship
- Department of Marketing, Information Systems, and Decision Sciences
- Graduate Programs

Lee Gildart and Oswald Haase School of Computer Sciences and Engineering

Peter Sammartino School of Education

International School of Hospitality, Sports, and Tourism Management

Henry P. Becton School of Nursing and Allied Health

School of Pharmacy and Health Sciences

School of Psychology and Counseling

School of Public and Global Affairs

Important Notice: New and Suspended Programs

Effective fall 2020, Fairleigh Dickinson University is proud to offer the following new graduate programs:
Higher Education (Ed.D.)
Social Work (MSW)

The following graduate program has been suspended, effective fall 2020, and is not accepting applications at this time.
Service Innovation and Leadership (M.S.)

Addendum**Academic Calendar 2021–2022***
(New Jersey Campuses)**Fall Semester 2021**

Registration/Academic	
Counseling and Advising	August 9–20
Classes Begin, 8 a.m. (Mon.)	August 23
Labor Day Holiday (Mon.)	September 6
Last Day for New Registrations and Final Drop/Add Changes (Tue.)	September 7
Midterm Progress Reporting Opens (Mon.)	September 27
Fall Recess (Mon.–Tue.)	October 11–12
Midterm Progress Reporting Closes (Tue.)	October 19
Last Day for Student Withdrawal from Classes (Fri.)	October 29
Priority Registration for Spring Semester 2022	November 1–16
Thanksgiving Recess (Wed.–Fri.)	November 24–26
Last Day of Fall Classes (Mon.)	December 6
Reading/Snow Makeup Days (Tue. and Wed.)	December 7–8
Final Examinations (Thu.–Wed.)	December 9–15
<i>Grades due no later than 5:00 p.m. on the 3rd day after exam is administered.</i>	
Fall Semester Ends, 11 p.m. (Wed.)	December 15

Winter Session 2022

Classes Begin, 8 a.m. (Mon.)	January 3
Martin Luther King Jr. Holiday (Mon.)	January 17
Classes End, 11 p.m. (Wed.)	January 19

Spring Semester 2022

Registration/Academic	
Counseling and Advising	January 3–21
Classes Begin, 8 a.m. (Mon.)	January 24
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	February 7
Midterm Progress Reporting Opens (Mon.)	February 28
Spring Recess	March 14–18
Online Registration for Summer 2022 Sessions Open (Tue.)	March 15
Classes Resume, 8 a.m. (Mon.)	March 21
Midterm Progress Reporting Closes (Sat.)	March 26
Last Day for Student Withdrawal from Classes (Fri.)	April 8
Priority Registration for Fall Semester 2022	April 11–22
Last Day of Classes, Spring Semester (Sat.)	May 7
Reading/Snow Makeup Days (Mon.–Tue.)	May 9–10
Final Examinations (Wed.–Tue.)	May 11–17
<i>Grades due no later than 5:00 p.m. on the 3rd day after exam is administered.</i>	
Spring Semester Ends, 11 p.m. (Tue.)	May 17
University Commencement (Wed.)	May 18

Summer Sessions 2022

Summer Session I 2022	
Classes Begin, 8 a.m. (Mon.)	May 23
Memorial Day Holiday (Mon.)	May 30
Memorial Day Holiday Makeup Day (Fri.)	June 3
Classes End, 11 p.m. (Sat.)	July 2
Summer Session II 2022	
Classes Begin, 8 a.m. (Mon.)	June 13
Independence Day Holiday (Mon.)	July 4
Independence Day Holiday Makeup Day (Fri.)	July 8
Classes End, 11 p.m. (Sat.)	July 23
Summer Session III 2022	
Independence Day Holiday (Mon.)	July 4
Classes Begin, 8 a.m. (Tue.)	July 5
Independence Day Holiday Makeup Day (Fri.)	July 8
Classes End, 11 p.m. (Sat.)	August 13

Major Religious Holy Days

The University respects the observance of major religious holy days by members of the campus community. To the extent possible, officers of administration and of instruction responsible for scheduling are expected to avoid conflict with such observances.

*The academic calendar is subject to change with appropriate notice.

Academic Calendar 2021–2022*

(Vancouver Campus)

Fall Trimester 2021

Undergraduate New Student Orientation/Registration (Mon.–Fri.)	August 30–September 3
Labor Day Holiday (Mon.)	September 6
Undergraduate Classes Begin, 8 a.m. (Tue.)	September 7
Graduate New Student Orientation/Registration (Tue.–Fri.)	September 7–10
Graduate Classes Begin, 8 a.m. (Mon.)	September 13
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	September 20
Thanksgiving Holiday (Mon.)	October 11
Thanksgiving Holiday Makeup Day (Thu.)	October 14
Midterm Grades Due (Mon.)	November 1
Last Day for Student Withdrawal from Classes (Mon.)	November 8
Remembrance Day Holiday (Thu.)	November 11
Registration for Spring 2022 Begins (Mon.)	November 15
Remembrance Day Holiday Makeup Day (Thu.)	November 18
Last Day of Classes, Fall (Sat.)	December 11
Final Examinations** (Mon.–Sat.)	December 13–18
Academic Term Ends, 11 p.m. (Sat.)	December 18
Term Break: No Classes	December 19, 2021, to January 16, 2022 (4 weeks)

Spring Trimester 2022

Undergraduate New Student Orientation/Registration (Mon.–Fri.)	January 10–14
Undergraduate Classes Begin, 8 a.m. (Mon.)	January 17
Graduate New Student Orientation/Registration (Mon.–Fri.)	January 17–21
Graduate Classes Begin, 8 a.m. (Mon.)	January 24
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	January 31
Family Day Holiday (Mon.)	February 21
Family Day Holiday Makeup Day (Thu.)	February 24
Midterm Grades Due (Mon.)	March 14
Last Day for Student Withdrawal from Classes (Mon.)	March 21
Registration for Summer 2022 Begins (Mon.)	March 28
Good Friday Holiday Makeup Day (Thu.)	April 14
Good Friday Holiday (Fri.)	April 15
Easter Holiday (Mon.)	April 18
Easter Holiday Makeup Day (Thu.)	April 21
Last Day of Classes, Spring (Sat.)	April 23
Final Examinations** (Mon.–Sat.)	April 25–30
Trimester Ends, 11 p.m. (Sat.)	April 30
Vancouver Campus Pre-Commencement Dinner (Wed.)	May 4
Vancouver Campus Commencement (Thu.)	May 5
University Commencement in New Jersey (Wed.)	May 18
Term Break: No Classes	May 1 to May 25 (3 weeks)

Summer Trimester 2022

New Student Orientation (Mon.–Fri.)	May 16–20
Victoria Day (Mon.)	May 23
Classes Begin, 8 a.m. (Tue.)	May 24
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	May 30
Registration for Fall 2022 Begins (Mon.)	June 20
Last Day for Student Withdrawal from Classes (Mon.)	June 27
Canada Day Holiday (Fri.)	July 1
Canada Day Holiday Makeup Day (Thu.)	July 7
Last Day of Classes (Sat.)	July 23
Final Examinations** (Mon.–Sat.)	July 25–30
Trimester Ends, 11 p.m. (Sat.)	July 30
Term Break: No Classes	July 31 to September 4 (5 weeks)

*The academic calendar is subject to change with appropriate notice.

**Some exams run to 9:30 p.m. on each day. Grades are due no later than 5 p.m. on the third day after the exam is administered.

Addendum

The University

Florham Campus

Madison, New Jersey

Description

(Page 8)

Updated Second Paragraph.

The Florham Campus serves a large residential undergraduate population, attracting students from across the country and abroad. During evenings and weekends, however, graduate and adult students are drawn to the campus's convenient and flexible degree programs. Studies are offered through the Maxwell Becton College of Arts and Sciences and the Silberman College of Business, as well as the Peter Sammartino School of Education, the Henry P. Becton School of Nursing and Allied Health, the International School of Hospitality, Sports, and Tourism Management, the School of Psychology and Counseling, the School of Public and Global Affairs. In addition to campus-based studies, the Silberman College hosts its executive M.B.A. and leadership development programs at the Wyndham Hamilton Park Hotel and Conference Center, which is located adjacent to the campus's grounds. In addition, FDU's School of Pharmacy and Health Sciences is located just down the road in a state-of-the-art facility one mile from campus.

Metropolitan Campus

Teaneck, New Jersey

Description

(Page 8)

Updated Second Paragraph.

The Metropolitan Campus features a university atmosphere with an international perspective. Its location as a bedroom community of New York City helps it to attract nearly equal numbers of undergraduates, adult learners and full and part-time graduate students from throughout the country and the world. Minority and international students comprise nearly a third of the campus population, providing a decidedly cosmopolitan perspective to the campus. The campus offers ready access to the amenities and resources of a major city center, and the security and collegiality of a mid-sized college campus. Studies are offered through the Maxwell Becton College of Arts and Sciences and the Silberman College of Business, as well as the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, the Peter Sammartino School of Education, the Henry P. Becton School of Nursing and Allied Health, the International School of Hospitality, Sports, and Tourism Management, the School of Psychology and Counseling, and the School of Public and Global Affairs.

Colleges and Schools

(Pages 11–15)

Updated.

Fairleigh Dickinson University is comprised of two colleges: Maxwell Becton College of Arts and Sciences and Silberman College of Business; seven stand-alone schools: Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Henry P. Becton School of Nursing and Allied Health, Peter Sammartino School of Education, International School of Hospitality, Sports, and Tourism Management, School of Pharmacy and Health Sciences, School of Psychology and Counseling and School of Public and Global Affairs; and the Anthony J. Petrocelli Center for Continuing Studies.

More than 50 graduate degree programs are offered by the colleges and schools. These degree programs and their faculty and staff are listed on this and the following pages. The admissions and academic requirements and detailed descriptions of each program are listed in alphabetical order within the Program section of this *Graduate Studies Bulletin* pages 41–259.

Maxwell Becton College of Arts and Sciences

Florham Campus, Madison, New Jersey; and Metropolitan Campus, Teaneck, New Jersey

Geoffrey S. Weinman, Dean

The Maxwell Becton College of Arts and Sciences deepens students' understanding of their chosen fields, while teaching them to communicate and reason clearly and effectively. The College is committed to helping students advance their careers or continue studies for higher degrees.

Programs

- Animation (M.A.)
- Animation (M.F.A.)
- Biology (M.S.)
- Chemistry (M.S.)
- Communication (M.A.)
- Cosmetic Science (M.S.)
- Creative Writing (M.F.A.)
- Creative Writing and Literature for Educators (M.A.)
- Criminal Justice (M.A.)
- Film (M.F.A.)
- Political Science (M.A.)

Faculty & Staff

Administration

G.S. Weinman, Dean
J. Boyd, Associate Dean
J. Lehr, Associate Dean

Department of Biological Sciences

M. McClary, Chair; J. Salierno, Deputy Chair; J. Agugliaro, A. Benzecry, M. El-Sherbeini, I. Isquith, R. LoPinto, T. Loreng, P. Melloy, E. Morton, E. Myers, B. Narayanan, H. Parzer, N. Phillips, S. Reynolds, J. Stout, A. Wallace, H. Winters

Department of Chemistry, Biochemistry and Physics

J. Dougherty, Chair; M. Elshaer, Deputy Chair; G. Anderle, S. Bashkova, J. Bogart, G. Dorata, B. Knorr, I. Kumar, M. Leonida, A. Murphy, G. Nandikotkur, E. Nunez, E. Salaski, A. Teslja

Department of Communication

G. Radford, Chair; C. Caldiero, Deputy Chair; B. Battistoli, K. Buzzard, K. Dunsmore, C. Foster, K. Haspel, S. Latson, T. LoPonte, S. Zhenbin

Department of Criminology and Criminal Justice

A. Shlosberg, Chair; E. Panuccio, Deputy Chair; D. Evans, E. Garcia, J. Kenny, J. Nowotny, M. Sacks, N. Swiderski

Department of Literature, Languages, Writing and Humanities

M. Boyd, Chair; L. Corces, K. Douglas, N. Ghosh, J. Gifford, F. Ingledew, O. Makridis, G. Pastorino, A. Patrick, F. Pinto, M. Pitts, B. Rabinowitz, E. Reid, K. Sammond, J. Scorza, C. Shanafelt, A. Velasquez, J. Wagner, L. Winters, W. Zimmerle

Department of Mathematics and Computer Science

L. Khreisat, Chair; I. Darwish, R. Mayans, J. Namazi, P. Penrice, D. Richton, K. Sharma, G. Singh, N. Sinha, M. Slaby, Y. Teper, D.R. Tracy

Department of Social Sciences and History

G. Darden, Chair; C. Rasmussen, Deputy Chair; P. Burkholder, D. Cassino, F. Degiuli, R. Houle, L. Huertas, K. Jenkins, K. Kattelman, R. Nasser, R. Nisa, B. Ojo, B. Peabody, S. Raphaelides, C. Rasmussen, D. Rosen, J. Schiemann

School of the Arts

T. Rosen, Director; H. Libov, Chair and Director, M.F.A. in Film; R. Barkley, Director, M.A. and M.F.A. in Animation; R. Chace, Director, M.A. in Creative Writing and Literature for Educators; J. O'Neil, Coordinator of Graphic Design; R. Steinke, Director, M.F.A. in Creative Writing; Y. Aronson, J. Cinco, G. Cochrane, A. Cohen, D. Daniel, D. Grand, E. Hoffman, S. Hollis, D. Landau, Staci Lents, C. Loewus, Judy Moonelis, M. Roberts, J. Shaw

Addendum

Silberman College of Business

**Florham Campus, Madison, New Jersey;
Metropolitan Campus, Teaneck, New
Jersey; and Vancouver Campus, British
Columbia, Canada**

Pierre A. Balthazard, Dean

The Silberman College of Business is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. AACSB is the premier business school accrediting body.

Silberman College is a tricampus college of the University, offering graduate programs at the Florham Campus, Madison, New Jersey; on the Metropolitan Campus, Teaneck, New Jersey; and the Vancouver Campus, British Columbia, Canada. Its major goal at the graduate level is to develop the analytical ability and perspective of the graduate student in order to contribute to success as a responsible executive.

The College, a community of committed educators, administrators and staff, has as its mission to instill in its students a superior level of business-management competence by offering distinctive programs that blend academic excellence and practical business knowledge with a global multicultural orientation.

The College aims to achieve recognition as a leading provider of high-quality, innovative education in business administration and as a leader in the enhancement of the practice of business management through the applied research and professional activities of the faculty.

The College achieves its mission through:

- Curricula that are directed to the educational growth of students and are responsive to the needs of the business community,
- Teaching excellence in all programs,
- Research capabilities that advance the practice of business management and
- Close ties with the business community served by the College.

The College includes several institutes to support graduate business education. For example, the Rothman Institute of Innovation and Entrepreneurship provides students with cross-disciplinary opportunities to explore the meaning and process of capitalism and free enterprise in the nation's economy.

Major Programs of Study

- Master of Business Administration (M.B.A.) Specializations
 - Accounting
 - Business Administration
 - Finance
 - International Business (Metropolitan Campus only)
 - Management
 - Marketing
 - Pharmaceutical Management Studies (Florham Campus only)
- Master of Business Administration (M.B.A.)
 - Management for Executives
 - General Management
 - Health Sector Management
- Master of Science (M.S.) — Accounting
- Master of Science (M.S.) — Digital Marketing (online only)
- Master of Science (M.S.) — Supply Chain Management
- Master of Science (M.S.) — Taxation (Florham Campus only)

In addition to the above programs, the College offers a post-M.B.A. graduate certificate. Students with an M.B.A. may receive certification in a second major upon completion of an additional 12 required and elective credits for that major.

Faculty & Staff

Administration

P.A. Balthazard, Dean
J.G. Almeida, Associate Dean for Graduate Programs
J.D. Wischnevsky, Associate Dean for Undergraduate Programs
P. Caliguari, Director, Executive Programs
R. West, Director, Tax Program

Department of Accounting, Taxation and Law

R. West, Chair; F. Brunetti, D. Buzinkai, M. Calderisi, D. Collier, Z. Fried, S. Guempel, H. Rozen, V. Sampath, J. Schiff, A. Schultzer, J. Skarbnik, Y. Yan

Department of Economics, Finance and International Business

K. Denning, Chair; P. Anastasopoulos, K. Betz, E. Cowan, F. Englander, J. Kiernan, R. Kjetsaa, C. Ng, S. Tuluca, X. Yang

Department of Marketing, Information Systems and Decision Sciences

L. Qin, Chair; A. Bazargan, G. Bronson, R. Chandrashekar, Y. Demotta, B. Ertimur, A. Fask, J. Hsu, M. Kieff, Y. Kim, K. Masten, K.G. Mun, J. Reid, M. Sedaghat, X. Tan, Z. Wang, K.P. Yoon

Department of Management and Entrepreneurship

G. Jones, Chair; J.G. Almeida, S. Bear, S. Behson, D. Celentano, G. Farias, T. Hansbrough, J. Harmon, I. Krysa, O. Nwachukwu, D. Scotti, G. Sollars, J.D. Wischnevsky

Rothman Institute of Innovation and Entrepreneurship

D.G. Caldwell, Executive Director

Lee Gildart and Oswald Haase School of Computer Sciences and Engineering

Metropolitan Campus, Teaneck, New Jersey; and Vancouver Campus, British Columbia, Canada

Alfredo Tan, Director

The Lee Gildart and Oswald Haase School of Computer Sciences and Engineering prepares students for professional careers of global interest and importance. It produces highly skilled graduates to work in the high-tech industry.

The programs in the school enable students to learn and seek potential solutions to global issues and societal problems in technical course work, emphasizing professional practice, ethics and responsibility. Students work on the state-of-the-art laboratories; participate in field trips, interdisciplinary projects and competitions; intern at various companies; and attend seminars.

The school has received wide recognition from alumni, industry and professional associations. It has also received many grants from various organizations and state and federal agencies.

The school is based on the Metropolitan Campus, which is located in northern New Jersey and is in close proximity to New York City. New Jersey and New York are home to many high-tech companies and businesses, which employ hundreds of thousands of computer professionals, engineers, technologists and mathematicians.

The school offers a wide variety of undergraduate and/or master's degree programs in such areas as computer science, cybersecurity, engineering, engineering technology, electronic commerce, information technology, management information systems and mathematics. It also offers several accelerated and combined undergraduate/graduate degree programs. ABET-accredited undergraduate programs are offered in computer science, electrical engineering, engineering technology (civil, construction, electrical and mechanical) and information technology.

Programs

- Computer Engineering (M.S.)
- Computer Science (M.S.)
- Cybersecurity and Information Assurance (M.S.)
- Electrical Engineering (M.S.E.E.)
- Electronic Commerce (M.S.)
- Management Information Systems (M.S.)

Faculty & Staff

Administration

A. Tan, Director

H. Silver, Deputy Director

Faculty

S. Abdelazim, V. Alizadeh, M. Azarderakhsh, A. Casti, Z. Chen, W. Choi, W. Dai, M. Farag, S. Huddy, V. Janarthanan, F. Jnaid, Y. Kim, E. Kose, M. Lewis, Y. Liu, Z. Mao, K. Mondal, S. Mukherjee, A.R. Rao, Y. Tang, A. Vatsa, H. Zhao

Peter Sammartino School of Education

Metropolitan Campus, Teaneck, New Jersey; and Florham Campus, Madison, New Jersey

Vicki Cohen, Director

The Peter Sammartino School of Education offers accredited graduate programs for teacher certification in early childhood, and elementary and secondary education. Offerings include Master of Arts in Teaching (M.A.T.) first certification programs, Master of Arts for certified teachers with a wide variety of specializations including English as a Second Language (ESL and bilingual), teacher of students with disabilities (TSD), reading/literacy specialist (LRS), Orton-Gillingham Dyslexia specialist, mathematical foundations (for middle school mathematics) and educational leadership (M.A.) (including supervisor, principal, and master's degree).

In fall 2020, a new program is beginning: an Ed.D. in higher education for those who wish to pursue a leadership position at a higher-education Institution.

The School of Education is located on the Metropolitan Campus in Teaneck, New Jersey; on the Florham Campus in Madison, New Jersey; and on selected community-college campuses throughout the state of New Jersey. It is nationally accredited by Council for the Accreditation of Educator Preparation (CAEP) providing value and national recognition as a school of quality when our students pursue careers in teaching, administration and leadership.

Addendum

Programs

- Education for Certified Teachers (M.A.)
(Reading Specialist Certification)
- Educational Leadership (M.A.)
(Principal/Supervisor Certification)
- Higher Education (Ed.D.)
- Learning Disabilities (M.A.)
Teacher of Students with Disabilities
- Mathematical Foundations (M.A.)
- Teaching (M.A.T.)
Teacher Certification Preschool to Grade 3; Elementary Education/K–6; English as a Second Language; Bilingual Education (ESL); Secondary Education Content Area/K–12 (Art, Biological Sciences, Chemistry, Earth Science, English, Mathematics, Physical Science, Physics, Social Studies, World Languages)
- Teaching English as a Second/Foreign Language (TESL/TEFL) (M.A.)
(Designed for international students who want to teach English in their own countries.)

Faculty & Administration

Administration

Vicki Cohen, Director,
Miriam Singer, Associate Director,

Faculty

J. Bornstein, N. Hansen, K. Joshi, C. Karpinski, T. Montani, K. Spence, S. Suh, L. Ray, E. Hellmann, J. Jones, L. Meskin, R. Westbrook

International School of Hospitality, Sports, and Tourism Management

Florham Campus, Madison, New Jersey; Metropolitan Campus, Teaneck, New Jersey; and Vancouver Campus, British Columbia, Canada

John Niser, Director

The International School of Hospitality, Sports and Tourism Management offers fully online programs to meet the needs of working professionals.

The International School of Hospitality, Sports and Tourism Management emphasizes the connection between practicality and innovation in fast-paced, dynamic environments. The school prides itself on high-level connections to industry leaders who guide and support the vision of creating future-oriented global leaders in the hospitality, sports and tourism sectors.

Recognizing that professionals in the hospitality, sports and tourism sectors are working in time-constrained leadership roles, fully online options are available to students.

It is a core philosophy of the school to offer innovative curricula designed and taught by thought leaders and working professionals in the hospitality, sports and tourism sectors.

Programs

- Hospitality Management Studies (M.S.)
- Sports Administration (M.S.A.)

Faculty & Staff

Administration

J. Niser, Director (All Campus Locations)
L. Dry, Administrative Coordinator
I. Gersh, Associate Director for Assessment and Accreditation
D. Hoover, Associate Director for Enrollment
J.C. Kim, Program Coordinator Sports Administration (Metropolitan Campus)
R. Lubisco, Program Coordinator, Sports Administration (Florham Campus)
K. Pappas, Assistant to the Director for Technology, Communications and Continuing Education
W. Aroca, Program Coordinator, Hospitality and Tourism (Vancouver Campus)
S. (Monica) Yim, Program Coordinator, M.S. Hospitality Management Studies Program

Faculty

J. Bachman, M. Barto, M. Hawzen, R. Hladyk, D. Hoover, J.C. Kim, R. Lubisco, H. Roy, M. Shakona

Henry P. Becton School of Nursing and Allied Health

Florham Campus, Madison, New Jersey; and Metropolitan Campus, Teaneck, New Jersey

Minerva S. Guttman, Director

The Henry P. Becton School of Nursing and Allied Health includes the disciplines of nursing and allied health professions. Both disciplines offer undergraduate and graduate programs in the Metropolitan and Florham campuses and in some cases online. The Doctor of Nursing Practice is offered only on the Metropolitan Campus.

The graduate program in nursing offers a Master of Science in Nursing degree (M.S.N.) with clinical and nonclinical tracks. The M.S.N. program clinical track prepares B.S.N. nurses as primary-care nurse practitioners in adult gerontology, family and family psychiatric/mental health. The nonclinical tracks offered are administration, education, forensics and information-systems specialists.

Since 2007, the Henry P. Becton School of Nursing and Allied Health has offered a Doctor of Nursing Practice degree. The 33-credits curriculum consists of didactic, residency and a capstone project focusing on changing practices in nursing practice and education.

The allied health professions include undergraduate, graduate and doctoral programs. The graduate program offers a master's degree in medical technology. The Doctor of Physical Therapy Program is a joint offering with Rutgers University. In this program, students will receive a joint degree from Fairleigh Dickinson University and Rutgers University.

Programs

- Medical Technology (M.S.)
- Nursing (M.S.N.)
- Nursing Education (M.S.N.)
- Family Nursing (M.S.N.)
- Nursing (R.N.-M.S.N.)
- Nursing Practice (D.N.P.)
- Physical Therapy (D.P.T.)
- Post Master's Certificate
- Post Baccalaureate (M.S.N.-D.N.P.)

Faculty & Staff

Administration

M.S. Guttman, Director;
 S. Cabassa, Associate Director, Metropolitan Campus Undergraduate Nursing Programs
 M. Rossignol, Associate Director, Florham Campus Nursing Programs
 M. Rubin, Associate Director, Allied Health Professions
 B. Yu, Associate Director, Graduate Programs
 M. Vargas, Coordinator, D.N.P. Program
 C. Simmons, Coordinator for Online Nursing Programs

Faculty

J. Couper, N. Edwards Hammond, L. Gabriele, C. Garzone-Johnson, E. Graulich, C. Jasko, M. Molloy, P. Nimoh, A. Owes, O. Oyedele, S. Palmer, M. Phillips, J. Regan-Livingston, P. Ukaigwe, C. Werther

School of Pharmacy and Health Sciences

Florham Campus, Madison, New Jersey (230 Park Avenue, Florham Park, New Jersey)

Anastasia Rivkin, Interim Dean

Programs

- Health Sciences (M.H.S.)
- Pharmacy (Pharm.D.)
- Physician Assistant (M.S.)
- Public Health (M.P.H.)
- Social Work (M.S.W.)

Faculty & Staff

Administration

A. Rivkin, Interim Dean
 B. Rossi, Assistant Dean for Experiential Education
 C. Sandifer, Associate Dean for Student Affairs and Administrative Operations
 B. Berić-Stojić, Director of Master of Public Health Program
 J. Buccchio, Director of Social Work Program
 N. Lowy, Director of Physician Assistant Program

Faculty

A. Carbone, H. Cho, E. Dikun, A. Dushenkov, S. Falbaum, K. Frey, A. Gallipani, Y. Guo, J. Han, O. Iwuchukwu, P. Jungsuwadee, J. Kalabalik, N. Kalhoff, D.P. Kim, C. Lam, D. Lau, M. Leibfried, A.E. Özdener, J. Palummo, K. Patel, S. Patel, A. Pennoyer, N. Pirozzi, R. Quinn, M. Rota, L. Rozaldie, H. Ryba, M. Slugocki, J. Sullivan, G. Vaidean, L. Westrich, A. Zelinski

Addendum

School of Psychology and Counseling

Metropolitan Campus, Teaneck, New Jersey; and Florham Campus, Madison, New Jersey

Benjamin D. Freer, Director

The School of Psychology and Counseling offers undergraduate and graduate programs at the Florham Campus, Madison, New Jersey, and the Metropolitan Campus, Teaneck, New Jersey. The undergraduate program emphasizes a broad understanding of the key fields within psychology while offering opportunities for career-oriented programs. The school stresses experiential and field-based learning through internships, student-directed research, faculty-directed research and community service that supplement academic instruction. The school is committed to helping students to advance their careers or continue studies of advanced degrees. The graduate programs develop professional psychologists and counselors who will be prepared for a successful career in diverse settings such as mental health, hospital/medical, research, governmental and business.

Programs

- Clinical Psychology (Ph.D.)
- Clinical Psychopharmacology (post-doctoral M.S.)
- Forensic Psychology (M.A.)
- General/Theoretical Psychology (M.A.)
- Industrial/Organizational Psychology (M.A.)
- School Psychology (Psy.D.)
- School Psychology (M.A.)

Faculty & Staff

Administration

B.D. Freer, Director

Faculty

S. Armeli, C. Bergstein, D. Brown, D. Calcagnetti, C.A. Capuano, T. Conklin, D. DeNigris, A. Eisen, R. Griffo, M. Guiney, E. Harrington, J. Lachenmeyer, K. Loeb, E. McGlinchey, R. McGrath, E. Oak, D. Pogge, R. Prentky, C. Radnitz, A. Tasso, L. Tiersky, K. Viezel, A. Wagoner, D. Wentworth, G. Winters, J. Zibulsky

School of Public and Global Affairs

Florham Campus, Madison, New Jersey; Metropolitan Campus, Teaneck, New Jersey; and Vancouver Campus, British Columbia, Canada

Peter J. Woolley, Founding Director

The School of Public and Global Affairs is distinguished by project-based learning in multinational classes led by accomplished practitioners focusing on issues of both local and global importance. The school also includes the nationally recognized FDU Poll.

Programs

- Administrative Science (M.A.S.)
- Cyber and Homeland Security Administration (M.S.)
- Global Affairs (M.A.)
- Public Administration (M.P.A.)
- Student Services Administration (M.A.)
New Name: Higher Education Administration (M.A.)

Faculty & Staff

Administration

P.J. Woolley, Founding Director

L. Nienstadt, Associate Director

D. Cassino, Director of Experimental Research, FDU Poll

R. Higginson, Director of Market Research, FDU Poll

K. Jenkins, Executive Director, FDU Poll

A.C. Innes, Assistant to the Director

D. Ganley, Senior Coordinator for Off-campus Programs

Faculty

A. Adrignolo, H. al-Bayati, J. Ariken, B. Assadi, J. Buenahora, C. Bygrave, A. Garg, R. Kovacs, P. Laubsch, P. MacIntyre, A. Nicki, C. Ozurumba, R. Rosada, W. Schuber, W. Toms

Admissions

General Information

(Page 16)

Updated.

Applications are processed on a rolling basis with the exception of the Ph.D. program in clinical psychology and the Psy.D. program in school psychology, which have a March 1 deadline; the M.A.

program in school psychology, which has a March 15 deadline; and the M.A. in forensic psychology. These programs are offered only at the Metropolitan Campus.

Financial Aid and Scholarships

University-funded Programs

(Pages 19–21)

Updated.

University Fellowships

Fairleigh Dickinson University funds fellowships for full-tuition scholarships (up to 9 credits per semester). Fellowships are awarded by the academic department/school in which the student is studying or planning to study. All inquiries should be directed to the appropriate academic program administrator. The receipt of a fellowship supercedes other FDU funding and will result in the reevaluation of any existing financial aid award.

Teaching Fellowships

Students receive a fellowship of one-half tuition plus \$2,000 during the first and second years of the program and one-half tuition during the third year of the program. Some research and clinical practice have an additional stipend included, and various additional fellowships are available for students who meet certain conditions.

Graduate Administrative Assistant Fellowships

Recipients of graduate administrative assistant fellowships assist with the administration of programs within admissions, career management and other administrative areas of the University for 720 hours per academic year (360 hours per semester). Stipend compensation is \$4,000.00 per academic year (\$2,000.00 per semester).

Privately Funded Scholarships

Johnson & Johnson Scholarship

The Johnson & Johnson Scholarship provides funding for doctoral candidates enrolled in the Ph.D. in clinical psychology program at the Metropolitan Campus, Teaneck, New Jersey, who demonstrate a commitment to enhancing health care in certain targeted counties of New Jersey. Inquiries should be made to the academic administrator of the clinical psychology program.

Sammartino Scholarship

The Peter Sammartino Endowment and the Sylvia Sammartino Endowment are scholarship funds which were created through the bequests left by the University's

Federal Loan Programs

(Page 21)

Updated.

Federal Direct Unsubsidized Loan

Eligible students may borrow up to \$20,500.00 per year (\$33,000.00 for graduate health-profession students enrolled in a nine-month academic year and \$37,167.00 for graduate health-profession students enrolled in a 12-month academic year) from the Federal Direct Unsubsidized Loan program. Interest begins accruing at disbursement but may be capitalized and payments deferred until enrollment ceases (or drops below half-time). The interest rate is tied to financial markets and is determined each June for new loans made for the upcoming award year (July 1 to the following June 30). Each

loan will have a fixed interest rate for the life of the loan and therefore students borrowing over multiple years may have loans at varying interest rates. There is a loan fee paid by borrowers at the time of disbursement. The Direct Unsubsidized Loan has a six-month grace period following the last date of at least half-time attendance (graduation, withdrawal or reduction in enrollment) before repayment begins.

Federal Direct Graduate PLUS Loan

Eligible students may borrow up to the cost of attendance less any amounts received from other sources from the Direct Graduate PLUS loan. Interest accrues at disbursement but may be capitalized while enrolled at least half-time. The interest rate is tied to financial markets and is determined each June for new loans made for the upcoming award year (July 1 to the following June 30). Each loan has a fixed interest rate for the life of the loan and therefore students borrowing over multiple years may have loans at varying interest rates. There is a loan fee paid by borrowers at the time of disbursement.

Addendum

Registration, Tuition and Billing Information

Tuition and Fees

(Page 22)

Updated.

Current tuition rates for all Fairleigh Dickinson University graduate programs may be found on the FDU website at: <https://www.fdu.edu/admissions/tuition-fees/graduate-tuition-fees/>.

Student Life

Athletics

Florham Campus

(Page 28)

Updated.

Florham Campus

The University's Florham Campus holds membership in NCAA (Division III), the Middle Atlantic Conference (Freedom Division) and the Eastern Collegiate Athletic Conference. Devils athletics competes at the men's varsity level in baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming and tennis, and at the women's varsity level in basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis and volleyball.

Devils athletics has a long history of success, highlighted by a 2014 Women's Basketball National Championship. The Devils have also had great success in the MAC Conference, combining for 32 total

MAC conference championships in the department's history. Women's lacrosse and men's golf lead the way with seven conference championships, followed by women's basketball's six, field hockey and baseball with three and men's lacrosse and men's and women's tennis with two.

In the ECAC, Devils athletics has a combined 10 championships, with baseball securing five of those, followed by two from men's lacrosse and one each from men's basketball, women's soccer and women's volleyball.

An important facet of the University's commitment to athletics is the Roberta Chiaviello Ferguson and Thomas G. Ferguson Recreation Center, an 82,000-square-foot complex which contains three full-size basketball courts; a performance court which seats 3,000; a suspended three-lane jogging track; weight-training, aerobic and dance facilities; a 25-yard competition swimming pool; two racquetball courts; and offices and locker rooms for student and intercollegiate use.

Robert T. Shields Field is the 4,000-seat turf home of Devils football, field hockey, men's and women's lacrosse and men's and women's soccer. It has a state-of-the-art scoreboard and press box atop the bleachers. The Florham Campus also includes the McManus Softball Field, located behind the dormitories near the Dreyfuss Road entrance, is home to five tennis courts, three near the residence halls and two near the athletic center, and a baseball complex located near the Madison Avenue entrance.

The athletic department sponsors intramural competition in volleyball, basketball, softball, touch football, kickball and soccer. Several recreation and fitness programs, such as aerobics, karate, yoga and dance, also are offered by the athletic department and University. A majority of students at the Florham Campus are actively involved in the intercollegiate and intramural programs offered.

For more information regarding FDU Florham Devils athletics, visit FDUDevils.com.

Academic Support and Research

Research

(Pages 33–34)

Updated.

The variety, scope and incidence of research and related scholarly activity within the University continue to increase. Usually research carried out by the faculty combines the inquiry for new knowledge with the education of students at the graduate and undergraduate levels. Great emphasis is placed on research and related activities, independent study and inquiry and action projects and employment as means of developing abilities. Faculty research grants support research-related activities and travel. Government and industry, in addition to the University, support and sponsor University research activities.

Research and educational development activity is found in all academic disciplines. Research is integral to graduate programs in the Maxwell Becton College of Arts and Sciences.

The master's-level programs in chemistry and biology provide research experience through a thesis-based research program. Students work alongside experienced faculty researchers in areas of biology, marine biology, analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and computational and experimental physical chemistry. Current research on the Florham Campus includes computational modeling of collagen mutations to determine their role in biological systems, development of surface bound anti-infective coatings for use in the biomedical industry, quantum mechanics and molecular orbital theory applied to metalloporphyrins, correlation of protein structure and function and separation and purification of bio materials. Research interests of faculty on the Metropolitan Campus also are wide ranging and include such diverse topics as: microbiology, protozoan ecology and behavior, marine toxicology and invertebrate biology, biochemistry, enzymes, expression of extracellular matrix genes, wound care, application of biocatalysis in the preparation of pharmaceuticals, chitosan

nanoparticles, polymer chemistry and computational chemistry.

Students have an opportunity to perform a full year of research working on original work in these areas, including but not limited to experimental design, analytical techniques, data analysis and conclusions.

At the end of their research experience, students are required to write a formal master's thesis and defend their work during a research seminar to complete the degree requirements.

Communication studies faculty have published work in professional and scholarly journals and written books on communication theory, organizational and crisis communication, advertising, communication pedagogy, semiotics, network analysis and language and social interaction. Mentored research is regularly offered at the undergraduate and graduate levels.

The School of Pharmacy and Health Sciences engages in research across the spectrum of patient care, social and administrative sciences, health outcomes and pharmaceutical science. Faculty engage students in projects on topics ranging from health and wellness, delivery of care, study design and outcome evaluation and the role of the pharmacist in accountable care-organization administration and health care delivery. Additionally, basic-science research on drug delivery, evaluation and analysis of sterile compounds and other sterile techniques also take place within the school's research facilities.

Faculty of the School of Psychology and Counseling have wide-ranging interests, including substance use/abuse, higher-order cognition, trauma, positive psychology, sleep, childhood-mood disorders, juvenile sex offenders, sexual assault on college campuses, school-based trauma informed care, adulthood ADHD/LD, military veterans and trauma, mental health stigma, college students with autism, sexual violence prevention, and early-literacy development. Researchers have been awarded prestigious grants by organizations, such as: the Health Resources and Services Administration, the Newark Board of Education and the VIA Institute on Character. Graduate

students are especially active in research and have opportunities to present research at regional, national and international conferences, to publish in peer-reviewed journals and work in collaborations on grant funded projects.

The Henry P. Becton School of Nursing and Allied Health faculty and students are engaged in various research projects and activities in the honors, master's and Doctor of Nursing Practice (D.N.P.) programs. D.N.P. students are engaged in evidence-based research for their dissertation projects. Some students implement research on patient outcomes, health policy and management in collaboration with various hospitals. D.N.P. students are required to pass an oral defense of their research or evidence-based projects.

The Peter Sammartino School of Education, is funded by local and state agencies and the Office of Education for a variety of innovative programs. Research is conducted in the areas of learning disabilities, ESL, bilingual education, dyslexia, social justice and equity, culturally responsive teaching, educational philosophy and history and more.

The Lee Gildart and Oswald Haase School of Computer Sciences and Engineering focuses on research on electronic commerce, electronic business, organizational memory, organizational memory information systems, knowledge management, wireless communication systems, radio resource management, optimization for engineering applications, optical devices, multimedia streaming, cross layer design, mobile computing, communication networks, mobile ad hoc networking, network management, conflict control, deadlock, ADA programming, real-time systems and formal methods, digital and adaptive signal processing, array processing, image processing, pattern recognition, biometric authentication, database systems, data warehouse, security, software reuse, component-based software engineering, semantic deep web, service-oriented computing, VLSI design and near-ring theory.

The Silberman College of Business places significant emphasis on faculty maintaining their academic and professional qualifications to deliver

Addendum

quality business education programs. Faculty maintain their academic qualifications through rigorous research and other intellectual contributions related to their respective fields, thereby enhancing the quality of classroom instruction.

The research interests of faculty in the Silberman College of Business span several disciplines, including business law, economics, entrepreneurship, finance, health care systems, human resources, management, management information systems, marketing, quantitative analysis, production and operations management, managerial accounting and taxation. The faculty have researched and published numerous articles in peer-reviewed journals, presented at various national and international conferences, developed case studies, produced working papers, authored books and also served on expert panels for international organizations such as the United Nations. Some of the topics in which the college faculty have particular

expertise include mergers and acquisitions, options theory, entrepreneurship and innovation, forensic science, sustainability, pricing theory, public relations, social networking, international finance, quality of health care and delivery, international taxation, role of information systems in managerial decision making and e-commerce, among others. Students have the opportunity to participate in such projects after consulting with the appropriate faculty.

The School of Public and Global Affairs includes the FDU Poll. Established in 2000, this vigorous survey research group has undertaken thousands of measurements in public opinion and attitudes, issuing 25–40 press releases and garnering tens of thousands of citations. The survey research group also regularly presents its findings at academic conferences and publishes them in academic journals. Its most cited work includes the effect of cable news watching in informing the public, the hesitation of

men to vote for a woman candidate and public attitudes toward expanded casino and sports betting. Additionally, school faculty conduct research in the fields of diplomatic leadership, computer security and forensics through the use of FDU's Cyber Crime Training Laboratory, homeland security, emergency management, school safety, and student services.

The FDU Poll receives an "A" rating from statistician Nate Silver's FiveThirtyEight blog. The ratings measure both accuracy and bias for all major polling services in the United States, providing an update to similar research the poll watchers conducted in 2014. FDU's "A" rating puts it in the top 15 of the more than 380 polling institutes reviewed and graded from A+ through F. The FDU Poll was found to have a 94 percent accuracy rate for predicting election results, and is one of only three A-rated polling institutes with zero bias to their rankings.

Academic Programs

Administrative Science (M.A.S.)

(Pages 41-54)

Updated.

The program is offered under the auspices of the School of Public and Global Affairs at the Florham Campus, Madison, New Jersey; the Metropolitan Campus, Teaneck, New Jersey; various locations throughout New Jersey; at the Vancouver Campus British Columbia, Canada; and online.

Program Highlights

(Page 41)

Updated.

- A 30-credit program that can be completed in 20 months while working full-time.
- An opportunity to begin the program at any one of three entry points during the year: September, January and April.
- Small classes offered one evening per week (6:15–9:30 p.m.) in a 12-week trimester format or five consecutive Saturdays (8:30 a.m.–4:30 p.m.) to accommodate the needs of working professionals.
- More than 30 convenient off-campus locations throughout New Jersey.
- Many courses are available online through an asynchronous delivery.
- Affordable tuition and scholarships are available.

For Information

(Page 44)

Updated.

For information about the M.A.S. and certificate programs, contact: program director, School of Public and Global Affairs, Fairleigh Dickinson University, 1000 River Road, H-DH2-13, Teaneck, New Jersey 07666; Telephone: (201) 692-6522; Fax: (201) 692-7179.

Biology (M.S.)

(Pages 61-62)

Updated.

This program is offered under the auspices of the department of biological sciences, Maxwell Becton College of Arts and Sciences, Metropolitan Campus, Teaneck, New Jersey.

Elective Biology Courses (18 credits)

These courses may include additional graduate biology courses, independent studies or other graduate chemistry or science courses that would fulfill a student's specific needs as approved by the graduate adviser and director for the Master of Science in biology.

Choose from the following courses.

	Credits
BIOL5306	
Immunology.....	3
BIOL6240, BIOL6241	
Molecular Cell Biology (Lecture and Laboratory).....	4
BIOL6705	
Advances in Cell Biology.....	3
BIOL6724	
Human Genetics.....	3
BIOL6725	
Human Evolution.....	3
BIOL6728	
Bioethics.....	3
BIOL6733	
Enzymology.....	3
BIOL6740	
Molecular Endocrinology.....	3
BIOL6743, BIOL6744	
Topics in Bioinformatics Lecture and Laboratory.....	3
BIOL6761	
Advanced Microbiology.....	3
BIOL6771	
Behavioral Ecology.....	3
BIOL6775	
Physiological Ecology.....	3
BIOL6779	
Darwinian Medicine.....	3
BIOL6845, BIOL6846	
Molecular Biology Techniques (Lecture and Laboratory).....	4
BIOL6888	
Physiology of Disease.....	3

Credits

BIOL6892	
Human Physiology.....	3
ENVR6552	
Environmental Risk Assessment.....	3
ENVR6569	
Wetland and Watershed Resources.....	3
Students have the option of completing their degrees with or without a research option. Students electing to do the research and thesis option must take the 4-credit sequence consisting of	
BIOL7803	
Research and Thesis I.....	2
BIOL7804	
Research and Thesis II.....	2

Concentration in Business or Biotechnology

Elective Concentration Courses

Elective courses (12 credits) for the concentration in business or 14 credits of biotechnology courses must be approved by the student's graduate adviser.

Addendum

Chemistry (M.S.)

This program is offered at both the Florham Campus, Madison, New Jersey, and the Metropolitan Campus, Teaneck, New Jersey. These programs are listed by campus on pages 91 through 95.

Chemistry (M.S.)

Florham Campus

(Pages 91–93)

Updated.

This program is offered under the auspices of the department of chemistry, biochemistry and physics, Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey.

Chemistry (M.S.)

Metropolitan Campus

(Pages 93–95)

Updated.

The department of chemistry, biochemistry and physics, Metropolitan Campus, Teaneck, New Jersey, offers a Master of Science in chemistry with concentrations in informatics and pharmaceutical chemistry

Clinical Mental Health Counseling (M.A.)

(Pages 96–98)

Updated.

The program is offered under the auspices of the School of Psychology and Counseling, Metropolitan Campus, Teaneck, New Jersey, and Florham Campus, Madison, New Jersey.

Admission Requirements

(Page 96)

Revised.

1. Graduation from an accredited college or university.
2. Applicants need to have a minimum grade point ratio (GPR) of 3.30 in their major field of study as an undergraduate and a 3.00 overall GPR.
3. Submission of undergraduate transcripts.
4. Submission of three letters of recommendation.
5. A written personal statement of professional goals.
6. Completion of a Fairleigh Dickinson Graduate School application form.
7. A personal interview, which will be scheduled after the application is submitted, is required.

Communication (M.A.)

(Pages 99–101)

Updated.

The M.A. in communication is offered by the department of communication in the Maxwell Becton College of Arts and Sciences at the Florham Campus, Madison, New Jersey.

Computer Engineering (M.S.)

(Pages 101–102)

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

Computer Science (M.S.)

(Pages 102–110)

Updated.

The M.S. in computer science program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering. The program is offered full-time at the Metropolitan Campus, Teaneck, New Jersey, and part-time at the Florham Campus, Madison, New Jersey.

Cosmetic Science (M.S.)

(Pages 111–112)

Updated.

This program is offered under the auspices of Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey, and the Metropolitan Campus, Teaneck, New Jersey.

Creative Writing and Literature for Educators (M.A.)

(Pages 115–117)

Updated.

The program is offered under the auspices of the department of literature, languages, writing, and humanities, Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey.

Criminal Justice (M.A.)

(Pages 117-120)

Updated.

This program is offered under the auspices of the department of criminology and criminal justice, Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey; and Metropolitan Campus, Teaneck, New Jersey.

Requirements for the Master of Arts Degree

Elective Courses (18 credits)

(page 118)

Updated.

Choose 18 credits from below:

	Credits
CRIM6015 Research Methods in Criminal Justice and Criminology.....	3
CRIM6020 Statistics and Data Analysis.....	3
CRIM6030 Relationship Violence.....	3
CRIM7020 Ethics, Politics and Justice.....	3
CRIM7025 Comparative Criminal Justice Systems....	3
CRIM7030 Principles of Leadership.....	3
CRIM7060 Social Justice Advocacy.....	3
CRIM7065 Crime, Victimology and Risk Reduction.....	3
CRIM7070 Contemporary Issues in Crime and Justice.....	3
CRIM7071 Criminal Profiling.....	3
CRIM7072 Contemporary Police Issues.....	3
CRIM7073 Sex Crime.....	3
CRIM7074 Forensic Science and the Administration of Justice.....	3
CRIM7080 Politics and Policies of Criminal Justice.....	3

Credits

CRIM7081 Civil Rights and the Administration of Justice.....	3
CRIM7082 Crime and Punishment.....	3
CRIM7084 Transnational Crime and Global Issue.....	3
CRIM7086 Religion and Terrorism.....	3
CRIM7090 Professional Development Seminar.....	3
CRIM8050 Master's Research Project.....	3
Total.....	18

Course Offerings

(Pages 118-120)

Updated and new.

CRIM6030

3 Credits

Relationship Violence

This course will provide a comprehensive overview of all forms of domestic violence, including violence perpetrated and/or experienced by females, males, children, the elderly and those in the LGBTQ community. Teen-dating violence and the relation between sports and domestic violence will also be discussed. The first half of this course will largely focus on victims of domestic violence. Then, the course will shift to the criminal justice system's responses to domestic violence prior to and after the 1970s. Topics include mandatory arrest for and police response to domestic violence, specialized domestic-violence courts and the batterer-treatment programs, focusing on evidence-based practices to decrease the prevalence of domestic violence.

CRIM7071

3 Credits

Criminal Profiling

This course will give students a truly international perspective by examining the utilization of profiling by law-enforcement agencies both in the United States and Europe. It will examine crime and the criminal from the perspective of psychological profiles, different levels of motivation and different prognoses of criminal behavior.

CRIM7072

3 Credits

Contemporary Policing Issues

The objective of this course is to examine the pertinent issues related to common issues and problems encountered in modern-day policing. The course shall provide the student with a comprehensive understanding of the role,

Addendum

responsibility and interdependent relationship of the police and law enforcement within American society. Inherent to the responsibility for maintaining order and public safety, enforcing society's laws, preventing crime and providing social-related services, there exists dichotomy, controversy and challenges. Contemporary policing practices will be examined from a variety of operational, managerial and administrative perspectives. The role of the media, social media and other influences impacting the police will be examined.

CRIM7073

3 Credits

Sex Crimes

This course will cover sex crimes across different persons and contexts. First, definitions of sex offenses and typologies will be discussed. Then, special types of sex crimes including sexual assault in cults/extremist groups and sexual crimes against vulnerable persons. Sexual assaults in intimate relationships and sexual assaults by strangers will be introduced. The course will also cover offenders' motives for sexual assault. After gaining understanding of types of sex crimes and offenders' motives, the history of prevention and treatment efforts for both victims and offenders, including changes in and consequences of legislation, will be addressed. The last segment of the course will be dedicated to sexual assault against women on college campuses and prevention efforts to combat this type of violence.

CRIM7074

3 Credits

Forensic Science and the Administration of Justice

This course will unite forensic science, the law and social sciences. It will examine forensic science in the context of the criminal-justice system and the impact it has on the administration of justice. The scientific underpinnings of forensic science and the role of the crime laboratory in the American-justice system will be addressed, including issues related to crime-scene processing, the various forensic disciplines, the accuracy of forensic examination and analysis and the utilization of forensic science. The course will also explore cases related to post-conviction exonerations and the future role of forensic science.

CRIM7080

3 Credits

Politics and Policies of Criminal Justice

Topics will include the Constitution of the United States and how the safeguards in the Bill of Rights have evolved over time. The course will also focus on how laws and criminal-justice policies are formulated, as well as why certain acts are considered serious crimes and others are not. Issues of how money and power affect

policies in criminal justice will be examined. Topics of victims' rights, police brutality, court process, sentencing, prisoner treatment and other policy matters in the criminal-justice system will be reviewed.

CRIM7081

3 Credits

Civil Rights and the Administration of Justice

This course aims to help students develop a firm understanding of the approaches used by the U.S. Supreme Court to define the boundaries of civil rights and liberties through its interpretation of the United States Constitution. It will examine the nature, application and extent of a special group of protections under the U.S. Constitution, including the freedom of expression, privacy, freedom of religion, equal protection under the laws, due process and the rights of the accused.

Cyber and Homeland Security Administration (M.S.)

(Pages 120–124)

Updated.

The program is offered under the auspices of the School of Public and Global Affairs at the Florham Campus, Madison, New Jersey; at the Metropolitan Campus, Teaneck, New Jersey; and locations throughout New Jersey.

Cybersecurity and Information Assurance (M.S.)

(Pages 124–126)

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

Education

(Pages 126–154)

Updated.

Education for Certified Teachers (M.A.)

See this page.

Educational Leadership (M.A.)

See page 132.

Higher Education (Ed.D.)

New

Learning Disabilities (M.A.)

See page 133.

Mathematical Foundations (M.A.)

See page 136.

Teaching (M.A.T.)

See page 137.

Teaching English as a Second/Foreign Language TESL/TEFL (M.A.)

See page 140.

The Peter Sammartino College of Education is fully accredited by the Council for the Accreditation Educator Preparation (CAEP).

Education for Certified Teachers (M.A.)

(Pages 126–127)

Updated.

The Master of Arts in education for certified teachers (MACT) is a 36-credit program that allows certified teachers to pursue specializations while attaining their master's degrees. Each program is unique in that teachers can graduate with a 15-, 18- or 21-credit specialization certificate or state certification including the 12 credits leading to a New Jersey Supervisor License. Certified teachers with a New Jersey Standard Teaching License who complete the master's degree and have the designated approved 12 credits with three years of successful teaching experience will be eligible to apply for the New Jersey Supervisor License. The areas of specialization that a certified teacher can choose from are:

- **Bilingual/Bicultural Education Specialist Certificate** — 12-credit approved New Jersey State Teacher Certification in bilingual/bicultural ;;credit Supervisor License and 12 credits to complete a master's degree.

- **English as a Second Language (ESL) FDU Certificate and New Jersey Certification (ESL)** — 18-credit FDU Certificate or 15-credit approved New Jersey State Certification in ESL as a second certification, plus 12-credit Supervisor License and 6 credits to complete a master's degree.

- **Instructional Technology Specialist Certificate (ITC)** — 18-credit FDU Certificate plus 12-credit Supervisor License and 6 credits to complete a master's degree.

- **Literacy/Reading Specialist (LRS) and New Jersey Reading Specialist Certification** — 18-credit FDU Certificate, an additional 12 credits to complete the 30-credit approved New Jersey Reading Specialist Certification/Endorsement plus 6 credits to complete the master's degree embedded with the 12-credit Supervisor License.

- **Dual Program in Literacy/Reading and Multisensory Reading** — 18-credit FDU Certificate and additional 18 credits to complete the 36-credit master's degree. This program includes the 12-credit Orton-Gillingham Dyslexia Specialist Certificate.

- **Professional Studies Concentration (PROST)** — 36-credit selection from generalist options in all MACT programs with required 3-credit Master's Seminar and may include 12-credit Supervisor License.

- **Teacher of Students with Disabilities (TSD)** — 21-credit approved New Jersey Certification as a *second* certification with 12-credit Supervisor License and 3-credit Master's Seminar to complete the master's degree.

The M.A. in education for certified teachers is offered under the auspices of the Peter Sammartino School of Education and is available at the Metropolitan Campus, Teaneck, New Jersey, and selected off-site locations and selected community colleges. Cohort groups may be established in school districts with sufficient enrollment and are open to teachers in local districts.

The School had an aggregate pass rate of 100 percent on the HEOA-Title II Reporting for the 2019–2020 academic year. The corresponding statewide pass rate for the same period was 97 percent.

Program Information

(Page 127)

Updated. First paragraph.

- All programs incorporate standards-based teaching methods that address the Interstate Teacher Assessment and Support Consortium (InTASC) and New Jersey Student Learning Standards (NJSLS).

Addendum

Educational Leadership (M.A.)

(Page 132)

Updated.

Requirements for the Master of Arts Degree

	Credits
EDUC5720	
Field-based Internship Seminar I.....	0
EDUC5721	
Field-based Internship Seminar II.....	0
EDUC5722	
Field-based Internship Seminar III.....	0
EDUC6701	
Leadership in Learning Community and School.....	3
EDUC6702	
Curriculum and Instruction: Theory and Practice*.....	3
EDUC6703	
Supervision of Instruction: Personnel and Evaluation*.....	3
EDUC6704	
Change: Curriculum Development and Program Improvement*.....	3
EDUC6706	
Advanced Leadership Seminar.....	3
EDUC6716	
School Finance, Facilities and Scheduling.....	3
EDUC6717	
School Law.....	3
EDUC6718	
Curriculum/Program Evaluation and Student Assessment*.....	3
EDUC6720	
Educational Leadership Field-based Internship Seminar I.....	3
EDUC6721	
Educational Leadership Field-based Internship Seminar II.....	3
EDUC6722	
Educational Leadership Field-based Internship Seminar III.....	3
EDUC6723	
Final Project: School-based Research.....	3

*Required for Supervisor's Certificate.

Higher Education (Ed.D.)

New.

The Ed.D. in higher education is a 45-credit, fully online program that can be completed in 26 months without career interruption. The curriculum provides a strong understanding of the history, culture and structure of higher education and provides a firm foundation in leadership skills required for the 21st-century leaders. The program focuses on:

- Use of data analytics to understand, interpret and respond to the systemic issues affecting enrollment, retention, graduation and assessment;
- Application of sustainable practices in higher education to support the health of local and global communities; and
- A focus on social justice issues to create an inclusive and welcoming learning environment.

Requirements include a dissertation and the completion of 45 credits through a variety of courses that cover essential higher-education topics, including academic innovation, effective retention methods, data analysis, field internships and more. Courses are taught in eight-week sessions by educators with years of field experience. Opportunities are available for monthly meetings with academic advisers and faculty members through on-campus or virtual sessions.

Admission Requirements

To be considered for admission to FDU's doctorate in higher education program, students must meet the following criteria:

- A master's degree of 36 credits or more in a related field.
- A minimum 3.00 grade point ratio from previous coursework.
- A written statement addressing a personal interest area to pursue in higher education.
- A completed FDU Application for Graduate Admission.
- Transcripts of all undergraduate and graduate studies (attempted and completed).

- Two letters of recommendation.
- A résumé detailing your educational background, work experience and professional goals

While current or previous professional experience in higher education is preferable, consideration will be given to qualified applicants interested in entering the field.

Requirements for the Doctor in Education Degree

Core Courses (45 credits)

All courses shown are 3 credits.

EDUC8650	Organization and Administration in Higher Education
EDUC8651	History of Higher Education
EDUC8652	Database Management and Reporting in Higher Education
EDUC8653	Sustainable Development and Higher Education
EDUC8654	Innovation and Technology in Higher Education
EDUC8655	Building an Inclusive University Culture
EDUC8656	Enrollment Management
EDUC8657	Community Development and Workforce Skills in Higher Education
EDUC8658	Higher Education Policy
EDUC8659	Data Analytics and Visualization in Higher Education
EDUC8660	Field-based Internship I
EDUC8661	Assessment and Evaluation in Higher Education
EDUC8662	Quantitative and Statistical Analysis
EDUC8663	Research Methods and Design
EDUC8664	Dissertation Seminar

Electives

Up to 9 credits from an accredited college or university may be approved for a waiver. With the approval of an adviser, students can choose electives from other graduate programs at FDU to fulfill the 45-credit requirement.

Policy on Probation and Academic Disqualification

Students must maintain a minimum GPR (grade point ratio) of 3.00 to complete a graduate program. If the cumulative GPR falls below 3.00, the student is placed on probation. Students who receive two or more C grades will be put on probation. An adviser will meet with the student to set up a course of remediation, the student's records will be reviewed each semester, and the student may be limited to the number of credits taken while on probation. A student may be removed from academic probation when the specific cause for being placed on academic probation has been removed. A student who has not shown evidence of academic improvement and has not met academic qualifications to earn an Ed.D. may be suspended or terminated from the program following a formal hearing.

Learning Disabilities (M.A.)

(Pages 133-134)

Updated. New sixth paragraph.

Admission Requirements

6. The Learning Disabilities Teacher Consultant (LDTC) has been temporarily suspended.

Master of Arts in Learning Disabilities/Teacher of Students with Disabilities Certification

(Page 133)

Updated.

A 36-credit Master of Arts in learning disabilities is offered for licensed teachers seeking to develop expertise in working with pupils with learning disabilities or other exceptionalities. Teachers who successfully complete this program will be eligible for certification as Teacher of Students with Disabilities, the license required by the state of New Jersey for teaching pupils with learning disabilities or other disabilities in inclusive classrooms, resource centers or self-contained classrooms (see Teacher of Students with Disabilities Certification [nondegree] page 134).

Requirements Specialization (21 credits) for certification

	Credits
EDUC6740	
Introduction to Students with Disabilities and Autistic Spectrum Disorders.....	3
EDUC6744	
Foundations: Historical, Philosophical and Legal Issues Related to Disabilities.....	3
EDUC6745	
Principles and Practices of Collaboration and Inclusion.....	3
EDUC6746	
Learning Environment and Effective Management of Teaching and Learning.....	3

	Credits
EDUC6747	
Multisensory Reading Instruction for Students with Reading Disabilities....	3
EDUC7623	
Diagnosis of Learning Disabilities*.....	3
EDUC7624	
Correction of Learning Disabilities*.....	3

Additional Courses for Master of Arts Degree

EDUC6627	
Orientation for School Training.....	3
EDUC6792	
Assistive Technology for the Inclusive Classroom.....	3
EDUC6793	
Education of Students with Moderate to Severe Disabilities.....	3
EDUC6797	
Multisensory Mathematics Instruction for Students with Disabilities.....	3
EDUC7674	
Master's Seminar: Research in Specialization.....	2-3

*EDUC6745 Principles and Practices of Collaboration and Inclusion or EDUC6746 Learning Environment and Effective Management of Teaching and Learning are prerequisites.

Addendum

Teaching — Master of Arts in Teaching (M.A.T.)

Apprenticeship Teaching Model

(Pages 137–139)

Updated.

The Apprenticeship Model:

The required program of study for each certification area consists of the following courses.

Preschool Through Grade 3

Required Courses for Certification*

	Credits
EDUC6575	
Apprenticeship Teaching.....	6
EDUC6583	
Advanced Clinical Practice.....	2
EDUC6818	
Language Development and Literacy I.....	3
EDUC6824	
Teaching Laboratory and Field Experience I.....	1
EDUC6825	
Apprenticeship Teaching Seminar.....	2
EDUC6828	
Teaching Laboratory and Field Experience II.....	1
EDUC6835	
Effective Teaching and Effective Schools.....	3
EDUC6851	
Child Development from Birth to Age 8**.....	3
EDUC6852	
P-3 Curriculum and Assessment.....	3
EDUC6853	
Family and Community in Education.....	3
	Total...24–27

*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.

**An undergraduate child development course may fulfill EDUC6851 Child Development from Birth to Age 8.

Additional Required Courses for Completion of M.A.T.

	Credits
EDUC6584	
Computers as a Teacher's Aid: Curriculum and Instruction.....	3
EDUC6820	
Problem-based Strategies for Elementary Mathematics.....	3
EDUC7812	
Final Project.....	2–3
	Total8–9
EDUC6740	
Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3

Total Credits Required for Graduation.....36

Elementary Education

Required Courses for Certification*

	Credits
EDUC6575	
Apprenticeship Teaching.....	6
EDUC6583	
Advanced Clinical Practice.....	2
EDUC6818	
Language Development and Literacy I.....	3
EDUC6820	
Problem-based Strategies for Elementary Mathematics.....	3
EDUC6824	
Teaching Laboratory and Field Experience I.....	1
EDUC6825	
Apprenticeship Teaching Seminar.....	2
EDUC6828	
Teaching Laboratory and Field Experience II.....	1
EDUC6835	
Effective Teaching and Effective Schools.....	3
EDUC6893	
Evaluation and Measurement in Education.....	3
	Total.....24

*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.

	Credits
EDUC6584	
Computers as a Teacher's Aid: Curriculum and Instruction.....	3
EDUC6819	
Language Development and Literacy II.....	3
EDUC7812	
Final Project.....	2
	Total.....8

Additional Required Courses for Completion of M.A.T.

EDUC6740	
Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3

Total Credits Required for Graduation.....36

Secondary Education (Art, Biological Science, Chemistry, Earth Science, English, Mathematics, Physical Science, Physics and Social Studies)

Required Courses for Certification*

	Credits
EDUC6575	
Apprenticeship Teaching.....	6
EDUC6583	
Advanced Clinical Practice.....	2
EDUC6651	
Effective Reading Instruction.....	3
EDUC6824	
Teaching Laboratory and Field Experience I.....	1
EDUC6825	
Apprenticeship Teaching Seminar.....	2
EDUC6828	
Teaching Laboratory and Field Experience II.....	1
EDUC6835	
Effective Teaching and Effective Schools.....	3
EDUC6893	
Evaluation and Measurement in Education.....	3

*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.

Addendum

Appropriate methods course in discipline (EDUC) secondary only which includes:	Credits
EDUC6562 Standards-based Curriculum and Methodology: Secondary English or	
EDUC6563 Standards-based Curriculum and Methodology: World Languages or	
EDUC6566 Standards-based Curriculum and Methodology: Secondary Science or	
EDUC6568 Standards-based Curriculum and Methodology: Secondary Social Studies or	
EDUC6569 Standards-based Curriculum and Methodology: Visual Arts or	
EDUC6570 Standards-based Curriculum and Methodology: Secondary Mathematics.....	3
Total.....	24
<i>Additional Required Courses for Completion of M.A.T.</i>	
EDUC6584 Computers as a Teacher's Aid: Curriculum and Instruction.....	3
EDUC7812 Final Project.....	2
EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3
Elective.....	3
<i>Total Credits Required for Graduation.....</i>	<i>36</i>

English as a Second Language <i>Required Courses for Certification*</i>	Credits
EDUC6565 Second Language Acquisition: Methods and Curriculum.....	3
EDUC6574 Applied Linguistics for Language Teachers.....	3
EDUC6575 Apprenticeship Teaching.....	6
EDUC6583 Advanced Clinical Practice.....	2
EDUC6631 Assessment in the Second-language Classroom.....	3
EDUC6654 Literacy Development for Second-language Learners.....	3
EDUC6661 The Multicultural Classroom.....	3
EDUC6824 Teaching Laboratory and Field Experience I.....	1
EDUC6825 Apprenticeship Teaching Seminar.....	2
EDUC6828 Teaching Laboratory and Field Experience II.....	1
EDUC6835 Effective Teaching and Effective Schools.....	3
Total.....	30
EDUC7812 Final Project.....	2-3
EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3
<i>Total Credits Required for Graduation.....</i>	<i>36</i>

**Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.*

Course Offerings

Courses offered fall, spring and/or summer are so noted. To determine availability of courses not so designated, please check with appropriate school director.

New.

Education

Peter Sammartino School of Education

EDUC8650

3 Credits

Organization and Administration in Higher Education

This course provides an introductory exploration of the organization and administration of major American forms of higher education. The course will focus on the exploration of organizational and administrative forms, structures, processes, and critical issues including the organization across institutions and institutional types, as well as within the single institution. It will explore the different sectors of higher education, including public and private universities, liberal arts and technical colleges and community colleges. This course will provide the framework for the content in the studies of higher education.

EDUC8651

3 Credits

History of Higher Education

This course explores the history of higher education in the United States from the nation's formation to the present. It will explore the competing purposes Americans envisioned for colleges and universities. The course explores student life, institutional access and debates over the relationship between excellence and equity. It examines how colleges became centers of knowledge-making networks following World War II, and the activism of the 1960s and '70s. In addition, this course will give students a broader perspective on contemporary practices and problems in higher education including current developments in admission practices.

EDUC8652

3 Credits

Database Management and Reporting in Higher Education

This course will provide an introduction to data software and systems used to fulfill internal and external reporting. Essentials of data theory and management will be covered. Students will learn about the structure and querying of student information data systems (e.g. Banner, Colleague, PeopleSoft, Oracle) with respect to internal, state and federal reporting requirements. The use of common desktop data-management software (e.g. Excel, Access, SPSS, SAS) to create tabular and descriptive statistical analysis to support internal decision

Addendum

making will also be covered, including auditing and strategic planning.

EDUC8653

3 Credits

Sustainable Development and Higher Education

This course will examine how leaders in higher education can apply sustainable and equitable practices to support local and global communities. It will examine The Higher Education Sustainability Initiative (HESI), created in 2012 by the United Nations Department of Economic and Social Affairs, UNESCO. It will explore how higher education can integrate sustainable development across all disciplines of study, encourage research and dissemination of sustainable-development knowledge, develop green campuses and support local and global sustainability efforts, and engage and share information with international networks.

EDUC8654

3 Credits

Innovation and Technology in Higher Education

This course will explore how leaders in higher education can implement technology-enabled practices that optimize student success for all of today's students and create a culture that promotes collaboration, innovation, and change. Through case studies it will explore innovations that different higher education institutions have implemented successfully. It will explore online learning as a rapidly emerging framework for delivering instruction, as well as different technological applications, such as mobile technology, video conferencing and content-management systems.

EDUC8655

3 Credits

Building an Inclusive University Culture

This course will focus on how higher education leaders can create an organizational culture that respects all students, staff and faculty who comprise the learning community. It will examine institutional policies, laws and practices that can promote equitable practices. Different issues will be examined through case studies. Students with disabilities, bilingual populations, racial and gender differences will be discussed, as well as how changing demographics and socio-economic status affect student populations today.

EDUC8656

3 Credits

Enrollment Management

This course will examine the efforts related to recruitment, retention and graduation of students and how such work must be coordinated across the institution. It will also entail a focus upon revenue generation,

rankings, enrollment projections and institutional decisions that reflect and respond to broad demographic, economic, political and social forces respective to the needs of the institution to "craft an incoming class."

EDUC8657

3 Credits

Community Development and Workforce Skills in Higher Education

This course will explore common strategies for building partnerships between employers and educators to help students enter the workforce better equipped to establish careers. There is growing public concern about the return on investment (ROI) associated with higher education, which has created pressure for both public and private institutions to assume greater responsibility for students' post-graduation outcomes. Recent statistics report that there is an increasing misalignment between the talents employers demand and the skills graduates have as they enter the U.S. workforce. This course will examine how leaders in higher education can address this misalignment through articulations with community colleges and other universities, partnerships with local and national businesses and government agencies, work-based learning and internships, career services and University-wide initiatives.

EDUC8658

3 Credits

Higher Education Policy

The purpose of the course is to critically review current policy issues in higher education. The policy-making process, as well as methods of policy analysis and policy research, will be covered. This course will review higher-education policy issues on the state and federal level that leaders will most likely confront, such as state budgets, affordability, student loans, economic and workforce development, immigration and Title IX. It will also address policy issues impacting retention, graduation rates and the satisfaction and employment rates of graduates.

EDUC8659

3 Credits

Data Analytics and Visualization in Higher Education

Colleges and universities are increasingly using data analytics (i.e. predictive analytics) and visualization software (e.g. Tableau, Power BI) to analyze and benchmark student retention and graduation rates, as well as internal costs and productivity for improvement. This course will first cover predictive analytics and other regression-based models as they applied to marketing and admissions processes and predicting longitudinal student outcomes. The second half of the course will integrate the use of data-visualization software to create interactive-data models to enhance existing reporting as well as identify areas for

institutional improvement. Students will complete a capstone-data analysis project utilizing the skills introduced in both data-focused courses.

EDUC8660

3 Credits

Field-based Internship

This course will provide the student with real-life work experience within an approved higher-education institution. Mentors will be provided and students will attend a seminar to support their internship experiences.

EDUC8661

3 Credits

Assessment and Evaluation in Higher Education

This course will cover why assessments in higher education are crucial in measuring the educational effectiveness and quality of an institution. Formative and summative data will be discussed, as well as the different levels of assessment that need to occur: assessment of student-learning outcomes, assessment of disciplines and departments, and assessment of the institution. Instruments to collect data and methods of analysis will be covered.

EDUC8662

3 Credits

Quantitative and Statistical Analysis

A comprehensive survey of the theoretical and practical aspects of descriptive and inferential statistical procedures — z tests, t tests, analysis of variance, correlation and regression analysis, and nonparametric. Emphasis is on why and when to use the various procedures as well as on the interpretation of statistical results.

EDUC8663

3 Credits

Research Methods and Design

This course provides an introduction to quantitative and qualitative methods and procedures through the study of the logic and procedures of educational and social research. Information about the various stages of the research process with attention on measurement, sampling, design, data analysis and application will be included in the course.

EDUC8664

3 Credits

Dissertation Seminar

This seminar will guide students through the often-difficult process of conceptualizing a dissertation topic, writing proposals and defending both the proposal and the final project. Areas covered will include, but not be limited to, the development of a research statement; review of relevant literature; the writing process; internal review board (IRB) approval; data collection and analysis.

EDUC8665

0 Credits

Dissertation Maintenance

Continuation of the research project required of all Ed.D. candidates in higher education.

The Dissertation

A faculty mentor will be assigned to the doctoral candidate at the beginning of the program, and a traditional advisory committee will be set up before defense of the proposal. It is expected that the doctoral candidate will arrive at the dissertation phase with a research topic to pursue. The candidate can choose to complete a traditional or alternative dissertation format. For the alternative dissertation the candidate will develop at least three publishable manuscripts that support a singular theme; each manuscript will be approved by the committee in advance of the proposal defense. The candidate will follow the traditional dissertation format with five chapters: Chapter 1 is the introduction; Chapter 5 is the conclusion; Chapters 2, 3 and 4 are the individual papers. Candidates will be responsible for ensuring that their dissertation is consistent with University guidelines and the academic-integrity policy for their dissertation.

Electrical Engineering (M.S.E.E.)

(Pages 155–158)

Updated.

This program, on-campus or online, is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

Electronic Commerce (M.S.)

(Pages 159–160)

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

English for Professional Success

(Pages 160–161)

Placement Testing

(Page 160)

Updated.

While students may have achieved the TOEFL or other proof of English-proficiency score required for admission, further development in English proficiency may be necessary to support academic achievement and to ensure effective progress in the students' chosen academic program. All incoming graduate international students, unless exempt from testing, *must* be tested for placement during the orientation session. New international students should not assume that they are exempt from this English test even though they have had many years of English education in their home countries or abroad. Students will be placed into or exempted from taking an EPS course based on the result of their placement test.

Graduate students who are placed into an EPS course must take the lecture and corequisite lab and will be charged a fee upon registration

Addendum

Film (M.F.A.)

Application Deadlines

(Page 162)

Updated.

Fall application deadline: All students must begin the program with a summer residency (July or August) — the deadline for attending the residency and the fall semester is June 1.

Spring application deadline: All students must begin the program with a January residency — the deadline for the residency and the spring semester is November 30.

To Apply

(Page 162)

Revised.

1. Complete the FDU Graduate Application online.

- Choose a concentration: screenwriting, producing, directing, cinematography or editing.
 - Official transcripts should be sent to the Graduate Admissions Office. All undergraduate transcripts are required.
 - GRE scores are not required.
 - The M.F.A. program is housed on the Florham Campus in Madison, New Jersey.
2. Submit a portfolio or a link to a portfolio via email to gradfilm@fdu.edu.
- Applicants can submit a film work (.mov or QT file), a screenplay, stage play or creative writing document (Use PDF or MS Word format). Portfolios may contain live-action film material, screenplays or other written narrative work. Work from other disciplines can be submitted — be it animation, playwriting, photography, graphic design or fine arts.
 - If the portfolio is too large to email, applicants will be directed to the University's server. Email gradfilm@fdu.edu for details.

3. Letters of recommendation are welcome but not required. They can be sent to the Graduate Admissions Office at grad@fdu.edu.

4. Applicants should complete the Free Application for Federal Student Aid (FAFSA) online for 2019–2020 as soon as possible if they require financial aid. They do not have to accept any funds unless they choose to. Many graduate students

are eligible for state and/or federal loans and aid. FDU's Financial Aid Office at the Florham Campus (973-443-8704) can assist with this.

In making admissions decisions, the greatest weight will be given to the portfolio, screenwriting samples, completed film projects, festival and professional recognition. Work-related experience will also be taken into consideration. While admission will not require the undergraduate major to have been in a film-related field, creativity demonstrated while an undergraduate or in professional work environments will be considered.

Prospective students may also arrange a meeting with one of the program directors to discuss program options and tour the film facilities.

Curriculum

(Page 162)

Revised.

The degree takes a minimum of two years to complete. Students have up to five years to finish the program. Four on-campus residencies, eight online courses and a portfolio are required for the degree. A total of 60 credits are required to graduate.

Global Affairs (M.A.)

(Pages 164–166)

Updated.

Offered under the auspices of the School of Public and Global Affairs, the M.A. in global affairs comprises 30 credits (10 courses) of graduate-level course work offered primarily to consular and diplomatic staff off-campus.

Hospitality Management Studies (M.S.)

(Pages 172–176)

Updated.

International School of Hospitality, Sports, and Tourism Management (ISHSTM) is located in the third-largest hospitality destination in the world

This program is offered under the auspices of the International School of Hospitality, Sports, and Tourism Management, at the Florham Campus, Madison, New Jersey; and the Metropolitan Campus, Teaneck, New Jersey; various locations throughout New Jersey; and at the FDU Vancouver Campus, British Columbia, Canada.

Management Information Systems (M.S.)

(Pages 176–178)

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

Medical Technology (M.S.)

(Pages 178–180)

Updated.

This program is offered under the auspices of the Henry P. Becton School of Nursing and Allied Health, Metropolitan Campus, Teaneck, New Jersey.

Nursing (M.S.N.)

(Pages 180–189)

Updated.

This program is offered under the auspices of the School of Nursing and Allied Health, Metropolitan Campus, Teaneck, New Jersey; and Florham Campus, Madison, New Jersey.

Nursing Education

(Page 183)

The nurse educator M.S.N. program prepares nurses as direct-care givers and teachers in associate or bachelor's degree programs in nursing education. Students acquire knowledge and skills in teaching and direct-patient care that enable them to work effectively with students, patients and consumers. Students complete a preceptored practicum that is individually tailored to student goals. The program is also available online.

Required Core Courses (8 credits)

	Credits
NURS6600	
Introduction to Advanced Nursing: Philosophies and Theories.....	3
NURS7701	
Advanced Research and Evidence-based Practice.....	3
NURS7752	
Master Project Seminar.....	2

Advanced Nursing Education Courses (25 credits)

NURS6615	
Advanced Pharmacology.....	3
NURS6620	
Advanced Health Assessment Theory.....	2
NURS6621	
Advanced Health Assessment Practicum.....	2
NURS7702	
Advanced Pathophysiology.....	3
NURS7705	
Educational and Learning Theory.....	3
NURS7706	
Teaching Strategies for the Learning Environment.....	3
NURS7713	
Curriculum Development and Theory.....	3
NURS7714	
Outcomes Assessment.....	3

Credits

NURS7722	
Advanced Nursing Care Practicum.....	3
NURS7771	
Seminar in Nursing Education.....	2
	Total.....
	35

Course Offerings

(Pages 184–189)

Updated.

NURS7771

2 Credits

Seminar in Nursing Education

This course provides the opportunity for the students to discuss pertinent issues, challenges and innovations in nursing education in the 21st century. Discussion will be guided by faculty mentors. Prerequisite: NURS7717 Teaching Practicum.

NURS7722

3 Credits

Advanced Nursing Care Practicum

The course requires students to provide sustained direct care to individuals, families and populations in various settings. Students will apply nursing, research, science and educational theories in the role of direct-care giver at the M.S.N. level. This course requires the student to complete 120 hours of mentored practicum by an advanced practice nurse faculty. Participation in this course facilitates the synthesis of nursing, educational theories, concepts and research in performing the advanced practice role in a wide range of settings including acute, chronic, critical-care, long-term care, home-health, community and educational settings.

Addendum

Nursing Practice (D.N.P.)

(Pages 190–193)

Updated.

This program is offered under the auspices of the Henry P. Becton School of Nursing and Allied Health, Metropolitan Campus, Teaneck, New Jersey.

Occupational Therapy (O.T.D.)

New.

The Occupational Therapy Doctorate (O.T.D.) is a 107-credit, two-and-a-half-year hybrid program, which is delivered over eight semesters, including summers. The program begins in January, and all courses are sequential. The curriculum is designed to provide an excellent education for students planning for professional roles as occupational therapy practitioners in traditional and community settings and in areas of newly identified need. All qualified students are awarded an O.T.D. degree after successful completion of the coursework, clinical experiences and doctoral capstone. This coursework includes foundational courses, immersive competencies, fieldwork experiences, scholarly-group activities, individual projects, case studies, intensive writing and reflective assignments.

During the length of the program and concurrent with coursework, students are placed in three different clinical sites (adults, pediatrics and emerging-practice areas) to complete fieldwork Level I experiences. During the program's fifth and sixth semesters, students complete two 12-week (480-hour) Level II clinical rotations, for a total of 960 hours.

Additionally, on the eighth semester all doctoral students complete an experiential residency for 14 weeks or 560 hours.

An Occupational Therapy Doctorate from Fairleigh Dickinson University will prepare students to be generalist-interprofessional occupational therapists advancing equitable, diverse, inclusive and sustainable health-care practices. The FDU O.T.D. program focuses on educating a new generation of interdisciplinary-system thinking and compassionate leaders who are socially and environmentally engaged within local and global health practices to advance equitable, diverse, inclusive and sustainable health-care practices. FDU O.T.D. leaders learn to integrate the multiple skills needed to contemplate and effectively propose solutions to a rapidly changing health, community and educational system. The O.T.D. curriculum provides students with an interprofessional learning environment

and activities that facilitate adaptation and prepares students for occupational therapy practice and leadership roles in diverse communities.

The Occupational Therapy Doctorate program is offered by the School of Pharmacy and Health Sciences at the Florham Campus, Madison, New Jersey.

Admission Requirements

Prior to matriculation, applicants to the FDU School of Pharmacy and Health Sciences should complete a bachelor's degree at any regionally accredited college or university, including the following required courses:

	Credits
Anatomy and Physiology I with Lab	4
Anatomy and Physiology II with Lab	4
Neuroscience or Brain and Behavior	3
Life Span or Human Development	
or	
3 courses to include Childhood, Adolescent and Adult Development	
or	
Courses that cover the Life Span Development.....	3
Cultural Ideas and/or Global Perspectives (any course in one of the following areas: world religions, gender studies, sociology, anthropology)	3
Medical Terminology.....	1–3
Abnormal Psychology	3
Statistics.....	3
English Composition	
or	
Technical Writing.....	3
Humanities (Ethics, Philosophy, Anthropology or Theology).....	3

Standardized Testing

Applicants are required to take the Miller Analogies Test (MAT). A competitive applicant will score at or above the 50th percentile.

Observation Hours

To be admitted, students must have completed a total of 55 observations hours in two or more settings (e.g., hours cannot all be completed with pediatrics).

Letters of Recommendation

Three letters of recommendation from professors, therapists and/or other professionals familiar with the student's knowledge, skills and achievements.

Academic Integrity

Students applying to the School of Pharmacy and Health Sciences must sign an affidavit of integrity, stating that all supporting portfolio or written materials submitted for application is the student's original work. Any evidence of plagiarism or academic dishonesty will result in denial of admission or removal from the program and forfeiture of any student status, tuition or fees paid while enrolled within the program.

Essential Functions

For detailed information about the essential functions and requirements, visit the School of Pharmacy and Health Sciences' website at www.fdu.edu/otd.

ACOTE Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an onsite evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

FDU Occupational Therapy Outcomes**Rehabilitation and Wellness Knowledge**

1.1 Demonstrate foundational knowledge about established and evolving bio-psychosocial and medical sciences and

their applications to individuals and populations' care.

1.2 Demonstrate an investigative and analytic-thinking approach to clinical situations.

1.3 Correlate, integrate and apply the following to common emergent and non-emergent rehabilitation and behavioral scenarios across the life span: occupational profile; interventions; and management or rehabilitation conditions to include medical and wellness approaches and treatment modalities.

Client-centered Care and Quality Improvement

2.1 Accurately formulate and develop client-centered treatment plans.

2.2 Obtain an accurate occupation-based history and perform a comprehensive occupational-therapy assessment.

2.3 Demonstrate an understanding of how practice decisions regarding allocation of resources impact the finances of health organizations, while safeguarding the practice of cost-effective health care that does not compromise quality of care.

2.4 Provide health-care services and education aimed at disease prevention and health maintenance.

Professionalism and Ethics

3.1 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent and business practices, including compliance with relevant laws, policies and regulations.

3.2 Demonstrate sensitivity to a diverse patient population by identifying the sociocultural, familial, psychological, economic, environmental and spiritual factors impacting health care and health-care delivery; and responding to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Systems-based Practice and Practice-based Learning

4.1 Critically appraise the scientific literature to use current practice guidelines and apply evidence-based practice principles to client/patient care.

4.2 Understand, access, utilize and evaluate effectiveness of resource providers and systems to provide optimal occupational therapy care.

4.3 Demonstrate an awareness of and responsiveness to the more extensive health-care system to provide patient care that balances quality and cost while maintaining the person's sense of agency.

Interprofessional Collaboration and Leadership

5.1 Develop an interdisciplinary plan of advocacy for effective health-policy changes that will facilitate health and social equity.

5.2 Contribute to the creation, dissemination, application and translation of new health-care knowledge and practices in an interprofessional team.

Interpersonal Communication Skills and Health Literacy

6.1 Demonstrate interpersonal and communication (verbal, nonverbal, written and electronic) skills that result in effective information exchange with clients, caregivers, interprofessional team members and other individuals within the health care system.

6.2 Provide effective, equitable, understandable and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy and other communication needs, adhering to the culturally and linguistically appropriate services (CLAS) standards.

Requirements for the Occupational Therapy Doctorate Program

1st Semester	Credits
OTD6101	
OT: History, Theory and Practice.....	3
OTD6104	
Professional Formation, Ethics and Advocacy.....	3
OTD6110	
Neuroscience of Daily Living.....	3
OTD6208	
Health Conditions and Epidemiology.....	3
OTD6212	
Research I: Qualitative and Quantitative Measures.....	3
OTD6214	
Cognition Across the Life Span.....	2
Total.....	17

Addendum

2nd Semester

	Credits
OTD6115	
Interprofessional Collaborative Practice.....	1
OTD6200	
Practice Immersion I: Mental Health.....	4
OTD6205	
Sensory Modulation Across Human Development	1
OTD6299	
Level IA: Fieldwork Mental Health.....	1
OTD6320	
Research II: Mix Methods and Statistics	3
OTD6325	
Professional Seminar I: Wellness.....	1
OTD7115	
Social Determinants of Health.....	3
Total.....	14

3rd Semester

OTD6300	
Practice Immersion II: Adult Physical Rehabilitation	4
OTD6305	
Anatomy and Kinesiology of Occupational Performance	3
OTD6310	
Movement and Adaptation	3
OTD6315	
Upper Extremity Evaluation and Intervention.....	2
OTD7000	
Practice Immersion III: Neurological Rehabilitation.....	3
OTD7099	
Level IB: Fieldwork Physical Disabilities.....	1
Total.....	16

4th Semester

OTD7004	
Capstone I.....	1
OTD7012	
Occupational Therapy Management and Leadership.....	3
OTD7100	
Practice Immersion IV: Pediatrics and Youth.....	3
OTD7105	
Contemporary Issues in Pediatrics.....	2
OTD7130	
Rehabilitation Engineering and Assistive Technology.....	3
OTD7199	
Level IC: Fieldwork Pediatric and Youth.....	1

	Credits
OTD8100	
Health Literacy, Justice and Occupation.....	3
Total.....	16

5th Semester

OTD7015	
Physical Agent Modalities and Technology	1
OTD7125	
Professional Seminar II: Fieldwork Preparation	1
OTD7205	
Capstone II.....	1
OTD7298	
Level IIA: Fieldwork Adult or Pediatric Rotation.....	6
Total.....	9

6th Semester

OTD7110	
Interprofessional Health Care Engagement.....	1
OTD7299	
Level IIB: Fieldwork Adult or Pediatric Rotation.....	6
OTD8015	
Capstone III.....	2
Total.....	9

7th Semester

OTD8000	
Quality Improvement: Translational Sciences.....	2
OTD8005	
Curriculum and Instruction: Theory and Practice.....	3
OTD8010	
Occupational Therapy Doctorate Seminar	3
OTD8105	
Health Care Leadership and Change	3
OTD8110	
Business Plan and Development in Occupational Therapy.....	3
OTD8115	
Capstone IV.....	2
OTD8199	
Level ID: Occupational Therapy Emerging Area.....	1
Total.....	17

8th Semester

OTD9000	
Doctoral Residency.....	8
OTD9005	
Doctoral Capstone Presentation	1
Total.....	9

Course Offerings

Courses offered fall, spring and/or summer are so noted. To determine availability of courses not so designated, please check with appropriate school director.

New.

Occupational Therapy

School of Pharmacy and Health Sciences

OTD6101

3 Credits

OT: History, Theory and Practice

This course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on philosophical and theoretical assumptions of the profession. This course is designed to introduce students to the occupational therapy process and the Occupational Therapy Practice Framework (OTPF) 4th ed., (AOTA, 2020) as well as the Doctoral Capstone Project. Through interactive teaching, peer instruction and participatory activities, students investigate the complexities and sustainability principles of occupation as the foundation of occupational therapy.

OTD6104

3 Credits

Professional Formation, Ethics and Advocacy

This course examines advocacy methods at both the individual and systems' levels. Informed by social teaching, this course then applies ethical decision-making strategies toward creating a more just society supporting occupational participation. Students will learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy and the consumers of occupational therapy services.

OTD6110

3 Credits

Neuroscience of Daily Living

The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion and behavior and the functional consequences of different types of lesions or dysfunction. Topics include neuroanatomy; development of the nervous system; the function of central, peripheral, limbic and autonomic nervous systems; motor control; sensation (vision, hearing, vestibular, somatosensation) and cognition; and how lesions within these areas can interfere with occupational performance. Typical neurological pathologies and injuries will be discussed regarding their relation to affected neurological structures and how they manifest into clients'

performance deficits (social, physical and cognitive). Laboratory sessions are focused on exploring the human brain's anatomical structures and introducing neurological assessments used in occupational therapy practice.

OTD6115

1 Credit

Interprofessional Collaborative Practice

This interprofessional course focuses on preparing health care professionals with the foundational skills needed to effectively collaborate and consider sustainable health-development practices. Particular emphasis will be on identifying and stratifying populations at risk due to environmental changes affecting population health and health care practices. The focus is on applying the Occupational Therapy Practice Framework to larger interprofessional initiatives concerned with society's environmental, social and economic issues, communication, collaboration, leadership and professionalism. Global (United Nations) and national standards initiatives form the foundation of the course.

OTD6200

4 Credits

Practice Immersion I: Mental Health

This course will familiarize students with mental health and applications of the occupational therapy process with individuals across the life span who experience psychosocial impairment and formal psychiatric diagnosis. Through the use of case-based competencies, the course will evaluate students' ability to identify and apply appropriate evaluation and intervention methods associated with the practice area and learned within the course context. Students will understand the various practice settings and service delivery models associated with this practice area, from traditional to emerging. Additionally, students will discuss the variations in the occupational therapist's role and other interdisciplinary team members' roles in each of these settings, including telehealth. The course will explore the "lived experience" and contextual factors (social, environmental and financial) of individuals, populations and communities affected by psychiatric conditions allowing students to understand the unique impacts of associated occupational performance deficits.

OTD6205

1 Credit

Sensory Modulation Across Human Development

This seminar is an introduction to sensory processing, system thinking, polyvagal theory, trauma and attachment-informed care and seclusion and restraint-reduction models. Learning activities include a combination of lecture, interactive laboratory and clinical-case

exploration. A review of supporting research, neuroscience and related assessment, treatment planning, goal setting and therapeutic interventions are explored. Students learn a variety of practical ideas and resources for individual and programmatic applications. Modifications for working with children, adults and geriatric populations of varying ability levels are explored. Prerequisite: OTD6110 Neuroscience of Daily Living.

OTD6208

3 Credits

Health Conditions and Epidemiology

This course presents the etiology, epidemiology and symptoms of medical conditions across the life span that are commonly referred to as occupational therapy services. Course content emphasizes the effects of trauma, disease and congenital conditions on the biological, psychological and social domains of occupational behavior. An exploration of sustainability and cultural perspectives on disease and wellness will be included. The course is designed to collaborate with and complement information presented in physical rehabilitation, pediatrics, mental health and neurorehabilitation immersive, and to provide a thought-provocative basis for professional skills as well as ethics and management. Prerequisite: OTD6110 Neuroscience of Daily Living.

OTD6212

3 Credits

Research I: Qualitative and Quantitative Measures

In this course, students will engage in a process to deconstruct published research from many health-science disciplines to identify the most appropriate evidence-based practice in occupational therapy settings. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, hands-on practice, discussions, quizzes, tests and a paper to summarize research, including determining a clinical bottom line. Prerequisite: OTD6100 Fundamentals of Health Science Leadership.

OTD6214

2 Credits

Cognition Across the Life Span

The course delineates and describes cognition as a fundamental component of the sustainability of all purposeful activity. During the course of the semester, students will discuss different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem solving, expertise, creativity and decision making. The course emphasis will be on how occupational therapists have used research evidence to develop assessments and interventions to understand human functional capacity and ability to function. Prerequisite: OTD6110 Neuroscience of Daily Living.

OTD6299

1 Credit

Level IA: Fieldwork Mental Health

Students will complete a part-time fieldwork experience in a community agency or an occupational-therapy setting. Students will also participate in experiential discussion in OTD6200 Practice Immersion I: Mental Health.

OTD6300

4 Credits

Practice Immersion II: Adult Physical Rehabilitation

The focus of this course is on the largest growing demographic group in this century, older adults. Students will explore a range of geriatric-practice settings and service-delivery models. They will apply evidence-based theories, models and frames of reference that shape occupational therapy evaluation for older adults. This course will address the complex physical, psychosocial and contextual barriers (social, environmental and financial) pertaining to occupational performance for older adults. Students will also examine primary conditions encountered and learn how to evaluate the subsequent effects on an individual's occupational performance using a wide variety of assessment tools. Evidenced-based practice and ethical decision-making will be emphasized throughout this course.

OTD6305

3 Credits

Anatomy and Kinesiology of Occupational Performance

This course is designed to introduce students to the musculoskeletal and neuromuscular systems with the application of kinesiology and movement concepts to develop foundational knowledge of occupational performance. Muscle, joint and nerve structure and function will be studied and related to movement's biomechanical principles throughout everyday activities and occupations. Client factors, body functions and body structures related to movement are studied as they affect performance in areas of occupation. Laboratory sessions will incorporate SynDavers (synthetic human cadavers) dissection as part of an active-learning environment in which students study the anatomical basis of movement while appreciating human variation.

OTD6310

3 Credits

Movement and Adaptation

This course supports the student's development of foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques

Addendum

most commonly used in occupational therapy practice, including goniometry of range of motion (ROM) and manual muscle testing (MMT) while employing logical thinking, critical analysis, problem-solving and creativity in order to analyze and adapt occupations and activities to promote human participation. The dynamics of occupation and activity embedded in sustainability, including the interaction of occupation, performance skills, performance patterns, activity demands, context(s) and client factors will be explored. Lab sessions will consist of analysis, observation and movement measurement through knowledge of body structures and function. Emphasis will be placed on understanding how occupational performance during function and movement is affected by biomechanics, joint structure and muscle function.

OTD6315

2 Credits

Upper Extremity Evaluation and Intervention

This course provides students with the theoretical basis and practical applications of upper-limb rehabilitation for practicing therapists. Students will learn occupation-based evaluation and intervention for individuals with acute and chronic upper-extremity disorders. This includes static and dynamic splitting principles, which students will use to fabricate and design orthotics and splints. Students will learn practical orthotic approaches that incorporate anatomical, medical and biophysical information with specific psychomotor skills. In addition to splinting, students will learn upper-limb rehabilitation treatment practices for scapular manipulation, rotator-cuff pathologies, tendon or nerve injuries, scar management and wound healing.

OTD6320

3 Credits

Research II: Mix Methods and Statistics

In this course, students will use narrative and statistical methods to anticipate the design of research projects resulting from and in evidence-based practice. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, hands-on practice, discussions as well as quizzes, tests and a paper describing the design of a research prospectus.

OTD6325

1 Credit

Professional Seminar I: Wellness

This course provides tools to support occupational therapy professions build mindful (holistic) practices in everyday work environments. Exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional

life satisfaction. Emphasis will be on creating practical strategies to support the students' overall success and wellness in the program and in the transition from student to practitioner.

OTD7000

3 Credits

Practice Immersion III: Neurological Rehabilitation

Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders. Time management, creative thinking, decision-making, problem-solving and reasoning abilities as they relate to progressing the plan of care are emphasized. Sections of the study will include selected progressive disabilities, traumatic brain injury, cerebral-vascular accident, spinal-cord injury and pediatric neurological conditions.

OTD7004

1 Credit

Capstone I

In this course, students will work with a faculty mentor to design sound and ethical, evidence-based capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures; practice-writing research components (research question, problem, purpose and the gap in practice); discussions as well as writing a research prospectus that includes an introduction, methods, results, analysis and discussion sections. Prerequisite: OTD6320 Research II: Mix Methods and Statistics.

OTD7012

3 Credits

Occupational Therapy Management and Leadership

The principles of management in the provision of sustainable occupational therapy services will be considered in-depth, including the principles of organizing, planning, directing, leading, budgeting and communicating. A variety of systems and models will be examined in relation to the marketing and delivery of occupational therapy services. Workplace professionalism, including reliability and competence, will also be addressed.

OTD7015

1 Credit

Physical Agent Modalities and Technology

Incorporating thermal and electrical modalities as an adjunct intervention within a treatment plan can enhance patient outcomes. This course will emphasize the application, theory and evidence behind the use of both thermal and electrical modalities in clinical practice. The lectures and lab practice will foster critical-thinking skills to enable practitioners to select

and use therapeutic modalities applied to a variety of patient conditions. Topics covered are: indications, contraindications/precautions, application methods for superficial heat and cold modalities, ultrasound and electrical modalities. Also covered are evaluation principles pertinent to modality selection and a brief review of upper-quarter anatomy to assist with the application of physical agent modalities and a discussion on ethics, documentation and the economics of therapeutic modalities. Through lecture, demonstration, considerable lab practice and numerous case studies, participants will apply the information learned and skills practiced directly to their practice settings. Modalities covered: moist-heat packs, paraffin-wax treatment, fluidotherapy, ultrasound, cold packs, ice massage, contrast bath, neuromuscular electrical stimulation (NMES), transcutaneous electrical stimulation (TENS), interferential current (IFC), high-voltage pulsed current (HVPC) and iontophoresis (IO). An introduction to biofeedback will also be included.

OTD7099

1 Credit

Level IB: Fieldwork Physical Disabilities

Students will complete a part-time fieldwork experience in diverse community agencies or an occupational-therapy setting. Students will also participate in experiential discussion in OTD6300 Practice Immersion II: Adult Physical Rehabilitation and OTD7000 Practice Immersion III: Neurological Rehabilitation.

OTD7100

3 Credits

Practice Immersion IV: Pediatrics and Youth

This course integrates theory and evidence-based practice in occupational-therapy treatment from birth to adolescents across a variety of practice settings. It covers typical and atypical developmental processes and the impact of disability on occupation. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach. Cases will include increasingly complex psychosocial, physical and contextual barriers to occupational performance for children and adolescents. Lab experiences will promote critical analysis and facilitate the growth of a clinical skill set. Competency in entry-level intervention and documentation skills, clinical reasoning, and ethical decision-making will be emphasized throughout the course in preparation for fieldwork experiences. During the semester, students will complete a Level 1 or practicum experience (OTD7199 Level IC: Fieldwork Pediatric and Youth). The experience will provide direct exposure to specific clinical aspects of occupational therapy in a selected pediatric fieldwork setting. In

addition, this practicum experience will provide an opportunity to observe and practice the knowledge and skills gained during the integrated OTD7100 Practice Immersion IV: Pediatrics and Youth and OTD7105 Contemporary Issues in Pediatrics experience. Prerequisites: OTD6300 Practice Immersion II: Adult Physical Rehabilitation and OTD7000 Practice Immersion III: Neurological Rehabilitation. Corequisite: OTD7199 Level IC: Fieldwork Pediatric and Youth.

OTD7105
2 Credits

Contemporary Issues in Pediatrics

This course is designed to provide students with the opportunity to further explore contemporary topics in pediatrics. This includes examining the factors affecting children and their families including grief, societal demands, technology, and social media. The role of the occupational therapist will be highlighted in a variety of pediatric settings and how to utilize interdisciplinary collaboration to support children and their families. Utilizing case-based studies and hands-on experiences, students will be provided with opportunities to effectively select evidence-based intervention strategies in order to determine clinical efficacy.

OTD7110
1 Credit

Interprofessional Health Care Engagement

This second interprofessional course is more specific to health-care administration and seeks to improve students' abilities to function in interprofessional teams by using knowledge of various health-care professions, principles of teamwork pertinent to any setting and knowledge of teams as they function specifically in health care. Among the topics covered are team formation, leading teams, decision-making in teams, managing conflict in teams and some aspects of using teams for health-care quality and safety improvement. The course identifies many members of clinical teams, including nurses, pharmacists, physicians, physician assistants, social workers and administrators.

OTD7115
3 Credits

Social Determinants of Health

Concepts from occupational therapy, nutrition, pharmacology and bio-psychosocial sciences are used to critically examine the determinants of health, wellness and illness across the life span. Environmental, sociocultural and economic factors that influence health-care practices are emphasized, as well as the collaborative relationship that exists between the patient and the occupational therapist in this process. Strategies of health promotion and primary prevention for individuals and for healthy populations are explored.

OTD7125

1 Credit

Professional Seminar II: Fieldwork Preparation

This seminar course prepares students for the transition from the academic setting to educationally directed clinical/community practice experiences under a clinical fieldwork educator's supervision. Topics will include, but not be limited to, professional identity and behaviors, including Level II fieldwork expectations and evaluation procedures, FDU Department of Occupational Therapy policies and procedures related to the fieldwork experience, supervisory relationships, professional licensure and credentialing, including the NBCOT examination. By sharing clinical cases and students' introductory level I experiences, they will learn clinical-reasoning skills, professional behaviors and practical issues and connect course-based learning and clinical/community practice. Students will understand the professional skills needed for successful Level II fieldwork participation and becoming an entry-level occupational therapist practitioner through discussion and activities

OTD7130

3 Credits

Rehabilitation Engineering and Assistive Technology

Assistive technology (AT) devices and services and accessibility interventions have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily occupations. This course will focus on learning about various assistive-technology devices and services, including but not limited to "evaluation and assessment, selection and training, procurement, legislation and funding." It will also address accessibility interventions in home, community, school and education. Students will gain an understanding of these applications as they pertain to communication, learning and environmental. Prerequisite: OTD6300 Practice Immersion II: Adult Physical Rehabilitation.

OTD7199

1 Credit

Level IC: Fieldwork Pediatric and Youth

Students will complete a part-time fieldwork experience in a community agency, school, or an occupational therapy setting. Students will also participate in experiential discussion in OTD7000 Practice Immersion III: Neurological Rehabilitation and OTD7100 Practice Immersion IV: Pediatrics and Youth.

OTD7205

1 Credit

Capstone II

In this course, students will work with a faculty mentor to implement a sound and ethical, evidence-based capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures; practice writing research components (research question, problem, purpose and gap in practice); as well as the development of a professional portfolio, including all components of the capstone-project implementation.

OTD7298

6 Credits

Level IIA: Fieldwork Adult or Pediatric Rotation

The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full-time 12-week fieldwork experience is the final stage of preparing occupational therapy students for entry-level practice. This course entails three months of full-time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Students are assigned to an approved clinical education site in accordance with the accreditation standards for an Accredited Education Program for Occupational Therapists, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before students are permitted to enter Fieldwork II. Fieldwork Practicum II-1 is an in-depth, hands-on, lived experience critical to occupational therapy education. In supervised settings, students apply their academically acquired knowledge to patients/clients/customers in a variety of settings and at various levels of care, where occupational therapy is provided. It includes most health care institutions, outpatient clinics, community-based services and/or schools. The course addresses the curriculum's contextual application component, reflecting the educational themes of interdisciplinary learning, creativity, innovation, knowledge, leadership and communication embedded in a global perspective of practice.

OTD7299

6 Credits

Level IIB: Fieldwork Adult or Pediatric Rotation

The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full-time 12-week fieldwork experience is the final stage of preparing occupational therapy students for entry-level practice. This course entails three months of full-time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across

Addendum

the life span. Students are assigned to an approved clinical-education site in accordance with the accreditation standards for an Accredited Education Program for Occupational Therapists, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before students are permitted to enter Fieldwork II. Fieldwork Practicum II-1 is an in-depth, hands-on, lived experience critical to occupational therapy education. In supervised settings, students apply their academically acquired knowledge to patients/clients/customers in a variety of settings and at various levels of care, where occupational therapy is provided. It includes most health care institutions, outpatient clinics, community-based services and/or schools. The course addresses the curriculum's contextual application component, reflecting the educational themes of interdisciplinary learning, creativity, innovation, knowledge, leadership and communication embedded in a global perspective of practice.

OTD8000

2 Credits

Quality Improvement: Translational Sciences

This course will introduce students to concepts in quality improvement and the current post-acute health care environment that is creating a culture of quality and value-based purchasing. Students will understand the components of a quality indicator, including both process and outcome indicators. Students will reflect on how the field of occupational therapy can benefit from defining and monitoring quality. The course will also consider developing and validating quality indicators and implementing quality-improvement projects, exploring the connection with evidence-based practice. Students will learn how to track and monitor quality-improvement projects.

OTD8005

3 Credits

Curriculum and Instruction: Theory and Practice

This course is a study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. It is designed to introduce both the new instructors and the experienced instructor to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

OTD8010

3 Credits

Occupational Therapy Doctorate Seminar

This seminar aims to prepare students for the Doctoral Experiential Component under the supervision of academic mentors or clinical preceptors.

OTD8015

2 Credits

Capstone III

In this course, students will work with a faculty mentor to implement a sound and ethical evidence-based capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures; practice writing research components (research question, problem, purpose and gap in practice); as well as the development of a professional portfolio, including all components of the capstone-project implementation.

OTD8100

3 Credits

Health Literacy, Justice and Occupation

This course will introduce students to the concept of health literacy and guide them in developing the knowledge and skills to advocate for themselves, family, friends, neighborhood and community, and engage productively with health care providers, systems, justice issues and policy. Students will explore their own and others' perspectives of health information and communication and different pathways and strategies to help create the conditions for informed and engaged individuals and communities. The course will cover health literacy from a human perspective (what they can do for themselves and others) and a systems perspective (what they can do to get health care systems, including providers, promote health literacy). Course activities include background readings, podcasts, individual assignments, a semester-long group project that culminates with a final paper and slide presentation, a mid-term exam and in-class discussions.

OTD8105

3 credits

Health Care Leadership and Change

Analysis of leadership behavior and administrative activities. Examination of major theories of leadership and motivation, including trait, behavioral, situational and power-influence leadership theories and cognitive-emotional principles for various levels of formal organization. Organizational politics and global social issues are also presented.

OTD8110

3 Credits

Business Plan and Development in Occupational Therapy

Students will learn how to use screening and feasibility tools to effectively conduct a business analysis to determine the worthiness of a potential new business idea. They will also complete a business plan including an executive summary, industry and market analysis, a marketing strategy and plan, an operations plan, a product/service development plan and a company structure. Lastly, students will identify the financial requirements of a new business and develop pro-forma financial statements (e.g., income statement, balance sheet, cash flow, etc.)

OTD8115

2 Credits

Capstone IV

The predoctoral residency will expose O.T.D. students to self-selected areas of interest. The residency in the O.T.D. program offers students the opportunity to extend and refine knowledge acquired in the curriculum and utilize it meaningfully as a means of critically analyzing occupational therapy practice. Students will articulate a rationale for professional rotation site choice(s) that consider(s): (a) their own occupational interests and needs; (b) the opportunities, limitations, requirements and needs of distinctive practice environments; and (c) the potential contribution a professional prepared with an O.T.D. degree might make to such environments. Emphasis will be placed on understanding the personal, communal and institutional/societal dimensions of professional development and on the appreciation of the critical balance between these three dimensions. Students will prepare a detailed plan of their residency and a weekly outcome description in preparation for their residency.

OTD8199

1 Credit

Level ID: Occupational Therapy Emerging Area

Students will complete a part-time fieldwork experience in a community agency, school or an occupational-therapy setting. Students will also participate in experiential discussion in OTD8100 Health Literacy, Justice and Occupation and OTD8105 Health Care Leadership and Change.

OTD9000

8 Credits

Doctoral Residency

Students pursuing a doctoral degree (O.T.D.) are required to complete a 14-week Doctoral Experiential Component (DEC). The goal of this experiential component is to develop occupational therapists with advanced skills (those beyond a generalist level), and it is

integral to acquiring deeper practice-scholar competencies as reflected in the program's curriculum design. In addition to patient care, opportunities to develop leadership skills include public speaking, participating in an interdisciplinary team and program development. This eight-credit course provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student and the opportunity to extend and refine knowledge and skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced-clinical practice, advocacy, teaching, administration, leadership, etc. Each O.T.D. student must successfully complete a minimum of 14 weeks (560) hours of the DEC.

OTD9005

1 Credit

Doctoral Capstone Presentation

In this seminar, students will work with a faculty mentor to implement a sound and ethical evidence-based capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures; practice writing research components (research question, problem, purpose and gap in practice); as well as the development of a professional portfolio including all components of the capstone-project implementation.

Post-Professional Occupational Therapy Doctorate (PPOTD)

New.

The Post-Professional Occupational Therapy Doctorate (PPOTD) is an advanced professional doctoral degree in which graduates develop interprofessional knowledge translation and leadership skills to enrich the delivery of health and human services. The PPOTD is only offered to licensed occupational therapists holding a master's or bachelor's degree. Upon completion of the core courses and selected specialization track, students present a scholarly capstone to their peers and extended community.

The interprofessional PPOTD program will be offered exclusively in an on-line format, consisting of 39 credits for Master of Science in occupational therapy (MSOT)-, Master of Arts in occupational therapy (MAOT)- or Master's of occupational therapy (MOT)-prepared occupational therapy practitioners and up to 54 credits for Bachelor of Science in occupational therapy (BSOT)-prepared practitioners. Twelve of the total program credits belong to a specialized track selected by each student. There is an additional three-credit course added to the curriculum to offer an international, interprofessional residency experience to those seeking to expand their knowledge abroad. Bachelor's-prepared students will have the opportunity to submit a professional portfolio to request consideration for waiving courses listed as requirements prior to entering the PPOTD.

The Fairleigh Dickinson University PPOTD will provide licensed practicing occupational therapy professionals an opportunity to advance their education to lead and advocate in two significant areas of practice: education and management/ leadership. The program will be focused on incorporating the five core values of health sciences programs: Think | Lead | Advocate | Communicate | Implement.

A critical important objective within the PPOTD program is to deliver its content with a cadre of interdisciplinary faculty from other health professions and schools to focus on incorporating the interprofessional education plan set forth by the School of Pharmacy and Health Sciences and adopted across the health professions programs. The mission of this interprofessional education plan is to bring together members of the care-team to build relationships, facilitate discussions and develop best-practice approaches for innovative and effective methods of interprofessional practice. The interprofessional PPOTD is intended to fill critical gaps in the state workforce, by preparing current occupational therapists for advanced professional practice at the doctoral level.

A number of the courses comprising the PPOTD degree are already offered in other health-care programs and schools signaling a robust interprofessional teaching and learning engagement. The entire curriculum will be offered online, and students will also have the opportunity to attend face-to-face on-campus sessions at the beginning and at the end of the program. The three-day, face-to-face on-campus immersive will add opportunities for students to interact with professional leaders, participate in collaborative service and scholarly projects and present their work to professional audiences. On-campus sessions will take place from Thursday to Sunday and will be scheduled well in advance. This primary online education format will provide the flexibility that working therapists need in order to continue their education.

Interactions with faculty will occur synchronously as well as asynchronously through coursework and timely advisement to meet the students' needs, as well as the learning outcomes each semester. All students will be assigned a faculty adviser, with whom they plan and monitor progress and their academic plan of study. Department standards will require that students have contact with their academic adviser at least twice a semester to discuss course access and any other curricular issues. Each course syllabus will provide students with clear expectations and degree of participation and preparation expected in each course.

Addendum

Students will be provided with online tutorials and will be appraised of the range of academic and financial resources to support them. They will also receive reasonable and adequate access to the range of student services to support their distance-education activities, for example, clarity of curricular and online community expectations and access to library resources, e-books and databases.

The Post-Professional Occupational Therapy Doctorate is offered by the School of Pharmacy and Health Sciences online.

Admission Requirements

To be considered for FDU's post-professional doctoral program, students must hold one of the following: an entry-level master of occupational therapy degree, a bachelor's degree in occupational therapy plus an earned master's degree in any field or a bachelor's degree in occupational therapy.

Other requirements for consideration include:

1. Graduation from an occupational therapy program accredited by Accreditation Council for Occupational Therapy Education (ACOTE),
2. A minimum graduation grade point ratio (GPR) of 3.00 on a 4.00 scale,
3. Evidence of current state occupational therapy license,
4. Successful completion of a statistics or research methods course within the past five years with a grade of B or better and
5. Basic computer competency, including word processing and internet skills.

Academic Integrity

Students applying to the School of Pharmacy and Health Sciences must sign an affidavit of integrity, stating that all supporting portfolio or written materials submitted for application is the student's original work. Any evidence of plagiarism or academic dishonesty will result in denial of admission or removal from the program and forfeiture of any student status, tuition or fees paid while enrolled within the program

Essential Functions

For detailed information about the essential functions and requirements, visit the School of Pharmacy and Health Sciences' website at www.fdu.edu/otd.

Requirements for the Post-Professional Occupational Therapy Doctorate Program

1st Semester	Credits
OTD6001	
Advanced Neuroscience of Occupation.....	3
OTD6003	
Quality Improvement	2
OTD6005	
Introduction to Biostatistics and Data Analysis	3
OTD6008	
Translating Evidence to Occupational Therapy Practice: Adapting and Implementing	3
OTD6010	
Capstone Preparation	1
	Total.....12
2nd Semester	
OTD6010	
Capstone Preparation.....	0
OTD6100	
Fundamentals of Health Sciences Leadership.....	3
OTD6105	
Social and Behavioral Determinants of Public Health.....	3
Electives	6
	Total.....12
3rd Semester	
OTD6010	
Capstone Preparation.....	0
OTD7001	
Change Leadership in Policy and Practice.....	3
OTD7005	
Global Interprofessional Health and Wellness.....	3
Electives	6
	Total.....12
4th Semester	
OTD7010	
Occupational Therapy Doctoral Capstone	3
OTD7020	
International Immersive.....	3
or	
Elective.....	3
	Total.....6

Management/Leadership Track Courses

	Credits
OTD6210	
Health Care Leadership and Change	3
OTD6215	
Innovation in Health Care Organizations.....	3
OTD6220	
Best Practices in Health Care Organizational Operations.....	3
OTD6225	
Strategic Decision Making in Health Care	3

Education Track Courses

EDUC6702	
Curriculum and Instruction: Theory and Practice.....	3
EDUC6704	
Change: Curriculum Development and Program Improvement	3
EDUC6718	
Curriculum, Program Evaluation and Student Assessment.....	3
EDUC6745	
Principles and Practices of Collaboration and Inclusion	3

Course Offerings

Courses offered fall, spring and/or summer are so noted. To determine availability of courses not so designated, please check with appropriate school director.

New.

Post-Professional Occupational Therapy

School of Pharmacy and Health Sciences

OTD6001 5 Credits Advanced Neuroscience of Occupation

This course studies the "braiding" of occupation with neuroscience. The origins and current status of neuroscience and occupation will be identified and related to the advance application of theory and research pertinent to occupational therapy including occupation-based practice using clinical reasoning. This course sequence provides an overview of neuroscience, philosophy of science and chaos/complex theory as the foundation of understanding neuroscience and occupation as they interrelate. Pertinent neural systems are covered with an emphasis placed on examination of the neurological system as a system of support underlying occupation, occupational patterns, and the

occupational nature of humans. Identification of an area of study pertinent to occupational therapy practice will be made and professional literature supporting the neuroscience of occupation dynamics will be explored. This course builds upon the program view of students as self-directed and critically inquiring learners and provides students with the opportunity to explore areas of study with potential for advancing occupational therapy knowledge and transforming future practice.

OTD6003
2 Credits

Quality Improvement

This course will introduce students to concepts in quality improvement and the current post-acute health care environment that is creating a culture of quality and value-based purchasing. Students will understand the components of a quality indicator, including both process and outcome indicators. They will reflect on how the field of health care generally, and their own practice specifically, can benefit from defining and monitoring quality. The course will also consider how to develop and validate quality indicators and implement quality-improvement projects, exploring the connection with evidence-based practice. Students will learn how to track and monitor quality-improvement projects.

OTD6005
3 Credits

Introduction to Biostatistics and Data Analysis

This course presents an introduction to theory and the most commonly used statistical methods in rehabilitation, public health, epidemiological and experimental research. Students will learn how to select the most appropriate methods, how to apply selected methods to actual data and how to analyze and interpret computer output using a commonly used statistical software package. Students will apply this knowledge to critique and interpret statistical concepts in the literature. Prerequisite: OTD6003 Quality Improvement. Corequisite: OTD6008 Translating Evidence to Occupational Therapy Practice: Adapting and Implementing.

OTD6008
3 Credits

Translating Evidence to Occupational Therapy Practice: Adapting and Implementing

This course provides an overview of the role of evidence-based knowledge and research in everyday occupational therapy practice. Students will be introduced to several bodies of literature to better understand 1) an interdisciplinary perspective on health and 2) multiple frameworks available to support

research questions. As the basis for lifelong learning, students will learn to critique articles and base decisions on available evidence. Prerequisite: OTD6003 Quality Improvement. Corequisite: OTD6005 Introduction to Biostatistics and Data Analysis.

OTD6010
1 Credit

Capstone Preparation

This course is designed to result in a well-defined, evidence-based and feasible capstone proposal, including literature review, problem statement, project goals and procedures, evaluation approach, timeline with benchmarks, recruitment plan and application for human subjects oversight (i.e. Institutional Review Board approval) if indicated. Designed as a combination of didactic information, peer discussion and adviser discussions, this course will train students to more effectively communicate the purpose, rationale/theory, and design of their proposed capstone. Prerequisite: OTD6003 Quality Improvement. Corequisite: OTD6005 Introduction to Biostatistics and Data Analysis.

OTD6100
3 Credits

Fundamentals of Health Sciences Leadership

This course is designed to further student understanding of his/her leadership, including formative influences, leadership journey thus far, traits and preferences, current leadership skills and style and future goals. Online discussions and the development of a formal plan for further growth of individual leadership in preparation for looking at one's leadership at the team, organization, interorganizational and community levels is expected. Prerequisite: OTD6008 Translating Evidence to Occupational Therapy Practice: Adapting and Implementing.

OTD6105
3 Credits

Social and Behavioral Determinants of Public Health

This course examines advocacy methods at both the individual and systems levels. Informed by social teaching, this course then applies ethical decision-making strategies toward creating a more just society supporting occupational participation. Students will learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy and the consumers of occupational therapy services.

OTD7001
5 Credits

Change Leadership in Policy and Practice

This course is designed to provide students with advanced knowledge and skills to better understand systems, financing and policy surrounding the overall health care and educational infrastructures that surround practice. In examining opportunities to enhance the quality and improve the value of services delivery, change becomes essential. Students will learn about systems, how to critically examine policy changes, advocate for new approaches and programs while developing the skills to lead change and demonstrate the capacity to transform organizations, programs, communities and practice. Prerequisites: OTD6003 Quality Improvement, OTD6008 Translating Evidence to Occupational Therapy Practice: Adapting and Implementing and OTD6100 Fundamentals of Health Sciences Leadership.

OTD7005
3 Credits

Global Interprofessional Health and Wellness

Health, technology, social and environmental problems impacting the world are complex and there is an increasing need to address the issues through collaborative scientific pursuit. These types of complex scientific challenges necessitate cross-disciplinary engagement and a high level of collaboration, sometimes referred to as team science. This course offers foundational and practical guidance about how to best engage in collaboration and team science to pursue complex science questions, to work effectively with team members and produce high-impact research outcomes that help meet society's needs. Prerequisites: OTD6003 Quality Improvement, OTD6100 Fundamentals of Health Sciences Leadership and OTD6105 Social and Behavioral Determinants of Public Health.

OTD7010
3 Credits

Occupational Therapy Doctoral Capstone

The capstone course is part of a culminating academic experience in the O.T.D. program. Students are expected to synthesize, integrate and apply skills and competencies acquired through the program to an occupational therapy area of practice to contribute to enhance scholarly applications. The project is composed of two components: written paper/proposal and oral presentation.

Addendum

OTD7020

3 Credits

International Immersive

This course promotes cross-program collaboration (i.e. nursing, physician assistant, public health, social work and representation from all the other schools) by affording students a study-abroad experience fostering an interdisciplinary approach to a global issue. An eight-week online course consists of modules discussing an identified topic from different disciplines — culminating in an international immersion experience. The course will address the diversity of contemporary cultural issues and how these issues are influenced by sociopolitical, historical and economic contexts. Prerequisite: Completion of all courses except final capstone presentation.

Management/Leadership Track Courses

OTD6210

3 Credits

Health Care Leadership and Change

Analysis of leadership behavior and administrative activities. Examination of major theories of leadership and motivation, including trait, behavioral, situational and power-influence leadership theories and cognitive and cognitive-motivational principles for various levels of the formal organization.

OTD6215

3 Credits

Innovation in Health Care Organizations

Examination of processes in organizational decision making, the state of theory, research and applications for the practicing manager. Topics include managerial style and decision making; problem discovery and diagnosis; the search for solutions, evaluation and choice; group decision making, decision aids and support systems, risk analysis.

OTD6220

3 Credits

Best Practices in Health Care Organizational Operations

Leadership theories of European and American theoreticians as well as the methods and practices of world organization leaders in government, private and not-for-profit organizations are studied, compared and discussed. Presenters are drawn from local governments and entrepreneurs who have created, innovated and implemented sweeping policy changes in the operation of government.

OTD6225

3 Credits

Strategic Decision Making in Health Care

This course introduces students to the fundamental ideas of occupational science, systems theory and sustainability development. All informing and guiding occupational therapy research and practice. The human occupational performance in context is examined. The phenomenology of ascribing meaning to day-to-day occupations is researched from a system's perspective. To better articulate the occupation context across the life span, important environmental influences (e.g., health-related, personal, social, cultural, political and financial) will be discussed. Challenges to and supports for occupation engagement encountered by people with disabilities are also discussed.

Education Track Courses

EDUC6702

3 Credits

Curriculum and Instruction: Theory and Practice

Students will study and analyze the historic and philosophic roots of contemporary curriculum theory and development. New Jersey Core Curriculum Content Standards and alignment will be addressed in this course, and the implication on New Jersey Administrative Code requirements on program, assessment and graduation requirements.

EDUC6704

3 Credits

Change: Curriculum Development and Program Improvement

Students will examine current research on educational change and collaborative strategies for increasing communication and engaging stakeholders in the change process. A primary focus of the course is to provide students with the skills needed in assessing the school culture, developing a vision and plan for school improvement. The course will focus on several change models and strategies, strategic planning and the communication of the change process within the learning community.

EDUC6718

3 Credits

Curriculum, Program Evaluation and Student Assessment

This course focuses on basic measurement concepts, the role of measurement in education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests and fundamental descriptive statistics for evaluating student performance, school-improvement efforts and various designs for process and outcome evaluation of curricula.

In addition, the course will provide a comprehensive understanding of the purposes and the logic of various testing programs, including classroom testing, state and national testing programs. Data analysis of New Jersey statewide tests that measure student performance will be used to assist in developing skills in data-based decision making that lead to the construction of school-improvement plans and determining school goals for professional development and instructional emphasis.

EDUC6745

3 Credits

Principles and Practices of Collaboration and Inclusion

This course addresses the prerequisite knowledge and skill set necessary to create collaborative teaching/learning environments essential for inclusion. Students will examine effective teaching practices for whole-class instruction and the adaptations and modification necessary to meet the needs of students with high- and low-incidence disabilities. Students will learn strategies that prompt acquisition and application of core-curriculum competencies.

Physician Assistant Program (M.S. in PA Studies)

New.

The FDU PA Program is committed to preparing future socially responsible professionals who possess the academic knowledge, clinical skills and professional attitudes requisite for providing compassionate patient-centered care in a dynamic health care system. With that in mind, the program developed its mission and goals and de-signed a curriculum that would provide learning experiences that promote the acquisition of those same skills. The FDU PA Program developed a two-and-a-half-year curriculum leading to a Master of Science (M.S. in PA Studies).

The curriculum of the FDU PA Program encompasses a 12-month Didactic Phase that includes classroom and laboratory instruction in the medical sciences, clinical medicine, clinical and procedural skills, professional topics and medical research. Students are exposed to diverse learning modalities through lectures, case-based problem-solving sessions; simulated case scenarios; and hands-on learning in the Virtual Cadaver, Physical Exam, Simulation and Procedural Labs. In addition, students partake in service learning in local and global communities; and learn about and actively participate in medical research.

The Clinical and Advanced Clinical Phases, 17 months in length, are dedicated to supervised practice experiences, research and enhancement of clinical and procedural skills. Clinical experiences take place at affiliate hospitals, clinics and other medical institutions in the northern urban New Jersey and Metropolitan New York area. Ten five-week blocks are dedicated to required and elective supervised clinical experiences in emergency, in-patient, outpatient, surgical, urgent care and long-term care settings that provide acute, chronic, emergent and preventative care to patients of diverse backgrounds across the life span (infants, children, adolescents, adults and elderly). Social responsibility and clinical learning are further enhanced through participation in

medical-service trips and elective international rotations.

In addition, students have dedicated time to work on their research projects (during a five-week block). This work is reflective of their professional and clinical interests and culminates in a thesis presentation and defense and the dissemination of findings at public forums. Time is also dedicated to simulated learning (an additional five-week block) focusing on the enhancement of clinical reasoning and problem solving, and the strengthening of clinical and technical procedure skills.

Physician Assistant Program Mission, Goals and Outcome

Mission

To prepare future PAs as socially responsible members of interprofessional teams, empowered to promote health, provide compassionate patient-centered care and advocate for the well-being of local and global communities.

Program Goals

- 1.) Create an inclusive “student-focused” learning community of diverse members with a shared commitment to patient-centered care.
- 2.) Provide a foundation of sound medical knowledge and proficiency in clinical and technical procedural skills in preparation for clinical practice.
- 3.) Offer supervised clinical practice experiences in the range of medical specialties with diverse patients across the life span requiring varying acuities of care.
- 4.) Foster interprofessional collaboration and commitment to ethical standards.
- 5.) Promote service learning through local and global opportunities with diverse populations.
- 6.) Guide student development of medical research culminating in the dissemination of findings.
- 7.) Cultivate commitment to lifelong learning.

Program Outcomes

Outcomes and the success of the program in achieving its goals will be available with the graduation of the first class, anticipated to enter January 2022.

Admission Requirements

Admission Criteria

Education

The educational requirements for admission include:

- Bachelor’s or higher degree
- Completion of the following courses within the last 10 years
 - a. Anatomy and Physiology I and II
 - b. General Chemistry I and II
 - c. Genetics
 - d. Microbiology
 - e. Organic Chemistry I
 - f. Organic Chemistry II or Biochemistry

Work/Volunteer Experience

The FDU Physician Assistant Program requires a minimum of 400 patient contact hours or health care-related experiences, obtained through work or volunteer commitments.

Letters of Recommendation

Three letters of recommendation are required which may be provided from employers, supervisors, professors or others who may be able to reflect on the applicant’s professional and educational achievements and potential. This information will be obtained via the CASPA (Centralized Application Service for Physician Assistant) application.

Advanced Placement

The PA Program does not grant prospective or enrolled PA students a waiver of required coursework or advanced placement. Due to the sequential construction of the PA curriculum, PA students are required to attend all courses and rotations in the didactic and clinical phases and cannot advance in the curriculum without completing all curricular components. While the program requires prerequisite courses (such as anatomy, physiology, microbiology and genetics) prior to enrollment, those prerequisites do not substitute for more advanced medical-science courses offered within the curriculum of the PA Program.

Academic Standards for Enrollment

- Overall Grade Point Ratio (GPR) of 3.20 or higher
- Science Grade Point Ratio (GPR) of 3.00 or higher
- Completion of all prerequisite courses

Addendum

Policies and Procedures

For policies and procedures specific to the Physician Assistant Program, see <https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/policies/>.

Technical Standards

For technical standards specific to the PA Program, see <https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/technical-standards/>.

Requirements for the Master of Science in PA Studies

Medical Knowledge:

Medical Science	Credits
PHAS6100	
Medical Science I – Anatomy.....	4
PHAS6120	
Medical Science II – Physiology.....	3
PHAS6130	
Medical Science III – Pathophysiology and Genetics.....	4
PHAS6140	
Pharmacology and Pharmacotherapeutics I.....	3
PHAS6150	
Pharmacology and Pharmacotherapeutics II.....	3

Medical Knowledge:

Social and Behavioral Sciences

PHAS6220	
Mental Health and Wellness.....	2

Medical Knowledge:

Clinical Medicine

PHAS6300	
Family Medicine and Primary Care.....	3
PHAS6320	
Maternal and Child Medicine.....	4
PHAS6340	
Internal Medicine.....	4
PHAS6350	
Emergency and Surgical Medicine.....	4

Interpersonal Skills and Professionalism

PHAS6400	
Role of the PA.....	2
PHAS6420	
Case Studies in Medical Ethics.....	1

Patient Care:

Clinical and Technical Skills

PHAS6500	
Clinical Skills I.....	3
PHAS6520	
Clinical Skills II.....	3
PHAS6530	
Clinical Skills III.....	3

	Credits
PHAS6560	
Technical Skills I.....	3
PHAS6570	
Technical Skills II.....	3
PHAS7560	
Simulated Interactive Medicine.....	5

Patient Care:

Clinical Practice

PHAS7500	
SCPE in Behavioral and Mental Health.....	5
PHAS7510	
SCPE in Family Medicine and Primary Care.....	5
PHAS7530	
SCPE in Medicine and Long-term Care or	
PHAS7535	
SCPE in Medicine and Rehabilitative Care or	
PHAS7538	
SCPE in Medicine and Infectious Disease.....	5
PHAS7540	
SCPE in Pediatrics.....	5
PHAS7550	
SCPE in Women's Health.....	5
PHAS8500	
SCPE in Emergency Medicine.....	5
PHAS8510	
SCPE in Internal Medicine.....	5
PHAS8520	
SCPE in Surgery.....	5
PHAS8530	
SCPE in Urgent Care – Adult or	
PHAS8535	
SCPE in Urgent Care – Pediatrics.....	5
PHAS8540	
SCPE in Clerkship I – Advanced Health Care Experience or	
PHAS8545	
SCPE in Clerkship II – Advanced Procedure and Skills.....	5

Practice-based Learning:

Clinical Reasoning and Problem Solving

PHAS7710	
Clinical Reasoning and Problem Solving I.....	2
PHAS7720	
Clinical Reasoning and Problem Solving II.....	2
PHAS8710	
Clinical Reasoning and Problem Solving III.....	2

Practice-based Learning:

Research

	Credits
PHAS6600	
Analysis of Evidence-based Literature....	1
PHAS7600	
Research I: Research Methods.....	2
PHAS7620	
Research II: Study Designs.....	2
PHAS7630	
Research III: Data Collection and Analysis.....	2
PHAS7640	
Research IV: Results and Conclusion....	2
PHAS8650	
Research Project.....	5

System-based Practice:

System of Health Care

PHAS6810	
Public Health and Health Care Delivery Systems.....	2
PHAS7810	
Global Practice of Medicine.....	1
PHAS8810	
Health Law and Professional Concepts.....	2

Course Offerings

To determine availability of courses please check with appropriate department chair/dean.

Physician Assistant Program

School of Pharmacy and Health Sciences

PHAS6100

4 Credits

Medical Science I - Anatomy

The purpose of this medical science course, focused on the principles and concepts of anatomy, is to incorporate the medical sciences into the knowledge required for the practice of medicine. Instruction is provided regarding human anatomical structures, their intercommunications and relevance to the various organ systems. The content serves as the foundation for an understanding of medical conditions and disease processes. The principles of anatomy are reinforced with gross anatomy lectures and practicums in the virtual cadaver laboratory. Applicability to patient care is provided by integrating the knowledge of human anatomy through case studies to promote an understanding of patient evaluation and management. Case studies reinforce the importance of the knowledge of the medical sciences for clinical medicine.

Spring

PHAS6120

5 Credits

Medical Science II - Physiology

The purpose of this medical science course, focused on the principles and concepts of

physiology, is to incorporate the medical sciences into the knowledge required for the practice of medicine. Instruction is provided regarding physiologic principles, concepts and formulas as related to normal physiologic processes and the changes in disease states. The physiologic principles form the framework for correlating normal physiologic functions to changes occurring in disease processes. The course outline is reflective of the organ systems of the human body. The course content serves as the foundation for understanding the pathophysiologic effects of disease. Clinical applicability is emphasized through the integration of principles of physiology into clinical case studies focused on clinical reasoning and problem-solving.

Spring

PHAS6130

4 Credits

Medical Science III - Pathophysiology and Genetics

This medical science course focuses on the principles and concepts of pathophysiology and genetics providing a foundation for the medical knowledge required for the practice of medicine. The principles of pathophysiology facilitate an understanding of the development and progression of disease processes and the importance of the early recognition of their unique characteristics. Case studies are incorporated to emphasize the clinical relevance of recognizing pathophysiologic findings. Discussions focus on characteristic or pathognomonic findings that direct the development of a diagnosis, work-up or follow-up. For an in-depth understanding of the pathophysiology of disease states, the course builds upon anatomical and physiologic principles and integrated them into the understanding of medical conditions, etiologies, preventive measures and reasoning for treatment approaches. Principles of human genetics are applied to the understanding of hereditary disorders and congenital anomalies and correlated to clinical presentations. Genetic principles are utilized to formulate diagnostic evaluations and patient managements. The course outline is reflective of the organ systems of the human body. Clinical applicability is emphasized through integration of clinical case studies focused on clinical reasoning and problem-solving. The course content serves as a foundation for the clinical medicine courses. Prerequisite: PHAS6120 Medical Science II - Physiology.

Summer

PHAS6140

3 Credits

Pharmacology and Pharmacotherapeutics I

The purpose of this medical science course, focused on the principles and concepts of pharmacology and pharmacotherapeutics, is to incorporate the medical sciences into the knowledge required for the practice of

medicine. Instruction is provided regarding the principles of pharmacodynamics and pharmacokinetics which serves as the foundation for the understanding of the use of medications to diagnose, treat and prevent disease. Drug therapies are reviewed and classified in relation to their applicability to each of the major organ systems. Discussions focus on indications, mechanisms of action, contraindications and adverse effects. Applicability to patient care is provided by integrating the knowledge of pharmacology and pharmacotherapeutics with student group projects. Prerequisite: PHAS6120 Medical Science II - Physiology.

Summer

PHAS6150

3 Credits

Pharmacology and Pharmacotherapeutics II

The purpose of this medical science course, focused on the principles and concepts of pharmacology and pharmacotherapeutics, is to incorporate the medical sciences into the knowledge required for the practice of medicine. This course will continue to build on the knowledge learned in Pharmacology and Pharmacotherapeutics I. Instruction is provided regarding the principles of pharmacodynamics and pharmacokinetics which serve as the foundation for the understanding of the use of medications to diagnose, treat and prevent disease. Drug therapies are reviewed and classified in relation to their applicability to each of the major organ systems. Discussions focus on indications, mechanisms of action, contraindications and adverse effects. Applicability to patient care is provided by integrating the knowledge of pharmacology and pharmacotherapeutics with student group projects. Prerequisite: PHAS6140 Pharmacology and Pharmacotherapeutics I.

Fall

PHAS6220

2 Credits

Mental Health and Wellness

The purpose of this social and behavioral science course is to focus on the principles and concepts of mental health and wellness incorporating the social and behavioral sciences into the medical knowledge required for the practice of medicine. This course introduces PA students to core concepts of social and behavioral sciences and their influence on the health of individuals, communities and populations. Students analyze and compare relevant research so as to develop an understanding of the social and behavioral concepts and their contribution to behavioral and mental health and wellness. This course also introduces PA students to the impact of cultural differences on health outcomes including the impact of racial, ethnic and socioeconomic disparities. PA students utilize these principles

to extrapolate the role and significance of various issues in the provision of medical care to diverse populations. Students integrate knowledge of these issues into effective health-promotion plans. Topics span human nature, cultural differences, obstacles encountered in the delivery of health care (e.g., the effect of differences on communication) and the impact of mental and behavioral health on overall well-being.

Spring

PHAS6300

3 Credits

Family Medicine and Primary Care

The purpose of this clinical medicine course, focused on the discipline of family medicine and primary care, is to provide medical knowledge in preparation for clinical practice. This course serves as a foundation for the clinical medicine courses as it familiarizes the student with the basic concepts of family medicine and primary care. Students learn to recognize common medical problems affecting all organ systems that often present in family medicine and primary-care settings. They learn to appreciate the importance of counseling and educating patients on preventative measures and therapeutic options. Emphasis is placed on prevention, recognition, evaluation and diagnosis of common conditions requiring a spectrum of care (preventative care, acute, chronic and emergent) across the life span. Students learn to evaluate, diagnose and manage common conditions encountered in family medicine and primary care. Prerequisite: PHAS6130 Medical Science III - Pathophysiology and Genetics.

Summer

PHAS6320

4 Credits

Maternal and Child Medicine

The purpose of this clinical medicine course, focused on the disciplines of maternal and child health, is to provide medical knowledge in preparation for clinical practice. The course focuses on diagnostic, therapeutic and counseling techniques aimed at managing the sensitive issues in both the obstetrical and gynecological patients and familiarizing students with management approaches specific to pediatric patients. Students learn to appreciate the importance of counseling and educating patients and their families on preventative and therapeutic options. Emphasis is placed on prevention, recognition, evaluation and diagnosis of common conditions requiring a spectrum of care (preventative, emergent, acute and chronic) in patients across the life span. The course focuses on medical problems commonly encountered in maternal- and child-medicine settings and students learn to understand disease processes from a clinical perspective and to incorporate appropriate approaches to

Addendum

comprehensive evaluation, diagnosis and management. Students recognize the need to counsel patients, parents, children, caregivers and families and to integrate special techniques, such as monitoring confidentiality and anticipatory guidance. Prerequisite: PHAS6130 Medical Science III - Pathophysiology and Genetics.

Summer

PHAS6340

4 Credits

Internal Medicine

The purpose of this clinical medicine course, focused on the discipline of internal medicine, is to provide medical knowledge in preparation for clinical practice. Emphasis is placed on recognition, evaluation and diagnosis of conditions encountered in internal medicine across the spectrum of care (acute, emergent, chronic, preventative, rehabilitative and palliative/end-of-life care) in patients across the life span (adult, elderly). The course focuses on medical problems commonly encountered in the internal-medicine setting, and students learn to understand disease processes from a clinical perspective and to incorporate appropriate approaches to comprehensive evaluation, diagnosis and management. Prerequisite: PHAS6300 Family Medicine and Primary Care.

Fall

PHAS6350

4 Credits

Emergency and Surgical Medicine

The purpose of this clinical medicine course, focused on the disciplines of emergency and surgical medicine, is to provide medical knowledge in preparation for clinical practice. Students are introduced to the rapid and efficient management of emergent or trauma patients, utilize effective triage protocols and manage conditions involving all organ systems. They also learn to manage surgical patients pre-, intra- and post-operatively. Emphasis is placed on methods of rapid assessment and management for emergent, acute and chronic patients in the emergency department and emergent, acute, pre-operative, intra-operative and post-operative surgical settings. Students learn to manage patients, consider patient status and learn to develop appropriate assessment and treatment plans. The course focuses on medical problems commonly encountered in the emergency and surgical departments, and students learn to understand disease processes and to incorporate appropriate approaches to comprehensive evaluation, diagnosis and management. Prerequisite: PHAS6300 Family Medicine and Primary Care.

Fall

PHAS6400

2 Credits

Role of the PA

This course integrates principles of interpersonal communication skills, professional behaviors and medical ethics emphasizing their importance for clinical practice. Discussions focus on issues related to PA professional practice and include topics such as credentialing, licensure, documentation and principles of medical ethics. The course introduces the PA Code of Ethics and professional conduct, and students review the history of their profession, the transition of the profession to patient-centered health care teams and new health care initiatives impacting PA practice. Historical cases and current guidelines are reviewed. The course culminates with the presentation of medical cases confronting medical ethical dilemmas.

Spring

PHAS6420

1 Credit

Case Studies in Medical Ethics

This course utilizes case studies to integrate the principles of medical ethics as they apply to the practice of clinical medicine. Case studies focus on issues related to PA professional practice including topics such as effective communication with patients and their families, adherence to treatment plans, principles of medical ethics and collaborative team practice. Case studies also focus on issues encountered in clinical practice related to professional behaviors and the PA Code of Ethics. PA students discuss the impact of strong interpersonal skills, professional behaviors, ethical dilemmas in practice and transitions in the PA profession. The course incorporates research into cases correlating to ethical principles and provides opportunities for self-reflection and improvement. Prerequisite: PHAS6400 Role of the PA.

Fall

PHAS6500

3 Credits

Clinical Skills I

This course focuses on patient care with specific emphasis on the clinical skills needed for performance of complete and thorough patient assessments. Students will develop hands-on skills for performing thorough assessments while gaining an appreciation for the significance of effective history and physical examinations. The course content encompasses interview and history-taking skills and physical-examination techniques applicable to each body system. Students learn to understand disease processes from a patient-care perspective and the appropriate approach to comprehensive evaluation and diagnosis in patients across the life span (prenatal, infants, children, adolescents, adults and elderly) requiring a spectrum of care (preventative, acute, emergent and chronic).

Spring

PHAS6520

3 Credits

Clinical Skills II

This course focuses on patient care with specific emphasis on the clinical skills needed for appropriate patient evaluation utilizing diagnostic-imaging studies. Students learn which clinical diagnostic-imaging studies to order in given case scenarios and to interpret the findings of those studies. Screening and confirmatory clinical tests are discussed with respect to indications, contraindications, procedures and results and related to sensitivity, specificity and positive and negative predictive values. Clinical diagnostic tests are reviewed in relationship to body systems, characteristic findings, assessment values and appropriate follow-up to test findings. Students learn to understand disease processes from a patient-care perspective and the appropriate approach to comprehensive evaluation of patients across the life span (prenatal, infants, adolescents, adults and elderly) requiring a spectrum of care (preventative, acute, emergent and chronic). The course culminates with the first formative evaluation of the students' integration of knowledge and skills gained in relation to patient evaluation, diagnosis and management. Prerequisite: PHAS6500 Clinical Skills I.

Summer

PHAS6530

3 Credits

Clinical Skills III

This course focuses on patient care with specific emphasis on the clinical skills needed for appropriate patient evaluation utilizing clinical laboratory studies. Students learn which laboratory studies to order in given case scenarios and to interpret the findings of those studies. Screening and confirmatory laboratory tests are discussed with respect to indications, contraindications, procedures and results and related to sensitivity, specificity and positive and negative predictive values. Clinical laboratory tests are reviewed in relationship to body systems, characteristic findings, assessment values and appropriate follow-up to test findings. Students learn to understand disease processes from a patient-care perspective and the appropriate approach to comprehensive evaluation of patients across the life span (prenatal, infants, adolescents, adults and elderly) requiring a spectrum of care (preventative, acute, emergent and chronic). The course culminates with the second formative evaluation of the students' integration of knowledge and skills gained in relation to patient evaluation, diagnosis and management. Prerequisite: PHAS6520 Clinical Skills II.

Fall

PHAS6560

3 Credits

Technical Skills I

This course, the first in a series of two courses, focuses on patient care with specific emphasis on technical skills needed for appropriate patient evaluation, management and intervention. This course introduces students to the indications, contraindications, potential complication and performance of technical procedures. Students observe demonstrations of clinical procedures and learn the importance of proper technique. They develop technical skills by practicing procedures on part-task trainers in the simulation laboratory in preparation for practice sessions with assigned lab partners.
Spring

PHAS6570

3 Credits

Technical Skills II

This course, the second in a series of two courses, focuses on patient care with specific emphasis on technical skills needed for appropriate patient evaluation, management and intervention. This course introduces students to the indications, contraindications, potential complications and performance of technical procedures. Students observe demonstrations of clinical procedures and learn the importance of proper technique. Students build upon technical skills performed on part-task trainers in the simulation laboratory by participating in practice sessions with assigned lab partners. Prerequisite: PHAS6560 Technical Skills I.
Fall

PHAS6600

1 Credit

Analysis of Evidence-based Literature

This course provides an opportunity for practice-based learning through the effective review and analysis of medical literature. Students discuss current medical issues of concern applicable to patient care and learn to navigate the vast medical literature using online medical databases. They learn how to appropriately select literature corresponding to their areas of interest and how to approach an analysis of published studies. Students are taught to search, interpret and evaluate medical literature. They are introduced to the more commonly used sampling and statistical methods in medical and epidemiological research studies. Students then apply this knowledge to the critique and interpretation of the reviewed medical literature.
Fall

PHAS6810

2 Credits

Public Health and Health Care Delivery Systems

This course is designed to provide PA students with the knowledge and skills for understanding public health, health care delivery systems, the

business of health care and health policy. It provides an introduction to health care delivery and management and the interplay of public health and quality of care for individuals and populations. Students engage in discussions about multiple dimensions of the policy-making process and learn to analyze and advocate for policies that improve health in diverse populations and promote health equity. The course integrates principles of system-based practice, business of health care, public health, diversity and inclusion and emphasizes their importance for clinical practice. The course culminates with student presentations of relevant issues in public health and the business of health care. Prerequisite: PHAS6400 Role of the PA.
Summer

PHAS7500

5 Credits

SCPE in Behavioral and Mental Health

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of behavioral and mental health. The SCPE focuses on patient care in psychiatry and behavioral and mental health with diverse patient encounters (acute, chronic and emergent) across the life span (adults and elderly). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to psychiatric, behavioral and mental health. This SCPE allows students to meet the program's learning outcomes specific to behavioral and mental health conditions. Supervision is provided by licensed and certified preceptors who are experts in the area of psychiatry and behavioral health and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6220 Mental Health and Wellness.
Spring, Summer

PHAS7510

5 Credits

SCPE in Family Medicine and Primary Care

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of family medicine and primary care. The SCPE focuses on patient care in family medicine and primary care in outpatient settings with diverse patient encounters (preventative care, acute, chronic and emergent care) across the life span (children, adolescents, adults and elderly). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors, and clinical reasoning and problem-solving skills as they relate to family medicine and primary care. This SCPE allows students to meet the program's learning outcomes specific to family medicine and primary care. Supervision is provided by licensed and certified preceptors who are experts in the area of family medicine/primary care and enable students to meet prog-

ram-defined learning outcomes. Prerequisite: PHAS6300 Family Medicine and Primary Care.
Spring, Summer

PHAS7530

5 Credits

SCPE in Medicine and Long-term Care

This elective supervised clinical practice experience (SCPE) focuses on patient care in the medical subspecialty of long-term care. The SCPE focuses on patient care in medicine and long-term care in inpatient settings with diverse patient encounters (preventative, chronic, palliative and end-of-life care) across the life span (adults and elderly) and emphasizes the importance of interprofessional education and collaborative practice. The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to medicine and long-term care. This SCPE allows students to meet the program's learning outcomes as they follow the longitudinal care of patients in medicine and long-term care. Supervision is provided by licensed and certified preceptors who are experts in their area of internal medicine and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6340 Internal Medicine.
Spring, Summer

PHAS7535

5 Credits

SCPE in Medicine and Rehabilitative Care

This elective supervised clinical practice experience (SCPE) focuses on patient care in the medical subspecialty of physical medicine and rehabilitation. The SCPE focuses on patient care in medicine and rehabilitative care in inpatient settings with diverse patient encounters (rehabilitative and chronic care) across the life span (adults and elderly) and emphasizes the importance of interprofessional education and collaborative practice. The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to medicine and rehabilitative care. This SCPE allows students to meet the program's learning outcomes as they follow the longitudinal care of patients in medicine and rehabilitative care. Supervision is provided by licensed and certified preceptors who are experts in their area of physiatry and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6340 Internal Medicine.
Spring, Summer

PHAS7538

5 Credits

SCPE in Medicine and Infectious Disease

This elective supervised clinical practice experience (SCPE) focuses on patient care in the

Addendum

medical subspecialty of infectious disease. The SCPE focuses on patient care in medicine and infectious disease in inpatient and/or outpatient settings with diverse patient encounters (preventative, acute and chronic care) across the life span (adults and elderly) and emphasizes the importance of interprofessional education and collaborative practice. The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to medicine and infectious disease. This SCPE allows students to meet the program's learning outcomes as they follow the longitudinal care of patients in medicine and infectious disease. Supervision is provided by licensed and certified preceptors who are experts in their area of internal medicine and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6340 Internal Medicine.

Spring, Summer

PHAS7540

5 Credits SCPE in Pediatrics

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of pediatrics. The SCPE focuses on patient care in pediatrics in outpatient settings with diverse patient encounters (preventative care, acute and chronic) across the life span (infants, children and adolescents). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors, and clinical reasoning and problem-solving skills as they relate to pediatrics. This SCPE allows students to meet the program's learning outcomes specific to pediatrics. Supervision is provided by licensed and certified preceptors who are experts in the area of pediatrics and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6320 Maternal and Child Medicine.

Spring, Summer

PHAS7550

5 Credits SCPE in Women's Health

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of women's health. The SCPE focuses on prenatal and gynecological patient care in women's health care settings with diverse patient encounters (preventative, acute, chronic and emergent) across the life span (adults). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to women's health. This SCPE allows students to meet the program's learning outcomes specific to women's health (including prenatal and gynecological care). Supervision is provided by licensed and certified preceptors who are experts in the area of women's health and enable students to meet program-defined

learning outcomes. Prerequisite: PHAS6320 Maternal and Child Medicine.

Spring, Summer

PHAS7560

5 Credits Simulated Interactive Medicine

This five-week course, the third in a series of three courses, focuses on patient care with specific emphasis on clinical and technical skills needed for appropriate patient evaluation, diagnosis and management. Students participate in a wide range of hands-on simulation activities in a medical-simulation laboratory utilizing various simulation modalities (e.g., high fidelity manikins, virtual-simulation experiences, telemedicine part-task trainers, etc.) and case scenarios. The course provides an opportunity for students to practice lifesaving medical interventions (e.g., BCLS, ACLS) and obtain PALS certification. It also provides the opportunity for training in point-of-care ultrasonography. Simulation activities are practiced in safe, nonjudgmental settings where students are recorded to provide students the opportunity to review their performance during debriefing. Prerequisites: PHAS6530 Clinical Skills III and PHAS6570 Technical Skills II.

Spring, Summer

PHAS7600

2 Credits Research I: Research Methods

This practice-based learning course provides the foundation for student medical research. It provides the groundwork for the understanding and developing health care-related research studies. Students explore and discuss areas of interest and consider the development of a research project. Students learn to discern between the different types of research methods, identify respective strengths and limitations and develop an appreciation for their applicability to clinical practice. Students progress to the framing of a sample research question and hypothesis followed by corresponding literature search and review. Prerequisite: PHAS6600 Analysis of Evidence-based Literature.

Spring

PHAS7620

2 Credits Research II: Study Designs

This practice-based learning research course builds upon the knowledge and skills gained during Research I: Research Methods. It enhances the skills of research review and analysis, provides the students with the skills to design research studies and introduces students to the selection of appropriate biostatistical methodologies. Students begin to consider their proposed future studies and align the design of their proposed studies to concepts such as etiological risk factors, determinants of health, distribution of diseases in populations, management protocols, efficacy of educational

and health promotion programs and provider personal wellness. The course culminates with the development of a preliminary research proposal including an appropriate study design. Prerequisite: PHAS7600 Research I: Research Methods.

Summer

PHAS7630

2 Credits Research III: Data Collection and Analysis

This practice-based learning research course builds upon the knowledge and skills gained during Research II: Study Designs. The purpose of the course is to implement the proposed research study including data collection and analysis. The course reviews effective strategies for data collection reflective of the research questions and hypotheses. The course also focuses on biostatistical methodologies and their applicability to the student's proposed study design. Sample datasets are provided for students to work on so as to strengthen their skills and better guide them to the data analyses most appropriate for their studies. The course culminates with the preparation of tables and graphs reflective of the analyzed data. Prerequisite: PHAS7620 Research II: Study Designs.

Fall

PHAS7640

2 Credits Research IV: Results and Conclusion

This practice-based learning course builds upon the knowledge and skills gained during Research I-III. In this course, students learn to take their research data and, utilizing biostatistical methods, interpret their results. Students transform their work into a research project by analyzing findings and forming conclusions. They learn the value of collaborative work and the importance of ongoing medical research. Students enhance their problem-solving skills, learn to carefully tackle multivariable data and determine if their findings can potentially impact medical practice and/or policy. Prerequisite: PHAS7630 Research III: Data Collection and Analysis.

Spring

PHAS7710

2 Credits Clinical Reasoning and Problem-Solving I

This course, the first in a three-part series, is intended to enhance clinical reasoning and problem-solving abilities through the use of case scenarios and evidence-based medicine. Students learn to analyze knowledge relative to a clinical situation or specific patient. They collect information, generate differential diagnoses and determine optimal diagnosis and treatments based on the information obtained. The emphasis is on problem solving and its applicability to

the identification and management of various medical conditions. Through case studies and critical analyses, students develop assessment algorithms and flowcharts reflective of the needs of diverse patient populations. Prerequisite: PHAS6340 Internal Medicine.

Spring

PHAS7720

2 Credits

Clinical Reasoning and Problem-Solving II

This course, the second in a three-part series, is intended to enhance clinical reasoning and problem-solving abilities through the use of case scenarios and evidence-based medicine. Students learn to analyze knowledge relative to a clinical situation or specific patient. They collect information, generate differential diagnoses, and determine optimal diagnosis and treatments based on the information obtained. The emphasis is on problem solving and its applicability to the identification and management of various medical conditions. Through case studies and critical analyses, students develop assessment algorithms and flowcharts reflective of the needs of diverse patient populations. Prerequisite: PHAS7710 Clinical Reasoning and Problem-Solving I.

Summer

PHAS7810

1 Credit

Global Practice of Medicine

This course provides an overview of the structures of various health care systems across the globe and their role in the delivery of health care to diverse populations. Major trends that are likely to affect global health care are identified and examined in both local and global contexts. Social determinants of health are considered in relation to the continuum of patient-centered health care delivery. Various implementations of public health programs are considered such as preventive vaccinations, disease prevention, surveillance, reporting and intervention. This helps future health care practitioners understand the variables affecting health care and strategies that can be implemented both in the United States and globally to improve outcomes. Prerequisite: PHAS6810 Public Health and Health Care Delivery Systems.

Spring

PHAS8500

5 Credits

SCPE in Emergency Medicine

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of emergency medicine. The SCPE focuses on patient care (clinical and technical skills and clinical practice) in emergency medicine in hospital emergency department settings with diverse patient encounters (emergent, acute and chronic) across the life span (infant, children,

adolescents, adults and elderly). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to emergency medicine. This SCPE allows students to meet the program's learning outcomes specific to emergency medicine in an in-hospital emergency department. Supervision is provided by licensed and certified preceptors who are experts in the area of emergency medicine and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6350 Emergency and Surgical Medicine.

Fall, Spring

PHAS8510

5 Credits

SCPE in Internal Medicine

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of internal medicine. The SCPE focuses on patient care (clinical and technical skills and clinical practice) in internal medicine in inpatient settings with diverse patient encounters (preventative care, acute, chronic and emergent care) across the life span (adults and elderly). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to internal medicine. This SCPE allows students to meet the program's learning outcomes specific to internal medicine. Supervision is provided by licensed and certified preceptors who are experts in their area of internal medicine and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6340 Internal Medicine.

Fall, Spring

PHAS8520

5 Credits

SCPE in Surgery

This supervised clinical practice experience (SCPE) focuses on patient care in the discipline of surgery. The SCPE focuses on patient care (clinical and technical skills and clinical practice) in surgery in pre-operative, intra-operative, post-operative and inpatient settings with diverse patient encounters (acute and emergent) across the life span (adult and elderly). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to surgical medicine. This SCPE allows students to meet the program's learning outcomes specific to surgery. Supervision is provided by licensed and certified preceptors who are experts in the area of surgical medicine and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6350 Emergency and Surgical Medicine.

Fall, Spring

PHAS8530

5 Credits

SCPE in Urgent Care – Adult

This supervised clinical practice experience (SCPE) focuses on patient care in the area of adult urgent care. The SCPE focuses on patient care (clinical and technical skills and clinical practice) in outpatient urgent-care settings with diverse patient encounters (emergent, acute and chronic) across the life span (adults and elderly). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors, and clinical reasoning and problem-solving skills as they relate to the clinical practice in urgent care settings. This SCPE allows students to meet the program's learning outcomes specific to clinical practice in urgent care settings. Supervision is provided by licensed and certified preceptors who are experts in the area of urgent care and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6300 Family Medicine and Primary Care.

Summer, Spring

PHAS8535

5 Credits

SCPE in Urgent Care – Pediatrics

This supervised clinical practice experience (SCPE) focuses on patient care in the area of pediatric urgent care. The SCPE focuses on patient care (clinical and technical skills and clinical practice) in outpatient urgent-care settings with diverse patient encounters (emergent, acute and chronic) across the life span (infants, children and adolescents). The experience also focuses on medical knowledge, interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to the clinical practice in urgent-care settings. This SCPE allows students to meet the program's learning outcomes specific to clinical practice in urgent-care settings. Supervision is provided by licensed and certified preceptors who are experts in the area of urgent care and enable students to meet program-defined learning outcomes. Prerequisite: PHAS6300 Family Medicine and Primary Care.

Summer, Spring

PHAS8540

5 Credits

SCPE: Clerkship I – Advanced Health Care Experience

This supervised clinical practice experience (SCPE) is dedicated to students' unique areas of interest in an area of internal medicine or its subspecialties and provides clinical practice experiences to facilitate the transition toward becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the health of a patient population determined during the pre-clerkship advisement sessions. This experience affords exposure to specific clinical experiences

Addendum

in internal medicine or its subspecialties (in the inpatient or outpatient settings) with patients across the life span. The experience also focuses on interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to the clinical area of interest. As a component of this clerkship, the student also learns to integrate the principles of system-based practice as they apply to the particular clinical area or specialty of interest. This SCPE allows students to meet the program's learning outcomes as determined at the pre-clerkship advisement sessions. Supervision is provided by licensed and certified preceptors who are experts in selected clinical area of interest and enable students to meet program-defined learning outcomes. Prerequisite: PHAS7560 Simulated Interactive Medicine.

Fall, Spring

PHAS8545

5 Credits

SCPE Clerkship II – Advanced Procedure and Skills

This supervised clinical practice experience (SCPE) is dedicated to students' unique areas of interest in emergency medicine, surgical medicine or surgical subspecialties and provides clinical practice experiences that allows for the acquisition of advanced clinical and procedural skills. Each student identifies a component or area of health care interest that allows for skill development and focuses on the areas identified during the pre-clerkship advisement sessions. This experience affords exposure to specific clinical experiences in emergency medicine, surgical medicine or surgical subspecialties (in the emergency department, operating room and inpatient surgical settings) with patients across the life span. The experience also focuses on interpersonal skills, professional behaviors and clinical reasoning and problem-solving skills as they relate to the clinical area of interest. As a component of this clerkship, the student also learns to integrate the principles of system-based practice as they apply to the particular clinical area or specialty of interest. This SCPE allows students to meet the program's learning outcomes as determined at the pre-clerkship advisement sessions. Supervision is provided by licensed and certified preceptors who are experts in selected clinical area of interest and enable students to meet program-defined learning outcomes. Prerequisite: PHAS7560 Simulated Interactive Medicine.

Fall, Spring

PHAS8650

5 Credits

Research Project

This practice-based learning course provides a practicum opportunity for students to be guided through the development of their research studies leading to a final research presentation. With the help of advisers, students assess

relevant evidence-based literature, collect data and analyze outcomes. The course focuses on the development of clinically applicable research studies and an analysis of findings. The course leads to the completion of a research project reflective of the practicum experience. Prerequisites: PHAS7600 Research I: Research Methods and PHAS7620 Research II: Study Designs.

Fall, Spring

PHAS8710

1 Credit

Clinical Reasoning and Problem Solving III

This course, the third in a three-part series, is intended to enhance clinical reasoning and problem-solving abilities through the use of case scenarios and evidence-based medicine. Students learn to analyze knowledge relative to a clinical situation or specific patient. They collect information, generate differential diagnoses and determine optimal diagnosis and treatments based on the information obtained. The emphasis is on problem-solving and its applicability to the identification and management of various medical conditions. Through case studies and critical analyses, students develop assessment algorithms and flowcharts reflective of the needs of diverse patient populations. Prerequisite: PHAS7720 Clinical Reasoning and Problem Solving II.

Fall

PHAS8810

2 Credits

Health Law and Professional Concepts

This course explores professional, legal and health issues and trends related to the medical practice of PAs in the context of changing health care delivery systems. The course reviews legal foundations for roles, responsibilities and scopes of practice with regard to professional practice laws and regulations and quality improvement principles providing the framework for modern health care delivery. Current legal and professional issues form a foundation for analyzing the successes and failures of health care delivery models. Interactive discussions provide a forum for the exploration of ethical dilemmas, medical legal issues and health policies. Prerequisite: PHAS6400 Role of the PA.

Spring

Political Science (M.A.)

(Page 216)

Updated.

Fairleigh Dickinson University's Department of Social Sciences and History offers students the benefit of earning a Master of Art degree in political science on the Metropolitan Campus. This program provides an integration of disciplines and areas of interest in political science and international affairs. The Master of Arts in political science aims to give students a well-rounded education and understanding of the dynamic changes currently taking place in the international community. The degree requires the successful completion of 33 credits. Twelve credits comprise the required courses that every student must take. The remaining 21 credits are electives depending on the student's area of interest and concentration.

For Information

Updated.

For more information contact Dr. Chris Rasmussen, deputy department chair, or Katie Ingenito, assistant, at (201) 692-2465.

Psychology

(Pages 219–240)

Updated.

There are a variety of psychology programs offered at the Florham Campus, Madison, New Jersey, (see page 220) and the Metropolitan Campus, Teaneck, New Jersey (see page 222). Updates to these programs are listed on the following pages by campus.

Psychology

Florham Campus

(Pages 220–222)

Updated.

These programs are offered under the auspices of the School of Psychology and Counseling.

Psychology

Metropolitan Campus

(Pages 220–240)

Updated.

These programs are offered under the auspices of the School of Psychology and Counseling.

Clinical Psychology (Ph.D.)

See page 223.

Clinical Psychopharmacology (M.S.) Postdoctoral

See page 227.

Forensic Psychology (M.A.)

See page 229.

General/Theoretical Psychology (M.A.)

See page 232.

Postbaccalaureate Respecialization Program in Psychology

See below.

School Psychology (Psy.D.)

See page 233.

School Psychology (M.A.)

See page 238.

Clinical Psychology (Ph.D.)

(Page 223)

Updated.

Admission Requirements and Information

4. Tuition for full-time course work (at least 12 credits but no more than 16.5 credits per semester with practicum assignment) is on a flat-fee basis of \$41,698.00* per year as of 2020–2021. When students are on part-time status (less than 12 credits per semester), the fee is set at the regular graduate rate per credit. In addition, students authorized to begin their dissertation will be charged \$5,006.00* per semester for two semesters. Thereafter, students will be required to register for dissertation maintenance (\$520.00*) each semester until the dissertation is complete. Students are further charged \$265.00* per semester for two semesters of internship.

Requirements for the Ph.D. Program

Advanced Special Topics in Clinical Psychology

PSYC8114	Neuropsychology
PSYC8127	Clinical Child Psychology
PSYC8145	Advanced Cognitive Behavioral Therapy
PSYC9123	Family Therapy
PSYC9143	Advanced Psychodynamic Psychotherapy
PSYC9145	Seminar in Clinical Psychology
PSYC9160	Advanced Personality Assessment

*This fee is a 2020–2021 fee. New tuition and fee charges for 2021–2022 will be announced in the spring of 2021. Please check with the Office of Enrollment Services for current charges.

Addendum

Forensic Psychology (M.A.)

Admission Requirements

(Pages 229–230)

Updated.

1. A bachelor's degree from an accredited college or university.
 2. Applicants must have taken introductory psychology, statistics and abnormal psychology.
 3. Two letters of recommendation.
 4. Students enrolling with prior graduate-level course work relevant to the curriculum may petition for waiver of up to 6 credits.
- Applicants who have not completed all requirements for admission to the degree program may be permitted to enroll in classes for credit on a nonmatriculated or nondegree basis.

School Psychology (Psy.D.)

School Psychology (Five-year Psy.D.)

Requirements for the Psy.D. Degree

(Page 234)

Updated.

Third Semester	Credits
EDUC6743	
Introduction to Students with Disabilities in School and Community.....	3
PSYC7130	
Biological Bases of Behavior*.....	3
PSYC7615	
Child Assessment I with Practicum.....	3
PSYC7815	
Child Assessment II with Practicum.....	3
PSYC9173	
Practicum in School Psychology III	3
 Fourth Semester	
PSYC7125	
Applied Social Psychology	3
PSYC8725	
Prevention and Intervention with Children and Adolescents.....	3
PSYC8815	
Child Assessment III with Practicum.....	3
PSYC8910	
School-based Consultation with Practicum.....	3
PSYC9174	
Practicum in School Psychology IV	3

School Psychology (M.A.) Plus Certification

(Page 239)

Updated.

Third Semester	Credits
EDUC6743	
Introduction to Students with Disabilities in School and Community.....	3
PSYC7130	
Biological Bases of Behavior*.....	3
PSYC7615	
Child Assessment I with Practicum.....	3
PSYC7815	
Child Assessment II with Practicum.....	3
 Fourth Semester	
EDUC6702	
Curriculum and Instruction: Theory and Practice.....	3
PSYC8725	
Prevention and Intervention with Children and Adolescents	3
PSYC8815	
Child Assessment III with Practicum	3
PSYC8910	
School-based Consultation with Practicum.....	3

*For course description go to clinical psychology course offerings page 225

*For description go to clinical psychology course offerings page 225

Service Innovation and Leadership (M.S.)

(Pages 251–253)

This program had been suspended.

Social Work (M.S.W.)

New.

The Master of Social Work (M.S.W.) online program is offered by Fairleigh Dickinson University's School of Pharmacy and Health Sciences, Florham Campus, Madison, New Jersey. It prepares students to make a positive impact on social and economic justice, human rights and quality of life for diverse populations. In this program, they will develop valuable skills to promote physical, psychological and social well-being for clients in various settings and regions of practice.

The online M.S.W. curriculum combines didactic and practical learning through coursework delivered in an online format. It provides a competency-based education, preparing students to work as an advanced social-work practitioner capable of leading developmental efforts in both public and private social service arenas.

The online M.S.W. degree features two program options: **advanced standing** and **traditional**. These tracks allow students to choose the course of study that best aligns with their previous educational experience.

If students have previously earned a Bachelor in Social Work (B.S.W.), they may qualify for **advanced standing track** and complete 30 hours of concentration courses and 500 hours of field experience.

The **traditional track** is ideal for students who have not previously studied social work, featuring 900 hours of field experience and a total of 60 credit hours.

M.S.W. Program Mission and Goals

The mission of Fairleigh Dickinson University's Master of Social Work (FDU's M.S.W.) program is focused on producing competent professionals to serve diverse clients and systems while promoting social and economic justice and enhancing human rights for oppressed and vulnerable populations in various geographical locations. The M.S.W. program strives to enhance the overall well-being and quality of life for all individuals and communities through the application of evidence-based practices and scientific inquiry. The education and training provided will reflect the purpose and values of the social work profession.

The M.S.W. goals are as follows:

1. The M.S.W. program will produce *competent graduate-level professionals capable of serving diverse populations and systems* while upholding the values and ethics of the social work profession while functioning in interdisciplinary teams.

2. The M.S.W. program will provide the skills necessary to promote students to *think critically with advanced problem-solving strategies to enhance the overall well-being and quality of life of diverse client populations.*

3. The M.S.W. program will instill the skills necessary for graduates to *promote the advancement of rights for those who are socially or economically disadvantaged through effective communication, advocacy and policy development.*

4. The M.S.W. program will promote the use, development and implementation of *evidence-based research and practices* to inform best practice approaches.

Candidacy Status

FDU's M.S.W. program is currently in candidacy with the sole provider of social work education accreditation in the United States, the Council on Social Work Education (CSWE). The online M.S.W. program is designed for a variety of students to include: traditional students, working professionals and adult learners, and is in candidacy with the CSWE.

According to the CSWE website (<https://www.cswe.org/CSWE/media/AccreditationPDFs/Accreditation-FAQs-5-24-21.pdf>): "Candidacy indicates that

Addendum

the social work program has made progress toward meeting criteria for the program quality assessment as evaluated via a peer-review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards (EPAS), but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program as long as the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites (i.e., locations) and delivery methods of the program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Programs in candidacy are issued a retroactive accreditation date which goes into effect once the program gains Initial Accreditation. This date is the academic year in which the program was granted candidacy status. For example, if a program was granted candidacy status in the academic year of 2020–2021, any student entering the program in the fall of 2020 and beyond will be considered to have graduated from an accredited social work program so long as the program receives its eventual Initial Accreditation.

FDU’s Master of Social Work online program includes extensive field practicum experience. Students will have the opportunity to apply the theory, skills and approaches learned in the coursework to real-world situations. Placement opportunities include those in hospitals and other health-care settings, schools, criminal-justice settings, grassroots organizations, mental-health services and more. Students will work closely with a dedicated field coordinator to identify placements for their field experience hours.

In accordance with CSWE, the online M.S.W. program prepares students to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations and communities.
- Assess individuals, families, groups, organizations and communities.
- Intervene with individuals, families, groups, organizations and communities.
- Evaluate practice with individuals, families, groups, organizations and communities.

Admission Requirements

Those applying for admission into the online M.S.W. program will be required to submit the following items:

- A graduate application
- Résumé

To be eligible for admission into the **traditional track**, applicants must meet the following criteria:

- Graduation from an accredited college or university with a bachelor’s degree inclusive of coursework from the liberal arts; and
- A minimum overall grade point ratio (GPR) of 2.75.

To be eligible for admission into the **advanced standing track**, applicants must meet the following criteria:

- Graduation from an accredited college or university with a bachelor’s degree in social work, accredited by the Council on Social Work Education; and
- A minimum overall GPR of 3.00.

Requirements for the Master of Social Work Degree

1. Students must complete all required credits for the M.S.W. program.
2. A cumulative grade point ratio (CGPR) of at least 2.75 is required for graduation from the School of Pharmacy and Health Sciences.
3. Consistent with CSWE’s requirements for degree completion, students should complete the M.S.W. degree within four years of study. Students and their assigned adviser may request an extension due to extenuating circumstances, which must be formally approved by the program director.

Traditional Track (60 credits)

	Credits
MSW6100 Human Behavior and the Social Environment	3
MSW6200 Practice I	3
MSW6220 Practice II	3
MSW6300 Research I	3
MSW6320 Research II	3
MSW6400 Social Policy I	3
MSW6500 Diversity and Social Justice	3
MSW6600 Field I	3
MSW6620 Field II	3
MSW7000 Advanced Micro Practice	3
MSW7100 Advanced Mezzo Practice	3
MSW7200 Advanced Macro Practice	3
MSW7400 Social Policy II	3
MSW7500 Empirical Practice	4
MSW7600 Field III	4
MSW7620 Field IV	4
3 Electives	

Plus 900 hours of field experience

**Advanced Standing Track
(30 credits)**

	Credits
MSW7000	
Advanced Micro Practice.....	3
MSW7100	
Advanced Mezzo Practice.....	3
MSW7200	
Advanced Macro Practice.....	3
MSW7400	
Social Policy II.....	3
MSW7500	
Empirical Practice.....	4
MSW7600	
Field III.....	4
MSW7620	
Field IV.....	4
2 Electives	

Plus 500 hours of field experience

Course Offerings

Courses offered fall, spring and/or summer are so noted.

Social Work

School of Pharmacy and Health Sciences

Foundation Courses

MSW6100

3 Credits

Human Behavior and the Social Environment

An overview of social work theories and knowledge associated with the bio-psycho-social approach to human development that includes the impact of social systems and environmental influences on individuals, families, groups, communities and organizations.

MSW6200

3 Credits

Practice I

An introductory social work approaches course that enables students to learn, understand and apply generalist social work practice methods to work with individuals and families.

MSW6220

3 Credits

Practice II

An introductory social work approaches course that enables students to learn, understand and apply generalist social work practice methods to work with groups, communities and organizations. Prerequisites: MSW6100 Human Behavior and the Social Environment and MSW6200 Practice I.

MSW6300

3 Credits

Research I

An introduction to research and methodological approaches generalist social workers utilize regarding general inquiry and programmatic/practice evaluation.

MSW6320

3 Credits

Research II

An overview of specific research approaches utilized by social workers to equip students with the knowledge and skills to conduct research projects and evaluate data. Prerequisite: MSW6300 Research I.

MSW6400

3 Credits

Social Policy I

An overview of the foundation, development and current state of social welfare policy and services in the United States and abroad.

MSW6500

3 Credits

Diversity and Social Justice

An overview of the values, principles and ethics associated with social work practice with oppressed populations. Prerequisite: MSW6100 Human Behavior and the Social Environment.

MSW6600

3 Credits

Field I

An applied-skills course requiring 200 hours of internship experience in a social work-related agency/organization. Prerequisites: MSW6100 Human Behavior and the Social Environment, MSW6200 Practice I, MSW6300 Research I and MSW6400 Social Policy I.

MSW6620

3 Credits

Field II

An applied-skills course requiring 200 hours of internship experience in a social work-related agency/organization that builds on what was learned in the MSW6600 Field I course. Prerequisites: MSW6100 Human Behavior and the Social Environment, MSW6200 Practice I, MSW6300 Research I, MSW6400 Social Policy I and MSW6600 Field I.

Concentration Courses

MSW7000

3 Credits

Advanced Micro Practice

An advanced-practice course that includes engagement, assessment, intervention and evaluation with individual clients. Prerequisites: MSW6600 Field I, MSW6620 Field II or admission into advanced standing.

MSW7100

3 Credits

Advanced Mezzo Practice

An advanced-practice course that includes engagement, assessment, intervention and evaluation with families and groups. Prerequisites: MSW6600 Field I, MSW6620 Field II or admission into advanced standing.

MSW7200

3 Credits

Advanced Macro Practice

An advanced-practice course that includes engagement, assessment, intervention and evaluation with communities and organizations. Prerequisites: MSW6600 Field I, MSW6620 Field II or admission into advanced standing.

MSW7400

3 Credits

Social Policy II

An advanced study of the development, implementation and evaluation of social policies and the associated influences on the social work profession. Prerequisites: MSW6600 Field I, MSW6620 Field II or admission into advanced standing.

MSW7500

4 Credits

Empirical Practice

An integrative course that teaches the application of theory, research and evidence-based interventions to advanced generalist social work populations and systems. Prerequisites: MSW7000 Advanced Micro Practice, MSW7100 Advanced Mezzo Practice, MSW7200 Advanced Macro Practice and MSW7400 Social Policy II.

MSW7600

4 Credits

Field III

An applied-skills course requiring 250 hours of advanced internship experience in a social-work related agency/organization. Prerequisites: MSW6600 Field I, MSW6620 Field II or admission into advanced standing.

MSW7620

4 Credits

Field IV

An applied-skills course requiring 250 hours of advanced internship experience in a social-work related agency/organization that builds on what was learned in the MSW7600 Field III course. Prerequisites: MSW6600 Field I, MSW6620 Field II or admission into advanced standing.

Addendum

Sports Administration (M.S.A.)

(Pages 253–256)

Updated.

The Master of Sports Administration program is offered under the auspices of the International School of Hospitality, Sports, and Tourism Management, at the Florham Campus, Madison, New Jersey; at the Metropolitan Campus, Teaneck, New Jersey; at locations throughout New Jersey; and online.

Student Services Administration New Name: Higher Education Administration (M.A.)

(Pages 257–259)

Updated.

The Master of Arts (M.A.) in higher education administration is designed for individuals pursuing careers in administrative and support positions in higher education. The relationship of universities to the federal government, to states and to local communities has taken on entirely new dimensions.

The 36-credit, nonthesis program consists of 18 credits of core courses, which include a three-credit course in college student personnel internship and 18 credits of electives. The required courses include: MSSA6601 Research Methods; MSSA6602 College Student Development; MSSA6603 Social Issues in Higher Education; MSSA6604 Governance, Planning and Finance in Higher Education; MSSA6605 The Law and Student Affairs; and MSSA6606 Student Services Internship. There is a required master's project.

Classes will be offered online, in-person at the Metropolitan Campus, Teaneck, New Jersey; at the Florham Campus, Madison, New Jersey; at other offsite locations where the University has a partnership to offer graduate degrees; and online.

Students can specialize in one of four areas including: **admission and financial-aid administration, institutional risks administration, intercollegiate sports administration and on-campus student administration**. In addition, the student can proceed directly from the master's program to the Ed.D. The program is offered through the School of Public and Global Affairs

International Studies

Vancouver Campus

(Page 260)

Updated.

In fall 2007, Fairleigh Dickinson University opened an international campus in beautiful downtown Vancouver, British Columbia, Canada. Vancouver and New Jersey FDU students have the opportunity to study at any of the campuses while earning credits and experiencing living in a new country. This study-abroad opportunity is offered regularly. Please consult with your academic adviser and refer to the online class schedule on WebAdvisor (<http://webadvisor.fdu.edu>) each term for courses.

Master of Administrative Science (M.A.S.)

(Page 260)

The Master of Administrative Science (M.A.S.) graduate degree program, offered through the University's School of Public and Global Affairs is a 30- credit program at Vancouver.