

# Nathan Weiss Graduate College

Graduate Catalog  
2016 - 2017



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# KEAN UNIVERSITY

## MISSION STATEMENT

Kean University is a public cosmopolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. In particular, the University prepares students to think critically, creatively and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

Kean is steadfast in its dedication to maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean is a teaching university, and Kean faculty dedicate themselves to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. Kean is committed to providing global educational opportunities for students and faculty.

Kean is an interactive university, and the University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.

*Revised and Adopted March 2007*

## CATALOG REVISIONS

The policies, procedures, and curricula contained in this catalog are for informational purposes only and are subject to change. Catalog revisions may occur at any time during the academic year. Since the catalog is subject to change, it is the student's responsibility to be knowledgeable regarding revised policies, procedures, and curricula via University e-mail, visiting the respective University Web sites, and obtaining academic advisement. Kean University reserves the right to change any of its policies, regulations or requirements at any time without notice or obligation.

## GENERAL INFORMATION

With a rich history that spans 160 years, Kean University is a vibrant, public university in Union, New Jersey offering a full spectrum of undergraduate, graduate and doctoral programs. The University embraces its mission of accessibility and excellence by keeping the promise of an affordable, world-class education within reach of all students.

Kean distinguishes itself through excellence in academics and a commitment to the success of every student. Dedicated to preparing students for rewarding careers, lifelong learning, and fulfilling lives, Kean offers a broad range of disciplines, the expertise of a diverse and distinguished faculty, and a student centered learning environment and campus community.

Kean is the third largest public university in New Jersey, and the largest producer of teachers in the state. It is the only public university, and one of only three in the nation, operating a full-scale campus in China. This unique initiative provides Kean USA students with unprecedented access to the international education needed to compete in today's global marketplace.

The University boasts New Jersey's first comprehensive program dedicated to the development of a new generation of mathematics, science and technology teachers and researchers—the New Jersey Center for Science Technology and Mathematics (NJCSTM). Other centers of excellence include Global Business, Allied Health, and Education. The Michael Graves College's School of Public Architecture welcomed its first cohort of students in Fall 2015.

The University is home to Liberty Hall Museum, a historic landmark in New Jersey that houses some of the last undiscovered treasures of the American Revolution and the birth of our nation. The University officially acquired Liberty Hall in 2007. The Kean History Department catalogued thousands of previously undiscovered manuscripts from the Revolutionary War period. Other University academic programs, from Design to Biology, use Liberty Hall as a living laboratory for students studying everything from period dress and culture to soil reclamation.

Kean is conveniently located in Union County, New Jersey—just 30 minutes from New York City and an hour from Philadelphia. New Jersey Transit serves the campus with a local train stop at the edge of campus. Newark Liberty International Airport is a ten-minute drive from the main campus. The University also operates an additional location in Ocean County, New Jersey known as Kean Ocean, where students can earn both bachelors and graduate degrees from Kean through this unique partnership with Ocean County College. Kean also hold classes on environmental sustainability on its Highlands Campus in Sussex County.

Kean University was founded in 1855 as a teachers' college based in the city of Newark. In 1958, the University moved to Union Township, occupying nearly 120 acres of the historic Kean family estate. In 1981, the University purchased its 30-acre East Campus property located in Hillside, NJ (the former Pingry School) and transformed the facility into the Nathan Weiss Graduate College and home of the spectacular Enlow Recital Hall.

The University has an enrollment of approximately 15,000 students. The diversity of Kean's students, faculty and staff is a hallmark of the University, one that has earned Kean national recognition in DiversityInc. Magazine. Kean is accessible for and inclusive to the disabled. The University is committed to affirmative action in admissions and employment practices, promoting equity, fairness and human rights.

Kean University is accredited by the Middle States Commission on Higher Education, and licensed by the New Jersey Commission on Higher Education. All major programs in professional education are accredited by the Council for Accreditation of Educator Preparation (formerly the National Council for Accreditation of Teacher Education).

With so much to offer, students who graduate from Kean University leave well prepared for success in careers and in life. More than 90,000 alumni live in New Jersey and throughout the country.

**Administration Building**—Offices of Student Accounting, Financial Aid, Financial Services, Registrar and Human Resources.

**Bruce Hall**—Named for Guy V. Bruce, professor emeritus. These areas contain classrooms, shops and science laboratories.

**Campus School**—Cluster of five buildings of classrooms and offices.

**Carole Hynes Field House**—Located at the center of Alumni Stadium, Hynes Field, and Cougar Field, the field house contains restroom and concession facilities as well as a weight room and viewing area on the second floor.

**D'Angola Gymnasium**—Gymnasiums, swimming pool, and dance studio. Named in memory of Joseph A. D'Angola, head of the Health and Physical Education Department and Dean of Men, 1935-1956, and for Anita B. D'Angola, head of Women's Physical Education, 1916-1956.

**Downs Hall**—Meeting rooms, Health Services, Counseling Services, Campus Ministry, and Police Headquarters. Named for Martha Downs, chairperson of the Mathematics Department.

**East Campus Facility**—The East Campus is the home of the Nathan Weiss Graduate College. In addition to meeting rooms and classrooms, the East Campus also houses the departments of Communication Disorders & Deafness, Occupational Therapy, Psychology, Educational Leadership, and the Alumni House. The facility also houses Enlow Hall, which hosts a variety of recitals and performances.

**Gateway Building (Kean Ocean)**—Ocean County College and Kean University have formed a strategic partnership to enhance educational offerings. The 72,000-square-foot Gateway Building (whose use is divided equally between Kean and OCC) is located on OCC's main campus in Toms River, New Jersey and opened in September, 2013. It has been designed to achieve LEED Silver Certification. The Kean Ocean facilities in the Gateway Building include: administrative offices, a laptop classroom/lab, a graphic design computer lab, a multipurpose lecture hall, 14 classrooms, a conference room and board room, a coffee/sandwich shop, lounge areas, and ancillary spaces.

**Green Lane Academic Building**—This facility includes classrooms, faculty offices, student study spaces, and conferencing and event space. This building houses the Michael Graves College (which includes the Robert Busch School of Design and the School of Public Architecture) and the Global Business School. It is also the home of a full-service Barnes and Noble student bookstore and retail store and café.

**Harwood Arena** – Connected to D’Angola Gym and named for Lowell Harwood, Trustee Emeritus, this state of the art arena is the gateway to the institution’s sports complex. It houses the administrative offices for all of the Cougar teams, and includes a computer lab for student athletes. Highlights of the arena are the three basketball courts with bleacher seating for 2,500 spectators, circled by a 750-foot-long raised track on the second level.

**Hennings Hall** – Named for Dorothy Hennings, distinguished professor emerita from the Department of Instruction, Curriculum and Administration, and George Hennings, professor emeritus from the Department of Biological Science.

**Hutchinson Hall** – Instructional Resource Center, lecture hall, television station, Media and Publications, and faculty offices. Named for John C. Hutchinson, former chairperson of the Department of Sociology.

**Kean Hall** – One of the original Kean estate buildings and a faithful replica of Norman architecture, paneled with oak from Nottinghamshire, the traditional retreat of Rob-in Hood. Built by Senator Hamilton Fish Kean, it housed the Senator’s extensive private library and became a meeting place for politicians and statesmen.

**Liberty Hall** was the home of New Jersey’s first governor, William Livingston. For 200 years, Liberty Hall has remained in the Kean family, from whom the University acquired its land in 1954. James Townley House (c. 1790) is listed in both the New Jersey and National Register of Historic Places. An example of a late-18th/early 19th-century farmhouse, it is particularly significant as one of the few extant period buildings reflective of the area’s early rural character in what is now a predominantly urban environment.

**Maxine and Jack Lane Center for Academic Success** – Named for alumna Maxine Lane and her husband, Jack. The building contains a lecture hall for 125 students, 20 seminar rooms, 13 computer labs and 77 offices. It also houses a radio station and the **Karl and Helen Burger Gallery** – Named after the parents of noted artist and Kean professor emeritus Carl Burger, the gallery is the largest on the university campus.

**Miron Student Center** – Little Theatre, Cougars Den, Game Room, lounges, Center for Leadership and Service, meeting rooms, Campus Convenience Store, food court and eateries including Jersey Mike’s

Subs, Smashburger, and Auntie Anne’s Pretzels.

**Nancy Thompson Library** – Individual and group seating and study rooms; Starbucks; extensive print and online collections; houses the Holocaust Resource Center and adjoins the Human Rights Institute. Named for Nancy Thompson, chief librarian from 1914 to 1957.

**North Avenue Academic Building** – Completed in Summer 2016, this facility includes classrooms, faculty offices, student study spaces, and conferencing and event space. This building houses the Computer Science, Nursing, Physical Therapy and Physician Assistant programs. It also includes a 500 seat multi-media auditorium and a new Au Bon Pain café.

**Ruth Horowitz Alumni House** – East Campus meeting rooms.

**Science Building** – Classrooms and research laboratories, planetarium, faculty offices.

**STEM Building – (New Jersey Center for Science, Technology and Mathematics)** The six-story building contains science labs, technology-enhanced classrooms, a 320-seat auditorium and a full-service restaurant.

**Technology Building** – Classrooms, faculty offices and Office of Computer and Information Services.

**Townsend Hall** – Administrative, faculty offices, and classrooms. Named for M. Ernest Townsend, president, 1929-1939. The original building is connected to Bruce Hall.

**Vaughn-Eames Hall** – Workshop and exhibit space for the fine and theatre arts, Murphy Dunn Theater, Zella Fry Theater, studios and classrooms. Named for Lenore Vaughn-Eames, alumna and member of the faculty. Home of the **James Howe Gallery** – original changing exhibitions of two- and three-dimensional works - contemporary and historical - and works by faculty, alumni and art majors.

**Wilkins Theatre for the Performing Arts** – 956-seat semicircular proscenium theatre, box office, music department, practice studios, classrooms and reception hall. Named for Eugene G. Wilkins, president of the University from 1950 to 1969.

**Willis Hall** – Classrooms, and faculty offices. Named for William Spader Willis, chief administrator from 1899 to 1928.

**Union/Townley Train Station** – The station located adjacent to the main campus provides easy access to the campus on the Raritan Valley Line.

## Residence Halls

**Dougall Hall** – Freshman Residence Hall. Named for John B. Dougall, president of the University from 1944-1950.

**Freshman Residence Hall** – The freshman residence hall houses 420 students. It features Kean University’s first live-and-learn community on its eighth floor, which is reserved for students studying sustainability and natural applied sciences.

**University Apartments** – Four mid-rise buildings with apartment accommodations for 1,000 men and women. Named in honor of Mary B. Burch, member of the Board of Trustees; Mary B. Bartlett, member of the faculty; and Laura E. Rogers, alumna and member of the faculty; and in memory of Ralph P. Sozio, student at the University.

**Upperclassman Residence Hall** – The upperclassman residence hall houses 408 students. It features a 50-seat screening room, computer lab, game room, and dining hall.

**Whiteman Hall** – Freshman Residence Hall. Named for Harriet E. Whiteman, dean emerita.

## ACCREDITATION

Listed below are the accreditation name(s) of the national specialized accrediting organizations that accredit Kean University and its programs.

Accreditation Commission for Education in Nursing (ACEN)

American Chemical Society (ACS)

American Occupational Therapy Association, Accreditation Council for Occupational Therapy (AOTA)

American Psychology Association (APA)

American Speech-Language-Hearing Association, Council on Academic Accreditation (ASHA)

Association for Childhood Education International (ACEI)

Association of Accredited Schools of Business International (AASBI)

Commission on Accreditation of Health Information and Information Management Education (CAHIIM)

Commission on Accreditation in Physical Therapy Education (CAPTE)

Note: Effective May 2016, Kean University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE). Candidate for Accreditation is a pre-accreditation status of affiliation with CAPTE that indicates that the program is

progressing toward accreditation and may matriculate students in technical/professional courses.

Commission on Accreditation of Athletic Training Education (CAATE)

Note: The B.S. in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on Probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101

Computing Accreditation Commission (CAC) of ABET (Union campus only)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Council for Exceptional Children (CEC)

Council for the Accreditation of Educator Preparation (CAEP)

Council for Interior Design Accreditation (CIDA)

Council on Social Work Education (CSWE)

Educational Leadership Constituent Council (ELCC)

International Literacy Association (ILA)

Middle States Commission on Higher Education (MSCHE)

National Association for Sport & Physical Education (NASPE)

National Association for the Education of Young Children (NAEYC)

National Association of School Psychologists (NASP)

National Association of Schools of Art & Design (NASAD)

National Association of Schools of Music (NASM)

National Association of Schools of Theatre (NAST)

National Council for the Social Studies (NCSS)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

Network of Schools of Public Policy, Affairs and Administration (NASPAA)

New Jersey Commission on Higher Education (NJCHE)

More information is available on The Office of Accreditation and Assessment homepage-

<http://www.kean.edu/KU/Office-of-Accreditation-and-Assessment>.

## **EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION**

Kean University is committed to establishing and maintaining a diverse campus community. Equal opportunity and diversity represent principles, which are integrally woven into the University's mission. The University is committed to providing equal opportunity in employment and education, as well as equity of conditions for employment and education, to all employees, students and applicants without regard to race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability. Sexual harassment is a form of unlawful gender discrimination and likewise, will not be tolerated.

The University follows the *New Jersey State Policy Prohibiting Discrimination in the Workplace (Policy)*.

Any student or employee who believes that he or she has been subjected to prohibited harassment and/or discrimination should contact Dr. Charlie Williams, Director, Office of Affirmative Action Programs and Title IX Coordinator, Townsend Hall, Room 133, (908) 737-3330.

### **Title IX**

Title IX of the Education Amendments of 1972 (Title IX) prohibit discrimination on the basis of sex in education programs or activities.

Sexual harassment in any form will not be tolerated at Kean University.

Sexual harassment by students should be reported to the Office of Affirmative Action Programs, Office of the Vice President for Student Affairs or the Office of Community Standards and Student Conduct immediately.

Information about the University's Sexual Misconduct Policy may be found at the following:  
<http://www.kean.edu/policies/sexual-misconduct-policy>.

## **ANTI-DISCRIMINATION COMPLAINT PROCEDURES FOR STUDENTS**

I. Depending on the complaint, violations of the policy prohibiting

discrimination and sexual harassment may be adjudicated through the Kean University student conduct process.

### **II. Internal Complaint Process**

#### **A. Reporting**

1. All discrimination complaints must be reported to the Affirmative Action Officer. Anyone who believes that he or she has been subjected to discrimination, including sexual harassment, is

encouraged to report the matter promptly. Early resolution of complaints can benefit the complainant, the respondent, and the University as a whole. Late reporting may impede a satisfactory resolution or hamper a proper investigation.

2. Any individual (except one who has a legally protected privilege) who has knowledge of conduct involving harassment or who receives a complaint of harassment should immediately inform the Affirmative Action Officer. Such information will commence these procedures.

3. Complaints will be handled with sensitivity throughout the process. Confidentiality will be maintained to the extent possible.

4. Reporting a complaint to the Affirmative Action Officer does not preclude a student from filing a complaint with outside agencies.

#### **B. Resolution Process**

##### **1. Intervention**

a) The initial effort in the internal procedure is to informally resolve the matter between the individuals directly involved with the intervention of the Affirmative Action Officer. This requires voluntary agreement of the parties, and focuses on resolution of the complaint rather than assignment of motive or blame. The complainant may, at any time, end the informal process and proceed with a formal written complaint.

b) All parties have the right to be accompanied by an adviser of their choice at every stage of the internal process. An adviser's role is to support and advise the complainant or respondent. Any further participation in the process is at the discretion of the Affirmative Action Officer.

c) Actions taken by the Affirmative Action Officer to informally resolve a complaint may include, but are not limited to:

- listening to the complainant to determine desired action;
- advising the parties about the University's discrimination policy and procedures;
- having the complainant meet with the respondent and the Affirmative Action Officer to discuss the complaint; and
- meeting with administrators or other appropriate individuals to resolve the matter.

## 2. Investigation

- If the complaint cannot be resolved by the intervention of the Affirmative Action Officer or the complainant does not wish to engage in intervention, a formal written complaint must be filed with the Affirmative Action Officer.
- A formal written complaint must specify the nature of the charge and should include the complainant's name and address, dates of particular events, names of possible witnesses, the remedy requested, and any other information relevant to the charge. The complaint must be signed and dated.
- The Affirmative Action Officer will contact the respondent and the respondent will be given the opportunity to respond to the complaint.
- The Affirmative Action Officer will conduct a prompt investigation and submit an investigative report to the President. The President will issue a final determination letter on the complaint to the complainant and respondent.

## III. External Agencies

Students can file a complaint directly with external agencies that investigate discrimination/harassment charges in addition to utilizing this internal procedure. The time frames for filing complaints with external agencies indicated below are provided for informational purposes only. An individual should contact the specific agency to obtain exact time frames for filing a complaint.

### **Federal:**

*New York Office  
Office for Civil Rights  
U.S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY 10005-2500  
Telephone: 646-428-3900  
FAX: 646-428-3843; TDD: 877-521-2172  
Email: OCR.NewYork@ed.gov*

*Violations of the New Jersey Law Against Discrimination (NJLAD):  
New Jersey Department of Law & Public Safety, Division on Civil Rights  
(Filing period - 180 days)*

*Newark Office  
31 Clinton Street, 3rd Floor  
Newark, NJ 07102  
Telephone: 973-648-2700  
TTY: 973-648-4678  
Trenton Regional Office  
140 East Front Street, 6th Floor  
Trenton, NJ 08625-0090  
Telephone: 609-292-4605  
TTY: 609-292-1785*

*Camden Office  
1 Port Center, 4th Floor  
2 Riverside Drive, Suite 402  
Camden, NJ 08103  
Telephone: 856-614-2550  
TTY: 856-614-2574*

*Atlantic City Office  
1325 Boardwalk, 1st Floor  
Tennessee Ave & Boardwalk  
Atlantic City, NJ 08401  
Telephone: 609-441-3100  
TTY: 609-441-7648*

## **CENTER FOR ACADEMIC SUCCESS (CAS)**

The mission of The Center for Academic Success (CAS) is to integrate the learning support, career counseling and other academic services that Kean University students need. The CAS and its offerings are designed to help Kean University excel in educational access for its students and to increase the retention and persistence to graduation rates for Kean University students.

The first priority for the CAS is providing a wide range of services geared toward creating a student-centered educational environment. The CAS houses the Career Development and Advancement, International Student Services, Veteran Student Services, Tutoring and Learning Support Services and the Writing Center.

The CAS values student advocacy and student learning support above all else. The CAS provides students with the means to reach their full potential in an interactive university setting.

The CAS serves as an academic support center. All of the services can be obtained by first stopping at the front lobby of the Center for Academic Success building.

### **Contact information:**

Location: CAS 108  
908-737-0300  
<http://www.kean.edu/offices/cas>  
Hours of Operation:

Consult the website for the most current hours of operation.

## **CAREER DEVELOPMENT AND ADVANCEMENT**

The mission of the Office of Career Development and Advancement is to help students and recent graduates of Kean University identify and fulfill their career goals. By providing comprehensive resources, programs, and counseling on career development, employment, and graduate school, Career Development and Advancement assists students and recent graduates to make career decisions, connect with employers, and attain their professional goals.

Principles of service include: value each individual as unique and part of a diverse and inclusive community; provide undergraduates, graduate students, and recent graduates with caring, customized service, individualized to meet the changing needs of students and the job market; participate in a wide range of partnerships with employers, campus and local communities, and academic and administrative departments to enhance the development of students; employ the best tools - both human and technological - to maximize the accessibility and effectiveness of our services.

### **Contact information:**

Location: CAS 123  
908-737-0320  
<http://www.kean.edu/~career/>

Career Development and Advancement services are personalized and serve to empower students at each stage of their career development, from new students to graduating students. The services available include:

**Workshops (held in CAS 118-120):** Students have the opportunity to attend workshops in the following areas: Resume Writing; Interview Preparation; Job Search Skills; How to Choose a Major.

**Individualized Career Counseling:** Students have the opportunity to meet with a Career Counselor one-on-one, to discuss their own situations and career questions. These services are available by appointment or by dropping in (if the Career Counselors are not already scheduled for an appointment).

**Internship opportunities:** Students have an opportunity to find internship opportunities related to their major/career choices.

**Resume/Cover Letter Critiquing:** Students have the opportunity to drop in or make an appointment to discuss their resume/cover letter with a Career Counselor. Students may also drop off or submit electronic copies for review.

**Mock Interviews:** After attending the Interview Preparation Workshop, students can make an appointment for a practice interview with a Career Counselor. At the student's request, this session may also be videotaped.

**The Career Development and Advancement Computer Laboratory and Resource Library:** Students can research careers, learn more about the job search process, and obtain information about graduate schools by utilizing: computer software programs and web resources; books; periodicals; career files; audiovisual materials; and job listings (including the Job Opportunity Database consisting of daily job openings from employers, the New Jersey Business Directory, College Central and the NJ Employment One Stop Career).

**On-Campus Recruitment Opportunities:** The CAS staff organizes a variety of opportunities for students and alumni to speak with recruiters from potential employers throughout the tri-state area. These events include: Career Days; Teacher Job Fairs; Summer Job Fairs; Business Careers Job Fair; Science Careers Job Fair and frequent, periodic single employer Table Recruitment Opportunities.

**Interest/Personality Tests:** Tests are available for students and alumni looking to increase their awareness of their own interests, values and personality traits. Career Development and Advancement offers both written and computer tests.

**Additional Career Development and Advancement Services:** In addition to one-on-one work with our students, the CAS also provides employers with responsive services to meet their recruiting needs and to make the task of identifying and interviewing qualified candidates simple and effortless. This atmosphere of excellence gives employers the opportunity to interview and hire qualified, experienced, and well prepared candidates for challenging careers.

## **CENTER FOR INTERNATIONAL STUDIES AND PROGRAMS**

### **CONTACT INFORMATION:**

Location: CAS-121  
908-737-0350  
www.keaninternational.com  
cis@kean.edu

The Center for International Studies (CIS) coordinates the activities of Kean University faculty, staff, and students that integrate international education into the University. Through its two divisions, the Office of International Students and Scholars (ISS) and the Education Abroad Office, CIS administers agreements for academic partner-

ships with foreign universities, supports study abroad, organizes Travelearn opportunities, and supports international students, scholars, and exchange visitors at Kean.

A major aim of CIS is to develop and administer agreements for academic partnerships with universities in other countries to promote mutual understanding. Kean currently maintains strong relationships with universities, colleges, and research institutions in Europe, South and Central America, Africa, the Middle East, and throughout Asia. Kean continues to develop collaborative relationships with institutions and universities around the world.

The Center's Education Abroad Office is responsible for the coordination of activities such as study abroad and Travelearn. Eligible matriculated students are encouraged to study abroad in over one hundred top universities in over 50 countries, allowing them to grow intellectually, develop intercultural communication skills, and improve foreign language skills. Students enroll in a full course of study and are eligible to apply these credits to meet Kean University degree requirements. Participants are also eligible to apply for financial assistance toward program costs. Application deadlines for spring semester study abroad are typically in mid-October of the preceding fall semester; application deadlines for summer and fall semester study abroad are typically in mid-March of the preceding spring semester. Travelearn programs offer participants the opportunity to combine academic study with short-term travel to sites and facilities overseas. The experience is enriched by lectures, readings, and other activities designed to provide student and non-student participants a broader and deeper appreciation of travel. Faculty coordinators are specialists in the fields of study related to each program and are acquainted with the cultural opportunities presented by the countries.

CIS also houses the Office of International Students and Scholars (ISS). The ISS provides international students with a wide range of programs and opportunities at Kean. International students are warmly welcomed at Kean and are integrated into the Kean Community during their stay in the United States. ISS is structured to assist foreign students in making successful transitions to Kean and life in the United States. International students confront unique re-

quirements, and ISS helps guide and advise students through the proper procedures required to remain in good standing with immigration and to maintain their status in the US. Additionally, ISS conducts orientations, helps with registration, practical training, reinstatement procedures, and academic issues while on campus. In addition, ISS provides services for visiting scholars and faculty from around the world. Whether visiting for a short-term or conducting research or teaching at Kean, the ISS is here to support the needs of our foreign visitors.

By coordinating academic partnerships, study abroad, Travelearn, and activities of foreign students and scholars, the Center for International Studies seeks to synchronize the academic and extracurricular international activities that enable Kean faculty, staff, and students to gain global and cross-cultural understanding. Ultimately, it is hoped that our efforts will generate a diverse group of alumni and others who will have a significant international experience and become better citizens, diplomats, ambassadors, policy makers, area specialists, and activists promoting a better world.

## **INTERNATIONAL STUDENT SERVICES**

### **Contact information:**

Location: CAS-121  
908-737-0350  
www.keaninternational.com  
cis@kean.edu

The mission of the office of International Student Services (ISS) is to ensure a smooth transition for students studying abroad. ISS is housed under the Center of International Studies and it provides international students with a wide range of programs and opportunities at Kean. Our students receive information with respect to immigration status, finance, and social interaction before and while at the University. International students and scholars, their dependents, and their sponsors are provided with knowledge and guidance to support their time at Kean. As a result, international students and scholars become important and contributing members of the Kean Community during their stay in the United States.

ISS is structured to assist foreign students and scholars in making successful transitions to Kean University and life in the United States. International students and scholars confront unique requirements, and ISS can help guide and advise visitors through the proper procedures required to remain in good standing with immigration and to maintain their visas. Additionally,



ISS provides orientations for all new international students and scholars and helps with registration, practical training, reinstatement procedures, and academic issues. Counselors are available who can offer assistance, advisement and referral to the appropriate on-campus office when necessary.

## **VETERAN STUDENT SERVICES**

### **CONTACT INFORMATION:**

Office of Veteran Student Services  
(OVSS)

CAS 208

908-737-0367

<http://cas.kean.edu/veterans/>

The OVSS is committed to serving: the Veteran students of the Armed Forces of the United States and their dependents; the Kean community; and the surrounding community. This office will accomplish this mission by providing exceptional services where the student is always first.

This involves serving as a veteran's liaison with other offices at Kean (Financial Aid, Registrar, Student Accounting, Residence Life, etc.) as well as with governmental agencies (Department of Veteran's Affairs, N. J. Approving Agency, U. S. Department of Education, etc.) in order to serve the needs of this specialized student population. Veteran Student Services supports Kean University's dual mission of excellence and access, while fostering a student centered environment for veterans. Kean Ocean students have a part-time Veteran liaison available in Gateway Room 316. For additional information on how to contact the liaison, please contact the Kean Ocean Administrative Office, Gateway 103, 732-255-0356

## **CHILD CARE AND DEVELOPMENT CENTER**

The Kean University Child Care and Development Center (KUCCDC) is accredited by the National Association for the Education of Young Children (NAEYC), having met Early Childhood Program standards. In conjunction with the Early Childhood and Family Studies Program within the School of Curriculum and Teaching and the College of Education, the Kean University Child Care and Development Center (KUCCDC) demonstrates best early childhood practice inspired by the Reggio Emilia approach to education. This dynamic approach to emergent curriculum offers many opportunities for children to become engaged in meaningful literacy, math, science

and social studies activities, using the children's interests as a springboard for developing studies and investigations. Children ages two and a half to five may attend three, four or five days a week while their parents attend classes or are employed on campus. Today, the program is also open to the public and enrolls children from neighboring communities.

Children enrolled in the Center must attend a minimum of three days a week for consistency and to achieve the maximum benefits from a preschool program. Drop-in hours are not available. The Center is open Monday through Friday, 7:45 a.m. to 5 p.m.; extended hours are available for an additional fee. Summer hours are determined in the spring of each year.

Evening Care is offered Monday through Thursday, during fall and spring semesters, only, from 4:15 p.m. to 7:45 p.m. for children three to twelve years of age. Homework assistance, creative arts, game and reading time is provided, as well as a light supper. Further information and tuition rates may be obtained by calling the Center at (908)-737-5300.

The Center is located in the campus school complex (Campus School North) across from Harwood Arena. Students, from various disciplines of the University, may observe young children's growth, development and learning as part of their academic coursework. Students majoring in Early Childhood Education may apply for junior field practicum, at the Center, through the Teaching Performance Center. In addition, graduate students may apply for an assistantship position at the KUCCDC through the Nathan Weiss Graduate School. Employment opportunities are also open to undergraduate students who have a passion for working with young children. Work study opportunities are also available through the Financial Aid Office.

## **COOPERATIVE EDUCATION**

At Kean University, titles of the co-op experience vary; they may be designated as internships, apprenticeships, or co-op education. Further information may be obtained by contacting the respective School's Executive Director or the Department Chairperson.

## **DISTANCE LEARNING**

Distance Learning courses are available at the undergraduate and graduate level and may involve various contemporary instruc-

tional models to accommodate the needs of students. A number of offerings are partially or entirely web-based and allow individualized study activity by students who may access course content via the Internet. Students are asked to consult program advisors and Kean Wise for the most current information.

## **HOLOCAUST RESOURCE CENTER**

The Holocaust Resource Center (HRC) is a joint initiative of the University and the Holocaust Resource Foundation, a private philanthropic organization. Since 1982, the Center has created an extensive collection of academic, audio-visual, and instructional materials to strengthen and commemorate education about the Holocaust, other genocides, and issues of diversity and prejudice, including over 200 interviews with New Jersey survivors and liberators. The Holocaust Resource Center partners with educators, community organizations and scholars to offer programming and disseminate information. It also sponsors a Holocaust lecture series that attracts distinguished speakers with national and international reputations.

The HRC offers free graduate courses to train educators to incorporate Holocaust lessons in their curricula. Located on the second floor of the Nancy Thompson Library, the HRC is home to Kean's Diversity Council, a partnership of member school districts and the Kean University College of Education, dedicated to the active pursuit of human dignity and understanding through diversity and multiculturalism. For further information, please call (908) 737-4660.

## **HUMAN RIGHTS INSTITUTE**

The Human Rights Institute (HRI) at Kean University educates, conducts research and raises awareness and consciousness among students, faculty, the general public, and decision-makers in government. It pursues its mission through curricular offerings, workshops, student organizations, and major symposia and conferences on human rights issues.

The HRI is housed in a new addition to the Nancy Thompson Library. This facility provides the Institute with seminar rooms, offices, a conference center and state-of-the-art gallery that is used to highlight issues, artwork, films, and publications relat-

ed to human rights violations and victories around the world.

## **AUDIO VISUAL TECHNOLOGY**

The primary function of Audio Visual Technology is to provide centralized leadership in the use of instructional technologies that are supportive of the academic goals and programs of the University. Audio Visual Technology provides support aimed at excellence in learning, teaching and research. Please visit our website at [www.kean.edu/~avt](http://www.kean.edu/~avt) for more information. AVT is located in H-132 and can be reached at (908) 737-6000.

## **OFFICE OF ALUMNI RELATIONS**

The mission of the Office of Alumni Relations at Kean University is to build and maintain a strong and mutually beneficial relationship between the University and its alumni. Alumni Relations provides many services and benefits for over 90,000 Kean University alumni, as well as offering advantageous programming and events to encourage alumni to stay involved with their alma mater.

The Office of Alumni Relations also supports the Kean University Alumni Association, into which every graduate of the university is automatically granted membership. For more information about alumni benefits, programs and events, or the Alumni Association, contact the Office of Alumni Relations, located in Townsend Hall, Room 122, by phone (908)737-ALUM, email [alumni@kean.edu](mailto:alumni@kean.edu) or visit our website at [www.keanalumni.org](http://www.keanalumni.org)

## **LIBRARY SERVICES**

The Nancy Thompson Library offers a broad range of services designed to meet the academic information needs of the Kean community. The Library provides a knowledgeable and friendly staff to help students find the resources they need to succeed. The Library's holdings include over 200,000 print volumes, 17,000 electronic books and access to over 45,000 electronic journal subscriptions. The Library is also the home of the Holocaust Resource Center and adjoins the Human Rights Institute. The Student Technology Lab is housed in the Library.

A current validated Kean University picture ID is required to borrow materials from the

library. Bring your current picture ID to the circulation/reserve desk for library barcode validation. A Kean Google email username and password is required to access library resources from off-campus.

If the Library does not own a book or have an article you need, it can borrow the book or get a photocopy of the article from another library. It also has arrangements with other New Jersey academic libraries that allow you to borrow books from a participating library.

The University Librarian cordially invites all students to visit the Library. Librarians are available at the reference desk, online, and by appointment to help students find needed resources and fully utilize the services provided.

## **BOOKSTORE**

Kean University Bookstore (part of the Barnes & Noble College family) is the unmatched provider of "what's next" in campus retail and digital learning experiences. The bookstore strives to deliver students and faculty an experience driven by innovation, deep student and faculty insights, and advanced technologies. The campus store is a destination that supports the academic and social lives of all members of our campus community, with a focus on affordable course materials, must-have apparel, groundbreaking technology and an overarching commitment to Kean University's vision. Please visit our new location on the first floor of the Green Lane Academic Building. To learn more, visit [www.kean.bncollege.com](http://www.kean.bncollege.com).

Kean Ocean students utilize the Barnes and Noble branch located in the Jon and Judith Larson Student Center. To learn more visit [www.ocean.bncollege.com](http://www.ocean.bncollege.com).

## **STUDENT TECHNOLOGY LABORATORY**

The Student Technology Laboratory located in L-141 is an open-access student lab whose primary purpose is to provide software support for Microsoft Office products to Kean University students with a valid Kean ID card. The lab is equipped with 47 Dell computers, three printers, including two express printing stations.

## **CAMPUS ALERT™**

The university has purchased CampusAlert™, a notification system for Campus Crisis Management, and First

Responder Communication. It is a secure, notification platform for sharing critical information. The CampusAlert™ system allows for the most flexible means of communicating with our students, faculty and staff. Whether your preference is a text message, email or a phone call, the system supports any of these options or all simultaneously.

Kean University will utilize this system to notify the university community of announcements and/or emergencies.

In order to take advantage of the benefits this service provides, students and faculty must register by following the instructions below.

Instructions:

1. Go to [www.mir3.com/kean](http://www.mir3.com/kean)
2. Type in your Kean University e-mail address or other e-mail address
3. Type in a password that you will easily recall.
4. Input your name.
5. Providing your cell phone number and landline telephone number will generate the message to these numbers as well.

Students are encouraged to sign up for this benefit found on Kean's homepage [www.kean.edu](http://www.kean.edu).

Since Kean Ocean emergency closure and notifications follow those of Ocean County College, Kean Ocean students are also encouraged to sign up for VikingAlerts. For more information and instructions for signing up, please visit:

[https://www.ocean.edu/content/public/current-students/Viking\\_Alerts\\_Emergency\\_Text\\_Messaging\\_System.html](https://www.ocean.edu/content/public/current-students/Viking_Alerts_Emergency_Text_Messaging_System.html)

## **COPYRIGHT COMPLIANCE AND ELECTRONIC FILE SHARING OF MEDIA**

### **KEAN UNIVERSITY POLICY ON ELECTRONIC FILE SHARING OF MEDIA**

University computing resources are the property of Kean University, and are provided to current students, faculty, staff members, visitors, and agencies as a privilege rather than a right. Users must comply with all local, state and federal laws, including, but not limited to, laws regarding libel, harassment, privacy, copyright infringement, theft, and threats. All of Kean University's policies extend to computer use. All persons who use University computer

resources have the responsibility to respect and follow the policies set below and to honor the ethical norms associated with the highest standards of professional conduct.

Downloading, copying and sharing material, such as music, movies, games, and applications, for which the copyright holder has not given permission is a violation of Federal copyright law ([www.copyright.gov](http://www.copyright.gov)), the Digital Millennium Copyright Act (*a federal law which protects the interests of copyright holders in regard to digital media*) as well as, the Kean University Acceptable Use Policy (<http://www.kean.edu/~ocisweb/PDFfiles/Computer%20Related%20Acceptable%20Use%20Policy.pdf>).

More recently the Federal government amended the Higher Education Opportunity Act of 2008 to explicitly outline the process colleges and universities must employ to combat the unauthorized use of copyrighted materials.

## HIGHER EDUCATION OPPORTUNITY ACT 2008

Effective July 1, 2010 all colleges and universities that receive Federal funding for Title IV. Programs must be in full compliance with the Higher Education Opportunity Act of 2008 (HEOA), Public Law 110-315, also referred to as H.R. 4137. HEOA requires colleges and universities to proceed as follows to combat the unauthorized distribution of copyrighted materials:

- Institutions must make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties.
- Institutions certify to the Secretary of Education that they have developed plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.

## UNIVERSITY PLAN TO KEEP THE CAMPUS INFORMED AND PREVENT ELECTRONIC COPYRIGHT INFRINGEMENT

Consistent with the University’s academic principles and ethical practices, we view education as the most important element in combating illegal sharing of copyrighted materials. Therefore, in order to use University computing resources, all members of the Kean University community are advised of the Acceptable Computer Use Policy upon accessing the University network. In addition the following strategies are in place:

- Effective fall 2010, posters will be mounted in student life areas and various computer labs to discourage illegal file sharing;

- Computing support staffs, student Help Desk workers, Resident Assistants, and Academic Instructional Mentors, are regularly trained on the University’s policies with respect to copyright issues. Student workers provide an important channel for communicating with the student community;

- Kean University’s policies and procedures concerning the Digital Millennium Copyright Act and our response to infringement claims are published on the OCIS web site, and in The Guide.

- Each semester, all University employees will receive an email from the Office of Computer Information Services (OCIS) regarding copyright infringement and related issues, effective July 1, 2010.

- The 2010 Orientation issue of the Cougars Byte newsletter included an article outlining the University’s policy concerning illegal downloading of copyrighted materials.

- A paper copy of the Kean University Policy on Electronic File Sharing of Media will be supplied upon request by contacting the Office of the Vice President for Student Affairs, Kean Hall, room 124, or by calling (908) 737-7080.

## CRIMINAL PENALTIES AND UNIVERSITY SANCTIONS FOR ILLEGAL FILE SHARING

Federal Copyright Law

[www.copyright.gov](http://www.copyright.gov), specifies that the reproduction or distribution of copyrighted work is illegal and the following penalties apply:

## CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

## UNIVERSITY PROCEDURES AND SANCTIONS FOR ILLEGAL FILE SHARING

The Office of Computer Information Services (OCIS) will disable computer network access if a computer appears to be connecting to multiple other computers or exhibiting other properties that violate the University’s network usage policy. When a port is disabled, the registered owner of that computer will be notified that the computer could potentially be compromised, and will be offered contact information to assist in cleaning/repairing the software on that

computer. Once the problem has been rectified, the computer will be allowed back on the network. Kean University does not support or tolerate in any way the downloading or sharing of copyrighted material and this is an explicit violation of university policy and United States copyright laws.

When notifications of copyright violations are received from recognized groups, such as the Recording Industry Association of America’s (RIAA), the registered owner of the computer will be notified. Access to the network will be removed for 14 days. After 14 days, if the offending material has been removed, the computer will be allowed back on the network. The appeal process is through the Office of the Vice President for Student Affairs.

A second violation will result in the computer being banned from the network for one month. After one month, if the offending material has been removed, the computer will be allowed back on the network.

A third violation will result in the computer being banned for a semester. In addition, the user will be required to meet with the Office of Student Conduct and further disciplinary action may be taken against the user at that time (<http://www.kean.edu/~conduct>).

## OCIS MONITORING AND TECHNOLOGY-BASED DETERRENTS

In order to monitor against misuse of the network, Kean University is utilizing a packet shaper to all but eliminate P2P access from on campus. This plan is reviewed on an annual basis. The plan will continue to be considered successful as long as the University is not receiving “Notice of Claimed Infringement” by a copyright holder.

## FREQUENTLY ASKED QUESTIONS

### Q: What is copyrighted material?

Copyrighted material that is illegally distributed over the Internet can take many forms including, but not limited to, the following:

- **Music:** may take the form of MP3s or WAV files either ripped (or copied) from CDs or downloaded and redistributed without permission.
- **Movies or Television Shows** which have been recorded and digitized ripped (or copied) from DVDs, DVRs or TV Cards.
- **Written works:** may take the form of eBooks, PDFs, or HTML pages distributed without permission.
- **Photographs:** includes graphics copied from other web sites.
- **Software:** includes software applications such as games, operating systems, applications that were not purchased by you and have no valid license.

### Q: How are copyrighted material distributed illegally?

Copyrighted material is illegally distributed over the Internet by several methods including, but not limited to, the following:

• **Peer-to-peer (P2P) software:** consists of many computers connected in a network for uploading and downloading files; these networks use software like BitTorrent, AresWare, BitComet, Morpheus, DirectConnect, Limewire and many more.

• **FTP (file transfer protocol):** consists of one computer serving files to its clients on a continual basis.

• **IRC (internet relay chat):** a form of real-time internet chat through which users can create file servers that allow them to share files with others.

**Q: How can a copyright holder find out if I have copyrighted materials on my computer?**

Copyright holders can search the Internet to determine whether copyrighted material is being illegally distributed. They often search with the same peer-to-peer software (Kazaa, Bit Torrent, mIRC, AresWare etc.) used by those who share files. To avoid any problems, make sure that you are not making any files available for download that you do not have permission from the copyright owner to share. The simplest way to comply with this is to delete the files or to turn off/uninstall any file sharing software you have on your computer.

When an infringing file is found, a copyright infringement notice is issued to the network provider from which the file was transmitted. Many users sharing illegal files are under the false assumption that by not providing any personal information, or providing false information, there is some anonymity when using these P2P applications. However, any activity on the Internet can be tracked back through your Internet Service Provider to your computer. Kean University, as your Internet Service Provider when you are on campus, will receive these notices, lookup the computer by IP address and forward the warning.

**Q: If my computer is found to have copyrighted materials, what steps can the copyright holder take against me?**

Copyright owners can file civil suits to recover damages and costs. In many cases, statutory damages of up to \$30,000, or up to \$150,000 for willful infringement, may be awarded even if there is no proof of actual damages. In addition, in certain cases of willful infringement, the government can file criminal charges, which can result in substantial fines and imprisonment. Use of an academic network does not provide immunity from copyright law, nor can Kean protect its students, faculty, or staff from criminal investigations or lawsuits relating to their personal actions.

**Q: How does illegally distributed material, or sharing that material, affect me?**

Illegal file sharing affects every user on the Kean University network. If you are on the University's network either in an office, in a residence hall, in a public lab, or a visitor to

our network from off-campus, you can experience the effects of slower Internet speed resulting from illegal file sharing. Most file sharing software also comes bundled with malware such as spyware or adware. Sometimes this malware remains installed on the system even if the original file sharing software is removed, and can be very difficult to eliminate. In many cases such malware can interfere with the correct operation of web browsers, anti-virus and anti-spyware software, software firewalls and can cause degraded performance on affected systems. If you are faculty, staff, or a student using the University network and you are distributing files illegally you may experience:

- Increased virus attacks against your computer. Spyware installed on your computer without your knowledge. (Especially if using P2P software)

- Potential lawsuits.

**Q: How do I prevent potential copyright problems?**

Do not share copyrighted material and uninstall any file sharing software on your computer. If you never install a peer-to-peer program, you will dramatically reduce the chances of your computer being infected by a virus, installing spyware, or being sued.

**Q: Is it legal to download or store copyrighted materials on my computer?**

Generally, you are infringing copyright if you download or share copyrighted materials on your computer without the permission of the copyright owner, unless fair use or another exemption under copyright law applies. Most downloading over the Internet of commercially available copyrighted works, such as music or movies, through file sharing systems is illegal.

If you purchase/download music, movies or other copyrighted material legally, via iTunes or other legal sites, you are well within your rights unless you then share that material with others who have not paid for it. That would be a copyright violation.

**Q: Where can I download legally?**

A number of services exist where you can legally download music, software, television shows and movies.

- iTunes, from Apple (Music, TV, Movies, Audio Books)
- Napster (Music)
- Sony Connect (Music)
- WalMart (Music)
- Yahoo (Music)
- MSN (Music)
- CinemaNow (Movies)
- Audible.com (Audio Books)
- Google Video (Movies and TV)

You can now also watch many television shows and other video free at the following sites:

- ABC (Many full episodes of ABC shows)
- CBS Innertube (Many full episodes of CBS shows)
- NBC Universal (Many full episodes of NBC shows)
- Google Video
- YouTube

Frequently Asked Questions borrowed from Rowan University Technology

Toolbox:

<http://www.rowan.edu/toolbox/policies/dmca/index.html>

## ATHLETICS

Kean University sponsors 13 varsity sports in intercollegiate competition. It retains Division III membership in the National Collegiate Athletic Association (NCAA), Eastern College Athletic Conference (ECAC), Skyline and New Jersey Athletic Conferences (NJAC).

Men at Kean compete in baseball, basketball, football, lacrosse, soccer and volleyball.

Women at Kean compete in basketball, field hockey, lacrosse, soccer, softball, tennis and volleyball.

Further information concerning athletics at Kean and opportunities to participate may be obtained from the director of athletics at (908) 737-0600.

## RECREATIONAL SPORTS

The Department of Recreational Sports is dedicated to providing quality recreational opportunities for the campus community. To meet the diverse needs and interests of these members, a comprehensive and innovative recreational package has been developed.

Programs include Intramural Sports, Fitness Classes, Informal Recreation, Outdoor Recreation, and Recreational Facilities Reservations. Most recreation activities are located in the Harwood Arena, D'Angola Gym, Carole Hynes Field House and East Campus. Facilities include: three gymnasiums; three fitness centers, which are equipped with modern free-weights and cardio equipment; an indoor pool; locker rooms and an elevated jogging track. Aerobics, yoga, Zumba and martial arts classes are also available. Locker rooms, and showers are available and it is requested that users bring their own locks, which must be removed each day.

Hours for the Recreational Center are available by calling the Recreation Office at (908) 737-0611. Facility users must present a valid Kean University picture identification prior to admission. IDs are available at

the Student Accounting Office, 3rd floor Administration building.

## RECREATION

Recreation is programmed year-round for the entire Kean community. It covers many interest areas, fulfilling needs for vigorous exercise and competition, for light activity and for relaxation.

The numerous tennis courts, the swimming pool, the basketball courts and the gymnasiums are open at special hours for students, faculty and staff. Intramural sports are scheduled during both the fall and spring semesters. Particular emphasis is placed on making extended recreation available to the student residents of the University Apartments. A picnic grove is adjacent to the Library and University Center.

The Office of Campus Recreation coordinates the programming and use of all facilities connected with recreation and may be contacted for further information.

The office is located in the Harwood Arena Room A 219 and can be reached at 908-737-0611.

## OFFICE OF THE REGISTRAR

The Office of the Registrar provides services regarding:

- class registrations
- academic records
- grade re-calculations
- graduation evaluations
- name and address changes
- enrollment verifications
- academic transcripts
- degree audits (including the evaluation of transfer credits)

## REGISTRATION

All students register online via KeanWISE. Priority for the registration period is determined by the number of credits earned toward the degree. Students who do not take advantage of their designated credit registration time, will be able to register during the ongoing registration cycle. The University does not guarantee offering all courses listed in this catalog. When there is inadequate registration for a course, it may be cancelled without notice. The registrar will notify students of course cancellations via their Kean Google email accounts. Room changes are updated in the online schedule and students are encouraged to review their schedules for any changes prior to the beginning of classes each semester.

## OFFICIAL TRANSCRIPT REQUESTS

Official transcripts of academic records are obtained through the Office of the Registrar.

Official transcript requests must be made by visiting

[www.getmytranscript.org](http://www.getmytranscript.org) and completing the necessary information. The processing time for Official electronic transcript requests to be sent via email is estimated at one day for processing and receipt. Official sealed transcripts can also be obtained via [www.getmytranscript.org](http://www.getmytranscript.org) and the

estimated processing time is three to five days to receive. A fee of \$10 is charged for each transcript. Transcripts will not be released if there are any outstanding obligations to the University.

Official transcripts that are requested to be picked up will be sealed and the official transcript will be stamped "Issued to Student". Valid picture identification, such as driver's license, state or county identification, or Kean identification are required to pick up official transcripts.

## WITHDRAWAL FROM A COURSE

In order to withdraw from one or more courses, a student must either do so in person with a valid photo ID, or submit written notification (a letter listing the student ID number and sufficient information to identify the course section to be dropped) to the Office of the Registrar. In person, Kean Ocean students can drop courses through the Kean Ocean Administrative Office, Gateway 103. Students may also email, from their Kean Google account, their request to withdraw to [regme@kean.edu](mailto:regme@kean.edu). For security and privacy purposes, requests for withdrawal via the phone or non-Kean Google email accounts will not be processed. The request must be received in the Office of the Registrar or postmarked by the deadlines established for that respective semester. Students who withdraw from a course during the first third of the semester or who withdraw from a course no later than one week past mid-semester will receive a grade of "W". The withdrawal grade is not counted in the cumulative grade point average.

Any student who does not officially withdraw on or before the withdrawal date published in the academic calendar will be given a letter grade that reflects his or her achievement in the course.

## GRADE REPORTS

Students can view and print term grades along with their entire academic record via KeanWISE. Grade reports are not mailed to students.

## CHANGE OF NON-RESIDENT STATUS

Students classified as non-residents subsequent to their first semester must complete a petition for New Jersey Resident Tuition Classification in order to change their non-residency status for tuition purposes. This petition must be filed prior to the start of the semester for which a change of residency is requested. Students will be expected to sub-

stantiate their request with sufficient proof that they qualify for New Jersey resident rates.

Students living in New Jersey for the sole purpose of obtaining their education are not eligible for resident rates. For a copy of the petition or for further information concerning New Jersey residency, contact the Office of the Registrar, 1st floor, Administration Building, or call (908) 737-3290. Kean Ocean students can contact the Kean Ocean Administrative Office, Gateway 103, 732-255-0356.

## NEW JERSEY RESIDENT TUITION REQUIREMENT

In order to qualify for the New Jersey resident tuition rate, the student, if financially independent, or the parent or legal guardian on whom the student is financially dependent, must:

1. Be a U.S. citizen or have permanent residency in the United States, and
2. Have a bona fide domicile in the state of New Jersey for at least one year prior to the start of the semester. Students who do not fulfill the above requirements will be considered non-residents for tuition purposes and will be charged non-resident rates.

Students who hold temporary visas to the United States are considered to be New Jersey non-residents. The University reserves the right to require a student to prove New Jersey residency for a given semester.

## VISITING STUDENTS

Visiting students who are enrolled in undergraduate or graduate programs at a regionally accredited college or university must have the home institution certify part IV of the Request for Registration Eligibility Form which is available online at: <http://www.kean.edu/offices/registrar/forms-and-policies/>. A verification of current enrollment from the home institution may be substituted for this requirement.

Any student in need of accommodations due to a disability should contact the Office of Disability Services, 122 Downs Hall, 908-737-4910 or [disabilityservices@kean.edu](mailto:disabilityservices@kean.edu).

## UNIVERSITY ADMISSIONS: GRADUATE

Graduate admission is open to all qualified students who possess a bachelor's degree from an accredited U.S. college or university or the equivalent from a foreign institution, and an adequate background in

the field of study that they wish to pursue. Normally, the equivalent of an undergraduate major in the field is required but the final judgment of preparation remains with the department concerned and the Office of University Admissions.

Applicants will be evaluated based on the following (including, but not limited to):

- Previous academic record: A minimum of 3.0 in undergraduate study;
- Professional experience;
- Letters of recommendation;
- Personal statement;
- Standardized test scores; (if applicable)
- Licenses/certificates (if applicable)
- Documented observational service hours (if applicable)

For a complete list of the application requirements for all graduate programs of study, please visit [grad.kean.edu](http://grad.kean.edu).

### APPLICATION PROCEDURES

All applicants must submit an application for graduate study via [apply.kean.edu](http://apply.kean.edu).

Submission of supporting materials is required and can include, but is not limited:

- \$75 non-refundable application fee (\$150 for international applicants)
- Official transcripts from all post-secondary education
- Letters of recommendation
- Personal statement
- Professional resume/CV
- Standardized test scores (if applicable)
- Copy of licenses/certifications (if applicable)
- Documented observational service hours (if applicable)
- International students must have a minimum passing iBT TOEFL score of 79 or a 6.5 on the overall band score for the IELTS (if applicable)

### REVIEW PROCESS

Once an application is complete, including all required supporting materials and documents, the candidate's application will be reviewed. The review process can include: University Admissions staff, faculty, Deans, or any other representative of the University. All decisions will be communicated to the applicant in a timely fashion.

Official offers of admission can only be made by the Director of University Admissions. Offers are valid for the semester in which the applicant was seeking admission. Requests for deferrals of admission can only be made by written request to the Of-

fice of University Admissions at [grad-adm@kean.edu](mailto:grad-adm@kean.edu).

### NON-MATRICULATED STATUS

Kean University invites all qualified students to take courses at the University on a non-matriculated basis.

Non-matriculated study is for those students looking to take courses on a part-time, temporary basis. Students will pay tuition as a part-time student, and will receive course credit and the earned grade.

Non-matriculated students may apply at any time through the Office of the Registrar and are limited to a maximum of six credits.

### APPLICATION DEADLINES

Please consult our website to view a current listing of application deadlines.

Applications received and/or completed after the deadlines dates cannot be guaranteed a review and will be considered on a case-by-case basis, based on availability.

### ADMISSION OF VETERANS

Veterans will be permitted to file applications after the deadline, provided the date of release from active duty occurred no earlier than two months prior to the date of application.

Ex-servicepersons will be expected to meet all other admissions criteria and show proof of veteran status.

Veterans and dependents eligible to receive educational benefits under the G.I. Bill, must contact the Office of Veteran's Affairs in the Center for Academic Success (CAS), Room 222, (908) 737-0367.

### AUDIT POLICY

Graduate non-matriculated students are able to audit a graduate-level course at Kean University under the following stipulations and procedures:

- The student must meet all requirements to enroll as a graduate non-matriculated student
- The student must seek written approval from the instructor of the course the student is requesting to audit
- The student can only register during the add/drop period, as prescribed by the Academic Calendar and only on a space-available basis
- The student will be charged all applicable graduate fees, excluding the student leadership fee. No tuition is charged for students registering as an auditing student. This

policy would be consistent with the Senior Citizen Discount policy:

<http://grad.kean.edu/non-matriculated-students>

-Once a student registers as an auditing student, they may not change to a graded section or a credit-granted section

-The student's record will show a grade of "AU" for the course if the instructor's evaluation indicates the student has met any and all prescribed conditions, including required attendance

-Students who are registered in a non-audit status are not permitted to change to an audit status at any point passed the last day of the add/drop period

-Students auditing a course are not eligible for financial aid, scholarships, tuition remission, unemployment tuition waiver, graduate assistantships, or any other program where University, Foundation, or Federal Financial Aid funds will be applied to the student's financial account

-Registration for this population will be initiated through the Office of the Registrar.

## FINANCIAL SERVICES

### OFFICE OF STUDENT ACCOUNTING

Tuition and Fees/Payment and Refunds  
Tuition, fees and expenses are established by the Board of Trustees and are subject to change by the Board. Tuition rates are published several times during the year on the Student Accounting website or on KeanWISE.

Students should log onto KeanWISE to get updated billing as well as other related information regarding their student accounts. Students are also responsible for checking their Kean email accounts for University updates.

### TUITION AND FEES

The current tuition and fee rates for graduate students can be found at [grad.kean.edu/tuition-and-fees](http://grad.kean.edu/tuition-and-fees).

Graduate matriculated students carrying 9 or more credits are considered full-time. Graduate matriculated full-time students will qualify for a refund only in the event they drop down to part-time status (less than 9 credits). Then, the refund will be the difference between the full-time flat rate and the part-time rate for the number of credits remaining based on the above percentages. Thereafter, the refund will be



calculated on an individual course basis based on the above percentages. Part-time graduate students qualify for a refund on an individual course basis through the refund period.

## REFUND OF TUITION

A student's status is determined to be either full-time or part-time based on the number of credits for which they are enrolled at the end of the add-drop period and are charged in accordance with the Tuition and Fees schedule.

100% Refund	First week of classes
75% Refund	Second week of classes
50% Refund	Third week of classes
0% Refund	Fourth week of classes and thereafter

Non-attendance does not constitute withdrawal. Students are academically and financially responsible to see that correct withdrawal procedures are completed on time. Refund of tuition and fees will not be made if a student fails to properly withdraw from classes during the refund period. A schedule of the refund dates and refund percentages can be found on the Academic Calendar at <http://www.kean.edu/offices/registrar/academic-calendar>.

## BILLING/PAYMENT INFORMATION

1. Billing and payment deadlines can be found on the Student Accounting website (<http://www.kean.edu/offices/student-accounting>) or on KeanWISE.
2. Full payment is required for current semester charges unless student has enrolled in a payment plan or has been awarded financial aid to offset expenses. If charges exceed estimated aid, the balance must be paid in full by the payment due date.

The Office of Student Accounting must receive the appropriate payment or funding information by the payment due date for a student to be eligible to attend classes.

Payment must be made by the due date to avoid forfeiture of your schedule. Any student whose schedule is forfeited and re-registers at a later date will be assessed a re-registration fee of \$100.00.

Payment options are as follows:

1. **Credit Cards:** Kean University accepts the following credit cards for payment of student account charges: MasterCard, Visa, Discover, and Diner's Club. A non-refundable convenience fee of 3.0% of the payment amount will be assessed by the credit card processor. You can pay by credit card on line through the KeanWISE link on the Kean website. Kean University reserves the right to change any or all fees should market conditions make this necessary. Credit card convenience fees are non-refundable.
2. **Cash/Check/Money Order/Debit Cards:** Personal checks may be paid electronically through the KeanWISE link on the Kean website. Business checks, personal checks or money orders may be mailed to the Office of Student Accounting or tendered at the Cashier's Window in the Student Accounting Office along with cash and debit cards during normal business hours. To facilitate processing of payments, students are urged to follow the KeanWISE link on the Kean website to make their payments electronically. Make check/money order payable to Kean University. Please indicate the student ID number on the check/money order. If a check is returned by the bank for insufficient funds or any other reason, a non-refundable charge of \$50.00 will be assessed to the student's account. Payment must then be made by cash, money order or bank check.
3. **TMS Payment Plan:** Kean University offers payment plans administered through Tuition Management Systems (TMS). These plans allow all students (undergraduate, graduate, full-time or part-time) to pay educational costs for the Fall or Spring terms in 5 equal monthly installments. The payment plan is interest free for the amount budgeted and is available for a \$25.00 enrollment fee.

There is no payment plan available for the summer semesters.

If you choose to enroll in a payment plan, we encourage you to periodically check your Kean University student account on KeanWISE. You may be current with your payments to TMS, but under-budgeted as a result of a schedule change, room and board change, or financial aid adjustment. If your TMS account is under budgeted, you can contact TMS to adjust the budget for the remaining payments or you can pay the difference directly to Kean University. Please note that if the Kean University account is not up to date, the student's schedule may be forfeited and a hold will be placed on the account which will prevent registration and release of transcripts. Students may enroll in a TMS payment plan on line at [www.afford.com](http://www.afford.com) or by phone at 1-800-722-4867.

4. **International Wire Transfer:** International students may make wire transfer payments by visiting: <http://kean.flywire.com/>
5. **Financial Aid:** Financial Aid, including grants, student or parent loans, and scholarships may be used to offset educational expenses. If your charges exceed your financial aid, you must pay the balance by the due date to avoid forfeiture of your schedule or enroll in a payment plan.

## KEAN ID CARDS

The Kean Photo ID Office is located on the third floor of the Administration Building and can be reached by calling 908-737-3258. To receive your University ID, you must show a valid photo ID. There is no charge for the first card. There is a fee to replace a lost or damaged card. Payments may be made at the Office of Student Accounting where you will receive your new card. Card uses are as follows: Official University ID, Computer Labs, Pool & Gym, Library, Discounted Theater and Event tickets, Meal & Flex Plan card, and Housing Access, if applicable.

## OFFICE OF FINANCIAL AID FINANCIAL AID

Financial Aid, including grants, loans, and scholarships may be used to offset educational expenses. If your charges exceed your financial aid, you must pay the balance by the due date to avoid forfeiture of your schedule.

### APPLYING FOR FINANCIAL AID

The Free Application for Federal Student Aid (FAFSA) is used to apply for need-based financial aid for state and federal programs. The FAFSA can be filed electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For more information, call 1-800-4FEDAID.

The earlier you file your application, the sooner you will receive notice of your eligibility for financial aid. Please list Kean University on the FAFSA [our Federal ID number 002622] in order for the Office of Financial Aid to receive your information.

### UNEMPLOYMENT TUITION WAIVER

Pursuant to N.J.S.A. 18A: 64-13.1 et seq. or 18A: 64A-23.1, the State of New Jersey created a program to allow certain unemployed individuals to attend a public institution of higher education in this state tuition-free on a space-available basis. Additionally, individuals who qualify for this program may have certain fees waived or reduced. To apply for this benefit, individuals must obtain certification from the NJ Department of Labor, Division of Workforce that they qualify for this benefit. Additionally, individuals must verify their past presence in the labor market for at least two years and their unemployed status or receipt of a layoff notice as proof of eligibility or an employability development plan from the Division of Employment Services.

Students are only eligible to register for classes on the LAST day of add/drop on a space-available basis. (No overloads will be accepted).

Students who register for classes prior to that date will forfeit their right to participate in the NJ Tuition Benefit for Unemployed Individuals for that semester. Matriculated students are required to use Federal and State grant funds to cover program costs. Matriculated students are subject to Kean University's Satisfactory Academic Progress Policy for Financial Aid and cannot be in default on a student loan to participate in the program.

Students who qualify for the NJ Tuition Benefit for Unemployed Program will receive a waiver administered by the Office of Financial Aid that will cover tuition and certain fees, minus any Federal or State grants that the student may be eligible to receive. The maximum amount of tuition and fees that Kean University will waive is based on the flat rate charge for undergraduate students. The maximum number of credits enrolled for the semester is 19 for undergraduate students and 15 for graduate students. Students that are eligible for Federal and State grants that exceed their cost for tuition and applicable fees do not qualify for the NJ Tuition Benefit for Unemployed Program.

Individuals who gain employment during the semester the tuition waiver is in effect shall be eligible to continue for that semester as a participant of the program. This does not apply to students who become employed prior to the certification of a waiver.

### PROGRAM EXEMPTIONS

- Customized courses that are underwritten by specific employers are exempt from eligibility under the tuition waiver program. Cougar Dollars and all other Kean University promotions are excluded from eligibility under the tuition waiver program.
- Courses offered under the Continuing Education program are exempt from eligibility under the program.
- Students are only eligible to register for classes on the last day of Add/Drop on a space-available basis. Students cannot drop classes and re-register for the same course on the last day of Add/Drop.
- Matriculated students are required to use grant aid to cover program costs.
- Matriculating and non-matriculating students must file a Free Application for Federal Student Aid (FAFSA) prior to seeking participation in the program.
- The student must be making satisfactory academic progress towards a degree and cannot be in default on a student loan to participate in the program.
- Students must submit their tuition waiver within five (5) days of their registration.
- Students must complete all credits paid under the tuition waivers in order for the waiver to take effect. If any course is dropped, the waiver will not be valid, and you will owe any tuition and fees balance.

## PLUS LOANS FOR GRADUATE STUDENTS

Students matriculated in a program leading to a masters or doctoral degree are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS Loans. Applicants for Graduate PLUS loans must first complete the Free Application for Federal Student Aid (FAFSA) and have applied for their maximum eligibility under the Federal Direct Unsubsidized Stafford Loan Program.

For more information about the Graduate PLUS, visit [www.studentloans.gov](http://www.studentloans.gov).

### ENROLLMENT STATUS

Grant and/or scholarship award(s) are initially based on full-time enrollment (12 or more credits per semester for undergraduates & 9 for graduates). If your status drops from full- to part-time status after the start of classes, your award(s) may be adjusted. For example: if you drop from 12 to 9 credit hours during the first week of classes and have TAG, this award will be cancelled. During the same period, if you have a Pell Grant, this award will be prorated.

Other awards may also be subject to reduction.

Therefore, when dropping or adding classes, it is important for the student to check with the Office of Financial Aid to determine whether his/her award(s) will be affected.

### RELATED FINANCIAL AID POLICIES VERIFICATION

The US Department of Education randomly selects applications for Verification, which involves "validating" certain FAFSA information by having a student supply a copy of their federal tax return transcript and/or other documents. If you are a first-time student to the University and have been selected for verification, your award(s) will be estimated and will not be final or credited to your student account until the verification process is completed. In some cases, awards will be adjusted if differences are found between the FAFSA information and verification documents.



## REDUCTION OF FEDERAL FINANCIAL AID DUE TO WITHDRAWAL FROM THE UNIVERSITY

Federal regulations require the University to adjust Federal Student Aid awards when a student withdraws from classes before 60% of the semester has been completed. When adjustment of funds is necessary, a student may be required to return some of the federal funds awarded. The calculation of reduction in Federal funds is done within 30 days of a student's date of official withdrawal from the University. The funds applicable under this procedure include the Federal Direct Unsubsidized Loan, Federal Perkins Loan and Federal Graduate PLUS Loan programs.

## THIRD WEEK ATTENDANCE POLICY

The University adopted a policy to monitor the enrollment of students receiving financial aid. Students who are not attending a class (within the first three weeks of class) for which they registered will have their aid reduced and/or cancelled accordingly. Registration credits will not be adjusted to reflect non-attendance.

Students will be notified via Kean email with instructions to follow and a deadline by which to respond, in order to have their aid adjusted to its original status.

## SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ACADEMIC PROGRESS POLICY

Academic progress toward a program of study is required for all graduate students receiving financial aid from federal and state sources. Students must meet both a qualitative and quantitative standard to maintain eligibility for financial aid. In general, graduate students are required to maintain a 3.0 grade point average and complete at least 66.67% of attempted credits each semester. Additionally, students may continue to receive financial aid if their total attempted credit hours do not exceed 150% of the credits needed to complete their program of study; for example: if a program of study requires 36 credits for completion, a student may attempt up to 54 credits to meet the requirement. The entire Satisfactory Academic Progress policy is available on the Office of Financial Aid website.

Students classified as not making satisfactory academic progress for a given semester will be notified and be given the opportunity

to appeal the decision with the Financial Aid Appeals Committee, for consideration of any extenuating circumstances that affected their academic progress.

Help is available every step of the way in the aid process. Please contact the office with any questions by calling 908-737-3190, e-mailing [finaid@kean.edu](mailto:finaid@kean.edu) or visiting the website:

<http://www.kean.edu/offices/financial-aid>.

## OFFICE OF SCHOLARSHIP SERVICES

Kean University offers a variety of scholarships that recognize academic achievement and assist qualified undergraduate and graduate students meet the financial requirements of attending college. Additionally, students are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) in order to improve their ability to receive needed funding.

**Note:** Kean University is an NCAA Division III member institution. **NCAA Division III rules prohibit the awarding of financial aid and/or scholarships based upon athletics criteria.** Therefore, the University is prohibited from awarding financial aid and/or scholarships based upon athletic ability, leadership, participation or performance.

General scholarship information is available online at: [www.kean.edu/ku/scholarships](http://www.kean.edu/ku/scholarships) and all scholarship inquiries may be addressed to the Office of Scholarship Services, located in Townsend Hall, Room 122. You may contact us via email at: [kuscholar@kean.edu](mailto:kuscholar@kean.edu), visit us in person or call our information line at 908 737-3480.

## KEAN UNIVERSITY FOUNDATION SCHOLARSHIPS

Each academic year the Kean University Foundation provides scholarship support to hundreds of students through annual and endowed scholarship funds, which are established by friends, alumni and members of the Kean University community. The number of scholarships and award amounts vary each year based upon fund availability.

Foundation Scholarships are awarded through committee selection to the applicant who best meets established criteria for an award. All scholarships are based primarily upon academic achievement, with financial need, community service, references and logistics as listed in individual scholarship criteria. For a complete listing of scholarships, please visit: [www.kean.edu/ku/scholarships](http://www.kean.edu/ku/scholarships).

All interested students must file the online Kean University Foundation Scholarship Application for consideration of any Founda-

tion award. This application is available on the Kean University website annually beginning December 1 and must be submitted no later than the March 1 deadline. Students selected for awards are notified by the Office of Scholarship Services in the months prior to the start of the fall term. Awards are applied directly to student accounts for the fall and spring semesters.

## EXTERNAL SCHOLARSHIPS

Any student who receives funding from philanthropic organizations outside of Kean University must provide documentation to the Office of Scholarship Services in order to process awards into the student's account. Official documentation of award includes official award checks, letters of award notice, promissory letters, enrollment verification and/or billing requests. All documentation submitted to the Office of Scholarship Services must include the student's name, identification number, and timing of the award (semester).

This information may be mailed or hand-delivered to:

Kean University Scholarship Services  
Townsend Hall, Room 122  
1000 Morris Avenue  
Union, NJ 07083

## STUDENT LIFE AND SERVICES

Student Life and Services offers students a seamless blend between living and learning at Kean. Students can draw on several resources on campus. Inquiry, dialogue and diversity are encouraged. Opportunities are extensive for participation in clubs and publications, athletic, social and cultural activities, student government and University governance.

Faculty, administrators and students work together on many aspects of college life. They operate under a bill of rights and responsibilities. Supportive student services within the Office of the Vice President for Student Affairs are available for personal counseling and guidance, housing, health care, student life and special student services. The student handbook, published every year, provides a guide to all activities, services and personnel that contribute to the quality of student life at Kean.

## STUDENT AFFAIRS

The Division of Student Affairs includes the offices of: Health Services; Counseling and Disability Services; Residential Student Services; Office of Community Standards and Student Conduct; Miron Student Center; Office of Student Government; and the Center for Leadership and Service. Programs of special interest include: the annual

Kean Day Program (designed to introduce students to one another and to a wide range of social and cultural organizations); the Student Leadership Institute coordinated by the Center for Leadership and Service; and the individualized needs assessments provided by the Counseling Center-Disability Services for entering students with physical disabilities.

Student Affairs is located in Kean Hall, Room 124, and can be reached at (908) 737-7080.

## MIRON STUDENT CENTER

As host of a majority of the cultural, educational and social programs at the university, the Miron Student Center is the focal point of the campus. The Center offers a variety of resources to support Kean's educational mission and fosters a student-centered environment that promotes academic success and personal development.

Miron Student Center is home to many attractions, including the Little Theater, the Market Place convenience store, Game Room, Computer Lab, Media Center, Involvement Center, Miron Student Center Operations & Event Management, the Center for Leadership and Service, the Office of Community Standards and Student Conduct and the Office of Student Governments. The Miron Student Center also features numerous conference rooms for students, faculty, staff and outside organizations.

The Miron Student Center offers many dining options including the Miron Student Center Food Court and Cougar's Den.

## HEALTH SERVICES DOWNS HALL ROOM 126

Kean University Health Services is staffed by board certified nurse practitioners and physicians that are available to treat any student of the university at no additional charge. Health Services can manage a wide range of health issues from the common cold, women's health concerns, testing for HIV and sexually transmitted infections, injuries and any other health related concern you may have. Health Services has the ability to provide prescriptions, medications, or treatment for most medical problems. Health Services is not here to replace your primary care practitioner but to supplement them while you are at school.

Our hours are Monday – Friday, 9 a.m. to 5 p.m. and appointments can be made by visiting our Student Health Portal at [www.kean.studenthealthportal.com](http://www.kean.studenthealthportal.com), calling (908) 737-4880, or by stopping by our office in Downs Hall, Room 126.

Kean Ocean students can obtain health services locally by obtaining a referral from Health Services at Kean Union, by calling

908-737-4880 Monday- Friday 9am-5pm. Services are provided by: The Doctor's Office-Brick, 686 Route 70, Brick, NJ 08723, Tel: (732) 262-8200, and students must bring their Kean IDs when they go to their appointments.

## IMMUNIZATION REQUIREMENTS REGISTRATION INFORMATION

All students cannot register for their second semester or receive grades until immunization requirements are submitted to Health Services. Please submit records to Downs Hall – Rm 126, email them to [hsrec-ords@kean.edu](mailto:hsrec-ords@kean.edu), or mail them to Kean University Health Services, PO Box 411, Union, NJ 07083 (submissions by fax are not accepted). Submit a copy so that you can retain your original record. Please call (908) 737-4880 for further questions.

### IMMUNIZATION DEADLINE: SEPTEMBER 30 (FEBRUARY 28 IF STARTING IN THE SPRING).

#### *State Immunization Requirements*

- All students: Proof of two measles vaccines, one mumps vaccine, and one rubella vaccine (MMR), all administered after your first birthday and after 12/31/67. The vaccines must have been administered at least one month apart.

- All new students taking 12 or more credits: Proof of the three-dose hepatitis B series (or two-dose adult series as notated by the physician).

- All Housing students: Proof of the meningitis vaccination before check-in. If records are unavailable, you can take a laboratory test to prove immunity (Antibodies IgG for MMR; Surface Antibodies for hepatitis B). If non-immune, the state requires the appropriate vaccines. A copy of the laboratory report is required.

- FAQ's and forms:  
<http://www.kean.edu/offices/health-services/immunizations>

Follow us for updated information regarding our services and events.

Facebook: Kean healthSvs

Instagram: @kuhealthservices

Twitter: @keanhealth

## COUNSELING CENTER

The Kean University Counseling Center assists students by providing psychological counseling psychiatric medication monitoring and educational programming. The center provides psychotherapeutic services and programs that address mental health issues that may adversely impact academic performance, including: depression, anxiety, personal family concerns, childhood and recent trauma, issues of sexual/gender identity, eating disorders, issues with self-esteem, and peer/relational difficulties.

Student concerns are addressed through individualized treatment plans that may

include individual and/or group therapy. In addition, consultation with a psychiatrist and medication management is available when appropriate.

A Licensed Clinical Alcohol and Drug Counselor is available for evaluation of alcohol and substance abuse patterns, and treatment or referral is provided. Additionally programs are available to meet the needs of Kean students who have been referred by the Office of Residential Student Services or the Office of Community Standards and Student Conduct for violation of university policy. These programs are designed to provide specialized treatment tailored to the needs of each student and may involve individual and or group treatment.

The center is staffed by a dedicated and diverse group of counselors with significant expertise in the mental health field. Services for Spanish-speaking students are available. Additionally, we offer clients the option of meeting with our consulting psychiatrist when further evaluation and/or medication are advised.

The center is open Monday through Friday, from 9 a.m. to 5 p.m. An appointment to see a counselor can be made by either calling (908) 737-4850 or by stopping in at our office located in Downs Hall, room 127.

For Kean Ocean students, services can be accessed through Ocean County College's Career, Employment and Counseling Services: ICCT Building #12, Room C108. 732-255-0400 x 2945.

<http://www.ocean.edu/content/public/student-on-campus/campus-life/student-services/career-employment-counseling-services.html>.

## DISABILITY SERVICES

The Office of Disability Services is committed to the full inclusion and equal opportunity for people with disabilities. The University adheres to the requirements of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act. Every effort is made to provide students with the opportunity to participate in all aspects of college life.

The Office of Disability Services provides assistance, accommodations and resources to all students with physical, medical, learning and or psychological disabilities. The Office of Disability Services is located in Downs Hall, room 122, and can be reached via phone at (908) 737-4910 or email at [disabilityservices@kean.edu](mailto:disabilityservices@kean.edu).

Students interested in educational and or psychological evaluations may contact the Psychological Services Training Clinic located on East Campus at (908) 737-5890.

## OFFICE OF RESIDENTIAL STUDENT SERVICES

The Office of Residential Student Services, within the Division of Student Affairs is responsible for on-campus housing at Kean University.

Residence halls are communities where students can explore new ideas, meet different people, engage in responsible behavior and experience freedom. Residence hall life provides a multicultural opportunity for students and an opportunity for students to gain a variety of personal learning experiences. It helps students meet their needs and potential through responsible programming and effective use of available resources. As a result, students become active members of a unique community engaged in personal and academic growth.

The residence life program accommodates 2,000 full-time undergraduate students within eight residence halls. The staff promotes an environment conducive to living and learning.

The Office of Residential Student Services program offers services such as shuttle van service, a 24 hour computer lab, wireless Internet, 24 hour security and recreational social space.

Students interested in participating in this unique community are encouraged to contact the Office of Residential Student Services at (908) 737-6800.

## OFFICE OF COMMUNITY STANDARDS AND STUDENT CONDUCT

The Office of Community Standards and Student Conduct is committed to providing a campus environment where students can grow intellectually and develop as a person. Student members of the community are expected to abide by certain standards of conduct that form the basis of the Student Code of Conduct (Code) and ensure that their guests and visitors do likewise. These standards are embodied within a set of core values that include integrity, fairness, respect, community, and responsibility. The Student Code of Conduct can be accessed on-line at <http://www.kean.edu/policies/Code-of-Conduct> and printed copies of the Code are available in the Office of the Vice President for Student Affairs (Kean Hall, Room 124) and the Office of Community Standards and Student Conduct (Miron Student Center, Room 317).

## ORGANIZATIONS

New groups have formed over the years as students have sought companions in the pursuit of special interests. There are clubs, which cater to politics, religion, media services, the human concern, sports, social events, recreation, and the cultural arts.

There are locally and nationally affiliated fraternities and sororities which serve a social function, engage in charitable work and are concerned with scholarship, character building and service to the University. Policies and procedures regarding club information and recognition can be obtained from the Center for Leadership and Service.

## OFFICE OF STUDENT GOVERNMENT

The Office of Student Government develops student leaders through a wide array of opportunities for personal and professional development.

Comprised of both Student Organization, the full-time undergraduate governing body, and Graduate and Part-Time Student Council, these student government boards represent the students of Kean University through encouraging student feedback and acting as the voice for student needs. These Student Government Boards build a community by working with students, faculty, and administration to enhance the quality of campus life. In addition, the Office of Student Government houses a Programming Board, 24 Funded Groups, 3 of which are Kean Ocean groups, and provides additional funding opportunities to non-funded groups on campus. Through working with and developing these student leaders, we are able to provide quality services and programs that contribute to social, academic, cultural and professional growth of the student body. By providing diverse student led programming, we demonstrate our commitment to retaining students, enriching student life and creating meaningful out of the classroom learning experiences. The Commuter Resource Center (CRC) is also managed by the Office of Student Government. CRC provides various programs and workshops to Engage and Involve the commuter student population in campus life and to provide pertinent resources and information relevant to commuter students. The Commuter Resource Center is located in J 130 and is equipped with computer workstations, a Xerox, and other services for commuters. Adjacent to J 130 is a Quiet Study Area and an Interactive Multi-function Room.

For more information about the Office of Student Government, located in the Miron Student Center room 304, 309 and 313, call 908-737-5190 or 908-737-5250, email [stuorg@kean.edu](mailto:stuorg@kean.edu) or [gpsc@kean.edu](mailto:gpsc@kean.edu), or visit online at <http://www.kean.edu/offices/student-government>. The Kean Ocean Office of Student Government is located in Gateway 213, 732-255-0400, x2199. This branch

serves and provides programs and services for the Kean Ocean student population.

## STUDENT ORGANIZATION MISSION STATEMENT

Student Organization of Kean University strives to enhance the intellectual, cultural, and personal growth of those it represents, by acting as the voice of the full-time, undergraduate, student body. The organization is dedicated to maintaining an environment where the ideals of diversity and free expression can flourish through scholarly opinion, debate, and education.

Students are encouraged to voice all viewpoints through active feedback and participation in the governance of Kean University; establishing a lasting dialogue that represents each scholar, in turn, unifying the University community. The organization will work with the administration to ensure optimum student rights; providing all individuals with the opportunity to succeed, in the classroom and in their personal endeavors.

## GRADUATE & PART-TIME STUDENT COUNCIL

Our mission is the service of our constituency, the Graduate and Part-Time Students of Kean University. We will foster the development of a stimulating, interactive environment. Our goal is to enhance the academic, social and cultural experiences of our community, by encouraging the true meaning of diversity on our campuses.

Our representation of our members will employ the assets of Student Government, assisting our members to achieve the finest academic standards and promoting the principles of academic excellence. We will strive to maintain an atmosphere of unencumbered scholarly opinion, debate and learning, while presenting programs, both on and off the campus for your interest and edification at affordable prices.

We will represent the concerns and reservations of our members to the administration, its officers and staff seeking a favorable resolution of those matters as we strive to promote leadership and the development of student leaders. We do this by recognizing that today's student leaders are tomorrow's world leaders. We invite you to join our continuing effort.

## CENTER FOR LEADERSHIP AND SERVICE

The Center provides a comprehensive series of specialized leadership education opportunities of specialized leadership education opportunities and programs that will assist all Kean students in the development of leadership skills through service learning, community service and organizational involvement.

The following services are administered by the Center: the Kean Leadership Institute, community and volunteer services, Greek

life, the co-curricular transcript program, student group development, the Jumpstart program, and *The Cougar's Byte*, the student newsletter.

The Center has direct responsibility for the development and recognition of student groups and advises student groups about university procedures and policies. Information about a particular group or about starting a new group can be obtained through the Center for Leadership and Service.

Students are encouraged to become involved in some aspect of university life by joining a club, participating in co-curricular activities, volunteering or employment on campus.

For more information about the Center for Leadership and Service, located in the Miron Student Center room 219, please call (908) 737-5170, email [cls@kean.edu](mailto:cls@kean.edu) or visit them online <http://www.kean.edu/offices/cls>.

## CULTURAL PROGRAMS

Many diverse and exciting cultural programs are offered throughout the year at Kean University. Numerous concerts, lectures, plays, films, dance programs and bus trips are scheduled to enhance a student's educational experience.

Various programming committees comprising students, staff and faculty sponsor these events. A performing arts brochure is printed each year and highlights events in Kean's theatres. In the past, performances have included National Theatre of the Deaf, Smokey Joe's Café, Alvin Ailey Dance Theatre, Maya Angelou, Peking Acrobats, Vienna Boys Choir, Tito Puente and Wynton Marsalis.

Many types of concerts are presented throughout the year in Kean's four theatres. A wide variety of musical forms - salsa, reggae, hip-hop, rock, alternative, and the classics - can be enjoyed by all.

The Kean Dance Ensemble and the Kean Theatre Series present outstanding student drama and dance productions each semester. Past productions include *Spring Awakening*, *The Odyssey*, *A Midsummer Night's Dream*, *The 25th Annual Putnam County Spelling Bee*, *Sweeney Todd*, *Pillowman*, *Our Lady of 121st Street*, *Hairspray*, *The Other Shore*, *Peter Pan*, *Macbeth* and *Doubt*.

The Music Conservatory also offers many concerts and recitals throughout the year. Students perform in the Concert Choir, Chorale, Concert Band, Jazz Ensemble, Percussion Ensemble, Guitar Ensemble, Men's Chorus, and Women's Chorus. Renowned artists are featured in the Conservatory of Music's Artist Series, Ars Vitalis, and ARCO ensemble Classical Concert Series.

The Kean Children's Hour includes an assortment of entertaining shows for the family.

Kean's professional theatre company in residence, Premiere Stages, celebrates the work of emerging artists and offers summer and fall programming of world premieres (new plays) and NJ premieres. Premiere Stages also provides frequent master classes and lectures through their Premiere Artist Program. For more information visit [www.kean.edu/premierestages/](http://www.kean.edu/premierestages/)

## STUDENT PUBLICATIONS

There are a number of student publications running the gamut of form and opinion.

### MEMORABILIA

The yearbook, which highlights seniors. Its office is located in the Miron Student Center, Room 309.

### THE TOWER

A laboratory newspaper, published in hard copy and at [www.keantower.com](http://www.keantower.com) by Kean University's journalism program in the School of Communication, Media & Journalism. *The Tower* office is located in CAS 413 or visit <https://kutower.com>.

### CREATION SPACE

A literary review which showcases the artistic abilities of students through poetry, drama, short stories and artwork. For more information, contact the School of English Studies in CAS 301.

### THE COUGAR'S BYTE

*The Cougar's Byte* is a weekly Center for Leadership and Service Publication for the Kean University Student Community. Its office is located in the Miron Student Center, room 215.

### STUDENT RADIO STATION

WKNJ (90.3 FM) is a non-profit, FCC-licensed radio station that broadcasts 24 hours, 7 days a week. Students in the School of Communication, Media & Journalism produce a variety of music, topic and discussion formats. The radio station is located in CAS 401. Students who have taken

Communication classes are welcome to work at the station.

## ACADEMIC STANDARDS AND PROCEDURES

Within this catalog are academic programs, standards and procedures that apply to students admitted to Kean University for the 2016 - 2017 academic year. The University will provide the student with the programs stated herein. However, the provisions of this publication are not to be regarded as an irrevocable contract between the student and Kean. Degree and related academic requirements are subject to change. When such alteration takes place, it is not made retroactive unless it benefits the student and can be accommodated within the span of time normally needed for completion of degree requirements.

## GRADING SYSTEM

The Nathan Weiss Graduate College, along with all graduate programs of study evaluates all students based on the following grading policy:

Grade	Explanation	Quality Points
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
F		0
IN	Incomplete	0
CG	Complete	0
AF	Administrative Failure	0
AU	Audit	0
W/WD	Withdrawn	0
NC	No Credit	0

## GRADE POINT AVERAGE

The student's overall academic standing is indicated by a grade point average. The grade point average is determined by dividing the total grade points earned by the total number of semester hours calculated. Numerical points for each letter grade are listed above. The cumulative average is determined only for courses taken at Kean University. Graduate students are allowed to receive a maximum of two grades of "C." Any additional grades of "C" must be re-

peated. Grades of "F," "IN," "AF," and "NC" require repeating to meet college and/or course requirements.

Omissions or errors in grade compilation should immediately be reported to the Office of the Registrar. Questions regarding letter grades assigned by an instructor should be discussed directly with the instructor as soon as possible and no later than the last day of the eighth week of the subsequent major (fall or spring) semester. This timeline does not apply to graduating students; change of grades must be completed no later than two weeks after the graduation date. Example: for May degree candidates the change of grade must be completed no later than two weeks after the May ceremony; for January and August candidates, no later than the end of the month. A change of grade will not be permitted after the degree has been posted.

## SEMESTER CREDIT HOUR

Under the NJ State Administrative Code, Title 9A, a "semester credit hour" is defined as "150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work as established by an institution, which may include additional class time, laboratory work, internships, practical studio work, and other forms of academic work" (NJ Administrative Code, Title 9A-Higher Education).

## ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

In order for the University to assess and improve its academic programs and student services, periodic measurements of student perceptions and learning must be obtained. As a component of the assessment program developed by Kean University, faculty teaching in academic programs and staff professionals providing student services may require (in their own respective areas) students to participate in one or more evaluative procedures. Assessment activities may include examinations and performances as well as surveys and questionnaires about students' experiences. The assessment information obtained will be used to improve the quality of educational experiences for students,

and ensure the integrity of degrees earned at Kean University.

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Kean-University-Assessment-System>.

## INCOMPLETE

A grade of incomplete (IN, IP, IC) may be reported for a student who has completed course requirements throughout the semester and then because of illness or other unusual and substantiated cause has been unable to take the final examination or to complete a limited amount of assigned work due near the end of the semester. Unsubstantiated absences from class may not be used to justify an incomplete grade. Class attendance in subsequent semesters may not be required by the instructor as a condition for removal of the incomplete grade. If a substantial amount of work has been missed for medical or other valid reasons, the student should petition the college dean to be withdrawn from all courses.

It is the responsibility of the student to initiate a request for a grade of incomplete by contacting the instructor of the course and filling out the form "Conditions for an Incomplete Grade and Its Removal." The instructor of the course must receive this request prior to the submission of grades at the end of the semester. If no such request is received or if the instructor judges the request unacceptable, an appropriate semester grade shall be submitted based upon the student's attainment of the stated goals of the course.

It is the student's responsibility to make up the examination or other work prescribed in a contract written by the instructor as part of the form "Conditions for an Incomplete Grade and Its Removal." This contract will also indicate the final grade to be assigned if the student's unfinished work is not completed by a specific date. The prescribed time period will be no later than the last day of the eleventh week of the fall or spring semester immediately following the receipt of the incomplete grade. An earlier deadline may be agreed upon by the instructor and the student and in most cases it is expected that a shorter period of time will be specified in the contract for the removal of the IN, IP and IC. This time line does not apply to graduating students; incomplete grades must be completed no later than two weeks after the

graduation date. Example: for May degree candidates, incomplete grades must be completed no later than two weeks after the May ceremony; for January and August candidates, no later than the end of the month.

When the student has made up the assignment(s) or taken the examination on time, the instructor forwards a change of grade form for action by the department chairperson and the college dean. The dean then transmits the form to the Office of the Registrar for processing the grade change. If the student has not completed the work according to schedule, the instructor reports as the final grade for the semester the grade recorded in the contract worked out with the student. The final grade must be submitted to the Office of the Registrar before the degree is posted to the student's record. Once the degree has been posted, the academic record is frozen and no changes are permitted.

### **INDEPENDENT STUDY – ID 5700/ID 5701**

A matriculated student who has completed a minimum of 21 graduate credits in his/ her program with a minimum grade point average of 3.0, may apply to take an independent study (ID 5700) to cover a course in his or her degree program if the course is not offered prior to graduation.

The student must obtain written approval of the faculty sponsor, program coordinator, and the Office of the Registrar prior to registration. Students who register for ID 5700 or ID 5701 without obtaining the required approvals will have their registration forfeited. Forms for such approval may be secured from [grad.kean.edu/forms](http://grad.kean.edu/forms). Each student is limited to a maximum of two independent studies per program, with permission as noted above.

### **THESIS OPTION – ID 5800/5801**

The thesis option (ID 5800/5801) may be taken in some programs, with permission of the program coordinator, in lieu of the Advanced Seminar. Students considering completion of a graduate thesis must have successfully completed 21 graduate credits in their program with a minimum grade point average of 3.0. Students must also possess a strong background in research methodology and writing, extensive knowledge of the field in which the work is to be undertaken, and a clear concept of the

problem to be investigated. Prior approval must be obtained from the program coordinator as well as the consent of the graduate faculty member who will serve as sponsor, along with approval of the appropriate College Dean. The approved application must be filed with the Office of the Registrar prior to registration for the thesis. Completion of the thesis may require six credits, which may be taken over a two semester sequence (registration for ID 5800 is required each semester), or in one semester (ID 5801).

### **APPROVAL AND DISPOSITION OF THESIS**

Final approval is determined by the sponsoring faculty member. Should questions arise as to the acceptability of a thesis, other members of the graduate faculty in the department may be consulted.

### **TRANSFER CREDIT**

A maximum of six credits may be transferred providing the course(s) are applicable to the program to which it is being applied, is approved by the program coordinator, the grade is "B" or better, and the course(s) fall within the six year time limit requirement for completion of programs. Transfer Request forms are available online at [grad.kean.edu/forms](http://grad.kean.edu/forms).

No course may be transferred unless documented on an official transcript from the college or university at which the course was taken. Courses applied towards a previous degree may not be credited towards another degree.

### **GRADE GRIEVANCES**

If a student believes that he or she has not been graded fairly in a course, it is the student's right to initiate a grade grievance. A formal process exists for the resolution of such problems. The overall guidelines for the grade grievance process are basically uniform from department to department, with each department free to develop specific procedures within these guidelines. Requests for reconsideration of a grade must be brought to the faculty member as soon as possible after the conclusion of the course and no later than the end of the eighth week of the fall or spring semester. The steps in the process are outlined below; it is understood that if a satisfactory resolution is reached at any level, the process ends. If at a

given step either party is dissatisfied with the proposed resolution, the dissatisfied party may request reconsideration at the next level. Decisions by the college dean are final, with no provision for further appeal beyond that point.

1. The student meets with the faculty member to request information about the faculty member's grading decision or evaluative judgment. If after receiving an explanation from the faculty member, the student remains dissatisfied, he or she may request reconsideration of the grade by the department chairperson/executive director. This request must be filed within two weeks from the date of the initial meeting with the faculty member.
2. The student meets with the department chairperson/executive director to discuss the assigned grade. The chairperson/executive director may choose to intervene directly at this point and attempt to seek a resolution or may decide to refer the question to the departmental grievance committee and convene the committee in accordance with departmental policies and procedures.
3. The departmental grievance committee, comprising faculty members and at least one student, hears the grievance within one month of the original request for reconsideration. The committee determines (in accordance with prevailing departmental practices and the specifics of the particular grievance) a procedure to follow. Both the student and faculty member might be asked to submit materials in writing, or both might be invited or required to appear before the committee. The committee may schedule these meetings so that the parties appear separately or together. Additional information may be requested by the committee as needed.
4. The grievance committee makes a determination and notifies the student and faculty member in writing of its decision within five business days of the hearing. An official letter will be sent to the Office of the Registrar for inclusion in the student's academic file.
5. If the decision of the grievance committee is not acceptable to either of the parties involved or if implementation of the decision requires the attention of the college dean, the grievance is brought to the dean for resolution and all relevant materials are forwarded to the dean's office.
6. The final grade must be submitted to the Office of the Registrar before the degree is posted. Once the degree has been



posted, the academic record is frozen and no changes are permitted.

## **COMMUNICATION OF COURSE REQUIREMENTS TO STUDENTS (SYLLABUS)**

Instructors are required to communicate to students in writing at the start of the semester essential information about the course. The required syllabus templates are available to instructors via the following link: <http://syllabus.kean.edu>.

At a minimum, a class syllabus includes:

1. Course name, number, section
2. Semester
3. Instructor contact information, including phone number, e-mail address and faculty office location
4. Faculty office hours (times/place)
5. Prerequisites, if any, to the course (Students who have not met the required prerequisites should be asked to withdraw)
6. Required textbooks
7. Course objectives
8. Outline of course content
9. Course requirements, methods of evaluation, and the basis by which the final grade is derived
10. Special features of the course e.g., field trips or visits to facilities off campus
11. Academic deadlines e.g., the last day to withdraw and the last day to declare P/F option
12. Academic Integrity Policy (available at the Center for Academic Success or at <http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf>)
13. Student Code of Conduct, as it discusses expectations of appropriate conduct in the classroom: <http://www.kean.edu/KU/Code-of-Conduct>
14. Information on CampusAlert, the University's emergency notification system ([www.mir3.com/kean](http://www.mir3.com/kean)). Students are encouraged to register in the system in order to be informed of campus emergencies, weather notices and other announcements. Kean Ocean students should follow the Ocean County College webpage and notification system for campus emergencies and weather notices.
15. All students must have a valid Kean email account. For those who do not already have one, forms are available on-line at <http://www.kean.edu/KU/Forms-OCIS>; click on E-mail Account Request Form.

The course syllabus is a contract between the faculty member and the student. Chang-

es in course requirements made after the start of the semester should also be communicated in writing to students. Students, in turn, are responsible for meeting the requirements of the course as delineated in the syllabus and for requesting clarification from the instructor on items not clear in the syllabus. Students who experience difficulty in meeting course requirements should discuss their situation with the instructor and seek help. For more information about the course syllabus, please go to <http://syllabus.kean.edu> or contact your program's Executive Director, Chairperson, or Dean's Office.

## **STANDARDS FOR WRITTEN WORK**

All graduate research papers must meet acceptable University standards for written work. Students are advised to check with their instructor to determine the appropriate disciplinary standards for written materials.

## **SYLLABUS NOTICE FOR LABORATORY COURSES**

### **REPRODUCTIVE HAZARDS**

Reproductive hazards are substances or agents that may affect the reproductive health of women or men or the ability of couples to have healthy children. Efforts have been made to eliminate the use of known reproductive hazards in our labs. However, the vast majority of laboratory chemicals have never been tested by the manufacturer or by any governmental agency. As a result, their effect on a developing fetus is unknown; female students must assume that each chemical used in this lab presents a hazard to an unborn child. If you are pregnant, become pregnant or are planning to become pregnant during the semester, you are strongly encouraged to speak privately with your instructor who will be able to provide written health and safety information about each chemical that will be used in the class. You are asked to review and discuss this information with your healthcare provider.

After you have reviewed the information, you can choose to:

1. Continue your enrollment in the lab - you will be asked to sign a waiver and will be expected to follow a strict set of health and safety procedures while in the lab.
2. Withdraw from the lab - your instructor will assist you in creating a plan to complete the course at a later date.

## **ADMINISTRATIVE PROCEDURES FOR FACULTY AND STAFF**

If a student voluntarily discloses to you that she is pregnant or is planning to become pregnant while enrolled in a laboratory class, please treat the information as confidential protected health information.

The instructor should contact the Office of Environmental Health and Safety (EHS) (908-737-5109, [skupiec@kean.edu](mailto:skupiec@kean.edu)) for assistance, and should be prepared to provide a list of all chemical substances that will be used in the class. EHS will gather safety data sheets for the substances, conduct a risk assessment, and prepare a set of health and safety instructions for the student. EHS will also notify Kean's University Council of the need to prepare a waiver.

EHS will provide the safety data sheets, the health and safety instructions, and the waiver to the instructor. The instructor will send the information to the student via email, and allow her time to review the material and to choose whether to stay in the lab or not. If she chooses to withdraw, the instructor should contact the Dean's office for assistance. If she chooses to remain enrolled in the course, ensure that she signs the waiver, and follows the health and safety instructions provided.

## **ATTENDANCE POLICY**

Attendance is expected in all courses. Attendance will be a component of the grade of any course if so stated in the syllabus. Students are responsible for informing the instructor in advance or in a timely manner of the reasons for their absence. Instructors in consultation with their executive directors/departments chairs are expected to respect University practices and policies regarding what counts as an excused absence. Typically excused absences include illness, bereavement or religious observances. Serious tardiness may be dealt with at the discretion of the instructor. Observance of a religious holiday is to be considered an excused absence from class for any student. If a student misses a scheduled examination or other announced assignment because of observance of a religious holiday, the student and instructor shall agree upon a mutually convenient time as an alternate date for completion of the assignment.

## **LEAVE OF ABSENCE**

Students who must leave the University temporarily either for medical or personal reasons may request a leave of absence. Medical leaves are processed by the Office

of Health Services; personal leaves are processed by the Counseling Center.

Students who request a leave of absence after a semester has begun should do so no later than one week past mid-semester. The ordinary length of a leave of absence is a semester. In unusual circumstances the Office of the Vice President for Student Affairs may approve a renewal of leave for the semester immediately following. The following criteria apply to full-time and part-time students in good standing. Good standing is defined as follows: a cumulative grade point average at the completion of the semester prior to request for leave of absence that meets the minimum academic requirements of the University; all financial and other obligations to the University have been met in full; and there is no disciplinary probation/suspension/dismissal in effect. Any Military Students called for active duty must bring the following information to the Office of Veteran Student Services:

- Activation Orders
- Leave of absence form from the Office of Veteran Student Services.

## TIME LIMIT

A graduate program must be completed within a six year time limit, with a cumulative grade point average of 3.0 or better.

## REQUEST FOR EXTENSION

If circumstances prevent a student from completing a program within the required six-year time frame, an extension may be considered upon submission of a formal request to the Office of the Registrar. Forms are available online at [grad.kean.edu](http://grad.kean.edu).

## ACADEMIC PROBATION AND DISMISSAL

After a graduate student attempts six total graduate credits as a matriculated student, a 3.0 cumulative GPA must be achieved. Failure to meet this minimum may result in the student being placed on Academic Probation. Additionally, conditions of the probation may be set at the discretion of the Dean of the Graduate College and/or the Academic Standards Committee.

Upon completion of 12 attempted graduate credits, if a student fails to achieve a cumulative GPA of 3.0, the student may be aca-

demically dismissed from Kean University. If the student achieves a cumulative GPA of 3.0 or higher, they will be removed from academic probation. However, if at any time during subsequent semesters the student falls below a cumulative 3.0 GPA, they will be academically dismissed from Kean University. All notices of academic probation and/or dismissal will occur at the completion of the fall and spring academic semesters.

If a student is academically dismissed from Kean University, the student is entitled to appeal the dismissal to the Academic Standards Committee of the Graduate College. This committee will be comprised of the Dean of the Graduate College, as well as administrators and faculty members appointed by the Dean. The appeal must be submitted in writing to the Office of the Registrar within seven calendar days of the letter of dismissal. Failure to adhere to this time frame can result in the committee's refusal to hear the appeal. No in-person appeals will be accepted. All appeals will be reviewed within a reasonable time frame and the committee's decision will be communicated via an official letter from the University. A dismissed student does not have the opportunity to appeal the Committee's final decision.

If a student is academically dismissed from Kean University, they will have the opportunity to apply for reinstatement at no time earlier than two subsequent semesters. For example, if a student is dismissed after the spring semester, that student would not be eligible to apply for reinstatement until the following spring, with an anticipated start term of the following fall semester. An appeal for reinstatement must be submitted to the Office of the Registrar no later than the December 1 for a spring reinstatement or June 1 for a fall reinstatement. Included with the appeal should be any supporting documentation which can include, but is not limited to: proof of academic growth, in the form of taking non-matriculated courses at another college/university, letter(s) of recommendation, or a personal statement expressing the student's growth, both academically and personally. The reinstatement appeal will be reviewed by the Office of the Registrar and a recommendation will be sent to the Dean of the Graduate College as to grant or deny reinstatement. The Dean of the Graduate College will make the final determination on reinstatement.

**\*The Academic Standards Committee reserves the right to make decisions regarding academic probation and dismissal based on a student's academic performance at their discretion. Some graduate programs may have additional requirements and/or conditions. Please review your department's requirements with your respective Program Coordinator, as well as all published handbooks.**

## NON-ACADEMIC DISMISSAL

When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the University community, that person may be required to withdraw.

## REACTIVATION

Matriculated students (not on leave of absence) who have not completed courses and received grades for two consecutive semesters (missed consecutive fall and spring or spring and fall semesters, excluding all summers) are no longer considered active students and must apply for reactivation to the university. A reactivation application must be filed no later than one week prior to the first day of classes for the semester. For more information, please see the Office of the Registrar. Students who have missed two consecutive semesters because they are called up for active military duty do not have to reapply. These students should contact the Office of the Registrar at least one week prior to the start of the term in order to reactivate their accounts.

## READMISSION

Students who have not taken any courses for six consecutive semesters, (not including summer or winter terms) must reapply to the University. This includes submission of a complete Application for Graduate Admission, along with all required supporting materials. For more information, please see the Office of University Admissions.

## CHANGE OF PROGRAM

Changing from one academic program to another is not automatic. This process is facilitated by the Office of the Registrar; the form can be obtained at [grad.kean.edu](http://grad.kean.edu).



Students must meet with the coordinator of the prospective program to ensure that they meet the admission criteria for the new program. The student then has the responsibility to follow through on the change by having an exit interview with the former program coordinator. It must be understood that graduate credits may be lost in the process of program change. The final approval is obtained by the Office of the Registrar.

## COMPREHENSIVE EXAMINATIONS

A number of master's degree programs require a comprehensive examination. Its purpose is to enable the graduate student to integrate the course work of a specific program and to be able to illustrate its application in professional settings. Students are encouraged to discuss with their advisors at the time of admission the goals and objectives to be achieved during the course of the program.

Comprehensive examinations are prepared by program faculty for each area of specialization and are administered mainly during the fall and spring semesters as scheduled. The exam may be taken only after a student has successfully completed a minimum of 21 graduate credits in a specific program, and has maintained a minimum grade point average of 3.0. Intent to take the exam must be filed with the Office of the Registrar at least three weeks prior to the scheduled examination dates for each program.

Applications for the Comprehensive Exam are available at [grad.kean.edu](http://grad.kean.edu). The examination is submitted anonymously to faculty for reading and is graded as follows:

- Pass with Commendation
- Pass
- Pass with Condition
- Fail

In the event of failure, a student may be permitted to take a second comprehensive examination subject to the approval of the program coordinator. In the event of a second failure, a student may appeal to take the examination for a third and final time. The appeal must be recommended by the Program Coordinator, the Department Chairperson and approved by the Dean of the Academic College. If the appeal is approved, the student may sit for the examina-

tion no sooner than the next regularly scheduled administration for that program.

## DEGREE REQUIREMENTS

Graduate degrees are conferred by the authority of the Kean University Board of Trustees. To qualify, a student must be fully matriculated in a graduate program of the University and have a minimum GPA of 3.0. Degree requirements must be completed within six years from the date of the first course applied towards the degree, which may also include six credits of approved graduate courses earned at another accredited institution, not credited toward another degree, with a grade of "B" or better. Successful completion of six credits taken as a non-matriculated student does not guarantee admission.

Graduate students are allowed to receive a maximum of two grades of "C." Any additional grades of "C" must be repeated. Grades of "F," "IN," "AF," and "NC" require repeating to meet college and/or course requirements.

## APPLICATION FOR GRADUATE DEGREES

Students who are candidates for graduate degrees must file an application with the Office of the Registrar. Application deadlines are posted at [grad.kean.edu/current-students](http://grad.kean.edu/current-students).

Each application must be accompanied by a paid receipt of the graduation fee noted on the application. A student's academic record will not be evaluated for graduation unless the application has been filed prior to the deadline. Applications are available online at [grad.kean.edu](http://grad.kean.edu).

## AWARDING OF DEGREES

Formal commencement exercises are held each year at the close of the spring semester. Conferral is also available in January and August for students who complete degree requirements during the fall semester or the summer session.

January graduates and May and August candidates will be invited to participate in the formal May commencement ceremony. To participate in the May commencement ceremony, all required coursework must be completed by the end of Summer II session of the same year.

## GRADUATION WITH DISTINCTION

Graduate students who have completed their degree requirements with a cumulative grade point average of 4.0 and a commendation on their Graduate Comprehensive Exam (when required) are recognized as graduating with distinction.

Graduation with Distinction will be recognized through a letter from the Dean of the Nathan Weiss Graduate College and such a notation will appear on the student's transcript and diploma.

## COURSE LOAD

Maximum course loads are established per semester as follows:

- Part-time students: 1-8 credits per semester (excludes summer and winter terms)
- Full-time students: 9-12 credits per semester (excludes summer and winter terms)

During the summer semester(s), the following maximum course loads are established as:

- Part-time students: 1-5 credits per semester.
- Full-time students: 6 credits per semester.

Any increase in the maximum course load must have prior written approval from the Program Coordinator and the Office of the Registrar. Students may only be enrolled in one graduate program at a time.

## WITHDRAWAL FROM PROGRAM

Matriculated students who wish to withdraw from a program must submit their request to the Office of the Registrar in writing.

## ACADEMIC INTEGRITY

*(Approved by Kean University Board of Trustees June 25, 2012)*

Kean University is aware of and sensitive to the pressures exerted by peers and family, work environment, the academic process, and society in general, and is committed to creating an environment in which academic integrity is supported and academic dishonesty is not tolerated. To that end, the University has taken steps to ensure that all members of the academic community are fully aware of the Academic Integrity Policy by: widely distributing the policy, post-

ing it on the University's website, identifying material on all course syllabi, and providing training to increase awareness of Academic Integrity issues among all members of the Kean University Community. Thus, administrators, staff, Board of Trustees Members, and faculty at Kean University have an obligation to support academic integrity by ensuring that all members of the University community understand:

- What constitutes academic integrity
- How to prevent academic dishonesty
- What sanctions are imposed for academic dishonesty
- What consequences ensue as a result of such sanctions, and
- What process is used to impose those sanctions

All members of the Kean Community shall actively engage in the academic process. In order to ensure compliance with the Academic Integrity Policy, administrators, faculty, staff, librarians, and students should:

- Represent their identity truthfully in all situations
- Protect their materials, including papers, tests, and other academic exercises, from unauthorized access
- Protect their means of access to resources, including computer passwords and library access codes, from unauthorized use of the system
- Respect the work of others by acknowledging their words, ideas, opinions, theories, data, programs, and other intellectual material in accordance with the guidelines of the discipline or other faculty instruction
- Report data or source information accurately
- Refuse to participate in activities that violate the Academic Integrity Policy
- Read, understand, and comply with the code of ethics and/or clinical code of their chosen discipline, and
- Represent their mastery of material truthfully and accurately.

The complete Kean University Academic Integrity Policy is found on the Kean website at:

<http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf> or obtain a copy from the Office of the Registrar or the Office of Academic Affairs in K-107.

## ACADEMIC CALENDAR

The University's Academic Calendar can be viewed at

<http://www.kean.edu/offices/registrar/academic-calendar>.

## ACCESS TO EDUCATIONAL RECORDS- FERPA

Kean University collects data and information about students in order to facilitate their educational development. The Family Educational Rights and Privacy Act (FERPA) of 1974 and the Higher Education Amendments of 1998 delineate the rights of students to be informed of the existence of this information, to have access to it, and the conditions under which information about students may be disclosed to others. A copy of the Family Educational Rights and Privacy Act is available in the Office of the Registrar. The material below specifies the Kean University policy and procedures for complying with FERPA. All employees of the University who handle student records are bound by the Kean policy and procedures.

### GENERAL POLICY STATEMENT

Information from student educational records may be shared within the university by officials with a "legitimate educational interest" (as defined in this document) in such information. Information from records, files, and data directly related to a student shall not be disclosed by any means to individuals or agencies outside the university without the written consent of the student, except in response to directory information or to a subpoena or court order, or in those cases of specifically designated educational and governmental officials as required by FERPA and explained below.

### STUDENTS

A student is defined as an individual currently or previously enrolled in any academic offering of the university.

### STUDENT RECORDS

Educational records are those which contain information directly related to the student. Records originating at another institution are also subject to this policy. Educational records include the following:

### RECORD LOCATION

Admissions Records	Admissions Office, Graduate Office, Office of the Registrar, Kean, Ocean Processing Center
Career Placement Records	Center for Academic Success
Cumulative Academic Records	Graduate Office, Office of the

Disciplinary Records	Registrar, Kean Ocean Administrative Office Vice President for Student Affairs, Residence Life
Health Records	Health Services
Financial Records	Financial Aid, Student Accounting Kean Ocean Administrative Office

Excluded from the definition of student educational records are records or notes of instructional and administrative personnel which are in the sole possession of the individual. Records exempt include the notes of a professor or staff member concerning a student and intended for that individual's own use; information maintained by a physician, psychiatrist, psychologist, or paraprofessional used in connection with the provision of treatment; and alumni records.

### UNIVERSITY OFFICIALS RESPONSIBLE FOR STUDENT RECORDS

The Vice President for Academic Affairs, the Executive Vice President for Operations, the Vice President for Student Affairs, the Associate Vice President for Enrollment Management, and the Dean of the Nathan Weiss Graduate College are responsible for student records within their respective areas.

### DIRECTORY (PUBLIC) INFORMATION

Kean University designates the following items as Directory Information:

- Category I -Student name, permanent local, and email address, phone number, dates of attendance, class, date of graduation
- Category II -Degrees and awards conferred, major
- Category III -Weight and height of members of athletic teams
- Category IV -Photographic, video, or electronic images

This information is regarded as public, and the University may disclose any of these items without prior written consent. The student is entitled to request that any or all categories of this information not be made publicly available. Such a request must be made in writing to the Registrar on an annual basis. Requests must be filed within 10 days after the start of the fall or spring semester and shall remain in effect until the next fall semester.

## **STUDENT RIGHTS TO INSPECT EDUCATIONAL RECORDS**

A student has the right to inspect and review his or her educational records. To do so, the student must submit a request in writing to the director of the office in which the record is located. This official must respond within 45 days of the request by arranging an appointment for the student to view the records. When a record contains information about more than one student, the student may inspect and review only the records which relate to him or her. The student is also entitled to copies of his or her records generated at Kean University at a reasonable administrative cost.

Educational records will not be released to the student or any third party if the student has a financial obligation or if a serious academic and/or a disciplinary matter involving the student remains unresolved. Recommendation letters and other information obtained or prepared prior to January 1, 1975, which were written on the assumption of confidentiality, will not be made available to the student.

## **DISCLOSURE TO OTHERS**

Kean will disclose information from a student's education records only with the written consent of the student, (for more information on the FERPA/Student Educational Records Release, go to [http://131.125.2.140/admin/uploads/pdf/FERPA\\_Student\\_Guide.pdf](http://131.125.2.140/admin/uploads/pdf/FERPA_Student_Guide.pdf)) except if required by university officials with "legitimate educational interest," defined in part A, below, or in those cases delineated in part B, below.

A. University officials with "legitimate educational interest" are those with general or specific responsibility for promoting the educational objectives of the University. This includes individuals within the institution involved in teaching, research and related activities such as academic advising, counseling, academic support, supervision of co-curricular activities, official University committees or clubs, financial assistance, medical services, and job placement. A university official is a person employed by the university in administrative, supervisory, academic, or research, or support staff positions. This includes members of the Board of Trustees and person employed by or under contract to the University to perform special tasks, such as the attorney or auditor. University officials have "legitimate educational interest" if they are: performing a task that is specified in their job description performing a task related to a

student's education performing a task related to the discipline of a student performing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid assistance. Clerical personnel employed to assist university officials in their job performance, may also be granted access to student records. Access by all personnel is restricted to that part of the student record necessary for the discharge of assigned duties.

B. Information may also be disclosed without the written consent of the student if requested under the circumstances delineated below:

1. By federal and state authorities. Student records may be disclosed to certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.

2. By other educational institutions. Disclosure of appropriate academic records may be made to officials of other educational institutions to which the student has applied or intends to enroll.

3. In response to a judicial order. Information concerning a student shall be released if properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding. In the case of a judicial order or a subpoena, the University will make a reasonable effort to notify the student of the order or subpoena in advance of compliance.

4. In support of financial aid requests. Information from student records may be released in connection with a student's request for financial aid as necessary to determine eligibility or to enforce the terms and conditions of the aid.

5. If mandated by a state law requiring disclosure that was adopted prior to November 1994.

6. By educational agencies conducting research. Information which will not permit the individual identification of students may be released to educational agencies for research or for the development of predictive tests. Information may also be released to organizations conducting certain studies on behalf of the University. In these cases, the information may not be used in any way that permits identification of an individual student.

7. By accrediting agencies. Information may be released to accrediting agencies to enable them to carry out their functions.

8. In case of emergency. On an emergency basis, information about a student may be

released by the Registrar when that information is necessary to protect the health or safety of a student or other individuals.

9. To parents of dependent students. Information concerning a student who is dependent, within the meaning of section 152 of the Internal Revenue Code of 1954, may be released to that student's parents. For purposes of this policy, unless information is presented that the student is, in fact, a dependent, students will be assumed not to be dependent. Parents who wish to provide such information should be referred to the Office of the Vice President for Student Affairs.

10. Parental notification of drug and alcohol violations, Section 952 of the 1998 Amendments to the FERPA, authorizes the University to inform a parent or legal guardian of any student under the age of 21, who has been found in violation of any law or University policy governing the use or possession of alcohol or controlled substances. For purposes of this policy, the University will first notify the student of its intent to notify the student's family. The family will then be notified unless it is determined that such communication will put the student at risk. (See Drug and Alcohol Policy at

<http://www.kean.edu/policies/drug-alcohol-policy>).

## **RECORDS OF REQUEST FOR DISCLOSURE**

Kean will maintain a record of all requests for and/or disclosure of information to outside agencies from a student's educational record. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party has in requesting or obtaining the information. This record may be reviewed by the student.

## **CORRECTION OF EDUCATIONAL RECORDS**

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of the privacy rights. The substantive judgment of a faculty member about a student's work, expressed in grades or other evaluations, is not within the scope of this right to challenge information.

To challenge his or her record, a student must submit a request to amend the record to the University official in whose area of responsibility the material is kept. The official may comply with the request and cor-

rect the material or the official may rule against changing the record. If the official decides not to comply, the student will be notified of the decision and advised of his or her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of his or her rights. The hearing must be held within three weeks of the request and the student notified of the time, date, and place in advance of the hearing.

The hearing will be conducted by a hearing officer who is a disinterested party. He or she may, however, be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend his or her records. The student may be represented by an individual of his or her choosing, including an attorney (at the student's expense).

Within two weeks of the conclusion of the hearing, the hearing officer will prepare a written decision based solely on evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision. If it is decided that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the University will notify the student that he or she has a right to place in the record a statement commenting on the challenged information and setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement. Students have the right to file a complaint with the Department of Education concerning alleged failures of the University to comply with the requirements of FERPA.

## **KEAN - OCEAN**

### **Contact information:**

Location:

Gateway Building, Room 103

College Drive

Toms River, NJ 08754

Phone: 732-255-0356

Fax: 732-255-0465

keanocc@kean.edu

koadmission@kean.edu

<http://www.kean.edu/keanocean>

The University also offers many baccalaureate degree-completion programs as well as several complete graduate programs (Master's degrees as well as a Ph.D. Program) on the campus of Ocean County College (OCC) in Toms River. Established in 2006, this partnership with Ocean County College provides articulated degree plans by which students complete a course of study at OCC, earn an OCC associate's degree, then continue their studies on the OCC campus with Kean courses leading to over 30 different Kean baccalaureate degree options. These Kean Ocean undergraduate and graduate programs are posted at <http://www.kean.edu/academics/keanocean/kean-ocean>. Additional information on the Kean Ocean Graduate program offerings can be obtained by visiting: <http://grad.kean.edu/kean-ocean>.

In general, Kean-Ocean operations follow all standard Kean University policies and procedures, which remain administered by their respective offices and authorities in Union. Exceptions to this pattern are noted in the coverage of any affected areas. Weather and emergency closing follow the Ocean County College delayed opening and cancellation announcements.

# NATHAN WEISS GRADUATE COLLEGE

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Jeffrey P. Beck, Ph.D.  
Dean

## **Degrees Offered**

### **Certification Programs**

Substance Awareness Coordinator

### **Doctoral Degrees**

Combined School and Clinical Psychology (Psy.D.)

Doctor of Physical Therapy (DPT)

Nursing Educational Leadership (Ph.D.)

Educational Leadership (Ed.D.)

### **Masters Degrees**

Counseling – Alcohol and Drug Abuse Counseling (M.A.)

Counseling – Clinical and Mental Health Counseling (M.A.)

Counseling – School Counseling (M.A.)

Counseling – School Counseling (M.A.) with LPC Qualification

Educational Administration – School Business Administrator (M.A.)

Educational Administration – Supervisor and Principal (M.A.)

Educational Administration – Supervisor, Principal & School Business Administrator (M.A.)

Occupational Therapy (M.S.)

Physician Assistant Studies (M.A.)

Social Work (M.S.W.)

Social Work – Advanced Standing (M.S.W.)

Social Work – Extended Option (M.S.W.)

Speech-Language Pathology (M.A.)

### **Non-Degree Programs**

Speech Language Pathology Pre-Professional Program

### **Post-Master's Certifications**

Director of School Counseling

Supervisor

Principal

School Business Administrator

Supervisor, Principal & School Business Administrator

### **Post-Master's Non-Degree**

Licensed Professional Counselor

### **Professional Diplomas**

School Psychology

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name.



# DEPARTMENT OF COUNSELING

Dr. J. Barry Mascari  
Room: EC-307  
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E-mail: [jmascari@kean.edu](mailto:jmascari@kean.edu)

## Degrees Offered

### M.A. in Counseling:

- Alcohol and Drug Abuse Counseling
- Clinical Mental Health Counseling
- School Counseling
- School Counseling with LPC Qualification

### Post Master's (Non-Degree) Option:

- Licensed Professional Counseling

### Post Master's Certification:

- Director of School Counseling

### Certification Program:

- Substance Awareness Coordinator

CED 5950: Counseling Skills 3  
*(Students must be fully admitted following completion of the three courses)*

### Required Courses

CED 5915: Multicultural Counseling 3  
CED 5925: Counseling Perspectives in Human Development 3  
CED 5952: Theories of Counseling 3  
CED 5963: Theory and Practice of Group Counseling 3  
CED 5975: Career Counseling and Development 3  
CED 5050: Appraisal and Assessment in Counseling 3  
CED 5997: Research Methods in Counseling 3

### Specialized Courses

CED 5501: Introduction to Alcohol and Drug Abuse Counseling 3  
CED 5502: Coordinating Alcohol/Tobacco/Drug Abuse Programs & Services 3  
CED 5503: Impact of Alcohol, Tobacco, and Drug Abuse Across the Lifespan 3  
CED 5504: Assessment & Counseling of Alcohol/Drug Affected Children & Families 3

### Practicum and Internship

CED 5980: Practicum in Counseling 3  
CED 5985: Internship in Counseling I 3

**Total** 48

## Option: School Counseling

### Program Description

The Master of Arts in Counseling, School Counseling Option, is CACREP and NCATE (now CAEP) accredited and approved by the New Jersey Department of Education for School Counselor Certification. The program provides comprehensive training in elementary, middle and secondary school counseling, including a supervised practicum and 2 internships (in a school setting).

## Degree Requirements

- 48 credits
- All students conditionally admitted; following successful completion of core courses faculty meet to assess whether the student will advance to full admission.
- Practicum and 2 internships
- CPCE (comprehensive exam)

### Core Courses

CED 5910: Orientation to Professional Counseling 3  
CED 5962: Group Process in Counseling 3  
CED 5950: Counseling Skills 3  
*(Students must be fully admitted following completion of the three core courses)*

### Required Courses

CED 5915: Multicultural Counseling 3  
CED 5925: Counseling Perspectives in Human Development 3  
CED 5050: Appraisal and Assessment in Counseling 3  
CED 5952: Theories of Counseling 3  
CED 5963: Theory and Practice of Group Counseling 3  
CED 5975: Career Counseling and Development 3  
CED 5979: Diagnosis & Treatment of Psychopathology 3  
CED 5997: Research Methods in Counseling 3

### Specialized Courses

CED 5944: School Counseling 3  
CED 5945: Counseling Children & Adolescents 3

### Practicum and Internship

CED 5980: Practicum in Counseling 3  
CED 5985: Internship in Counseling I 3  
CED 5986: Internship in Counseling II 3

**Total** 48

## Option: Alcohol and Drug Abuse Counseling

### Program Description

The primary goal of the Master of Arts in Counseling, Alcohol and Drug Abuse Counseling Option is to prepare professionally educated and trained counselors to work as a Licensed Alcohol and Drug Abuse Counselor (LCADC) in a variety of settings. Students in the option will be provided with a common core of professional counseling competencies based on national standards, specialized studies and supervised experiences in the field of Alcohol and Drug Abuse Counseling. Courses have been approved by the Certification Board for the LCADC.

## Degree Requirements

- 48 credits
- All students conditionally admitted; following successful completion of core courses faculty meet to assess whether the student will advance to full admission
- Practicum and internship
- CPCE (comprehensive exam)

### Core Courses

CED 5910: Orientation to Professional Counseling 3  
CED 5962: Group Process in Counseling 3

## Option: Clinical Mental Health Counseling

### Program Description

The Master of Arts in Counseling, Clinical Mental Health Counseling Option is CACREP accredited. It provides education and training in professional counseling for work in a variety of settings including agencies, community organizations, mental health centers, hospitals, and private centers. The program provides comprehensive training involving the knowledge and skills required to work effectively as a professional counselor. Graduates will be immediately eligible to apply for the Licensed Associate Counselor (LAC) credential and take the National Counselor Examination (NCE), if they have not already done so. Students will be able to work in community organizations, counseling and mental health centers, hospitals, private for profit centers and counseling practices while working under supervision to complete the remaining portion of the 4,500 supervised clinical hours.

### Degree Requirements

- 60 credits
- All students conditionally admitted; following successful completion of core courses, faculty meet to assess whether the student will advance to full admission.
- Practicum and 2 internships
- CPCE (comprehensive examination)

### Curriculum

<b>Core Courses</b>	<b>9</b>
CED 5910: Orientation to Professional Counseling	3
CED 5962: Group Process in Counseling	3
CED 5950: Counseling Skills	3
<i>(Students must be fully admitted following completion of the three core courses)</i>	
<b>Required Courses</b>	<b>24</b>
CED 5915: Multicultural Counseling	3
CED 5925: Counseling Perspectives in Human Development	3
CED 5945: Counseling Children & Adolescents	3
CED 5050: Appraisal and Assessment in Counseling	3
CED 5952: Theories of Counseling	3
CED 5963: Theory and Practice of Group Counseling	3

CED 5975: Career Counseling and Development	3
CED 5997: Research Methods in Counseling	3

### Specialized Courses

CED 5501: Survey of Alcohol & Drug Abuse Counseling	3
CED 5965: Introduction to Family Counseling	3
CED 5972: Clinical Mental Health Counseling	3
CED 5979: Diagnosis & Treatment of Psychopathology	3
CED 5989: Clinical Counselor Supervision	3
CED 5993: Legal, Ethical & Professional Issues in Counseling	3

### Practicum and Internship

CED 5980: Practicum in Counseling	3
CED 5985: Internship in Counseling I	3
CED 5986: Internship in Counseling II	3

**Total** **60**

## Option: School Counseling and LPC Qualification

### Program Description

The 60 credit Master of Arts in Counseling, school counseling (CACREP accredited) and LPC option provides students with the course work required by the New Jersey Department of Education to qualify for School Counselor certification in K-12 schools, as well as the coursework necessary for students to meet the 60 credit Licensed Professional Counselor (LPC) standard. Graduates will be immediately eligible to apply for the Licensed Associate Counselor (LAC) credential and take the National Counselor Examination (NCE), if they have not already done so. Students will be able to work in community organizations, counseling and mental health centers, hospitals, private for profit centers and counseling practices while working under supervision to complete the remaining 4,500 supervised clinical hours.

### Degree Requirements

- 60 credits
- All students conditionally admitted; following successful completion of core courses faculty meet to assess whether the student will advance to full admission.

- Practicum and 3 internships
- CPCE (comprehensive examination)

<b>Core Courses</b>	<b>9</b>
CED 5910: Orientation to Professional Counseling	3
CED 5962: Group Process in Counseling	3
CED 5950: Counseling Skills	3
<i>(Students must be fully admitted following completion of the three core courses)</i>	
<b>Required Courses</b>	<b>24</b>
CED 5915: Multicultural Counseling	3
CED 5925: Counseling Perspectives in Human Development	3
CED 5050: Appraisal and Assessment in Counseling	3
CED 5952: Theories of Counseling	3
CED 5963: Theory and Practice of Group Counseling	3
CED 5975: Career Counseling and Development	3
CED 5997: Research Methods in Counseling	3
CED 5979: Diagnosis and Treatment of Psychopathology	3

<b>Specialized Courses</b>	<b>15</b>
CED 5501: Survey of Alcohol and Drug Abuse Counseling	3
CED 5972: Clinical Mental Health Counseling	3
CED 5965: Introduction to Family Counseling	3
CED 5945: Counseling Children & Adolescents	3
CED 5944: School Counseling	3

<b>Practicum and Internship</b>	<b>12</b>
CED 5980: Practicum in Counseling	3
CED 5985: Internship in Counseling I	3
CED 5986: Internship in Counseling II	3
CED 5987: Internship LPC Option	3

**Total** **60**

## Licensed Professional Counseling (Non-Degree, Post Master's)

### Program Description

The Post-Master's Option in Licensed Professional Counseling is intended for counselors who hold previous master's degrees in counseling, preferably from CACREP accredited programs, and wish to become a Licensed Professional Counselor in New Jersey. The New Jersey Licensure Law

requires a total of 60 graduate credits including 45 credits in 8 of 9 specified competency areas. An advisor will evaluate each applicant's competencies and course distribution in order to determine the number of additional credits required, which may be more than the 12 credits or 60 credit total.

## Program Requirements

- Additional graduate credits in specified areas of competencies

<b>Required Course</b>	<b>3</b>
CED 5987: Internship LPC Option	3
<b>Additional Courses**</b>	<b>9-12</b>
CED 5501: Survey of Alcohol and Drug Abuse Counseling	3
CED 5925: Counseling Perspectives in Human Development	3
CED 5972: Clinical Mental Health Counseling	3
CED 5979: Diagnosis and Treatment of Psychopathology	3
CED 5989: Clinical Counselor Supervision	3
CED 5993: Ethical, Legal and Professional Standards Seminar	3

\*\* With advisement

**Total** **12-15**

## Director of School Counseling Services (Post-Master's Certification)

### Program Description

This endorsement is required for any person who is assigned as a director, administrator or supervisor of school counseling (formerly Student Personnel Services) in a school system, including the supervision of educational activities in areas related to and within the counseling program and the supervision of various special services in a school district. To acquire New Jersey State certification as Director of School Counseling Services, a student must hold a New Jersey Certification in School Counseling, and completed three years experience in school counseling.

## Program Requirements

EL 5502: Public School Administration I	3
EL 5613: Curriculum Development and Evaluation: Theory and Practice	3
CED 5989: Clinical Counselor	

Supervision	3
CED 5993: Ethical, Legal and Professional Standards Seminar	3
<b>Total</b>	<b>12</b>

## Substance Awareness Coordinator (Certification Program)

### Program Description

The Counselor Education program has been approved by the NJ Department of Education to offer a 27 credit program leading to New Jersey State Certification in Substance Awareness Coordination. Students in this program will be prepared for the position of Student Assistance Coordinator in a public school system. Holders of school psychologist, school social worker, school counselor, director of school counseling services or school nurse are exempt from the practicum requirement.

## Program Requirements 3

<b>Counseling Courses</b>	<b>9</b>
CED 5910 Orientation to Professional Counseling	3
CED 5962: Group Process in Counseling	3
CED 5950: Counseling Skills	3

<b>Required Courses</b>	<b>15</b>
CED 5944: School Counseling	3
CED 5501: Survey of Alcohol and Drug Abuse Counseling	3
CED 5502: Coordinating Alcohol/ Tobacco/Drug Abuse Programs & Services*	3
CED 5503: Impact of Alcohol, Tobacco, and Drug Abuse Across the Lifespan *	3
CED 5504: Assessment & Counseling of Alcohol/Drug Affected Children & Families*	3

<b>Practicum in SAC</b>	<b>3</b>
CED 5980: Practicum in Counseling	3

\* Prerequisite CED 5501 required

**Total** **27**

## Course Descriptions

### CED 5050 Appraisal and Assessment in Counseling (3)

Introduction to appraisal and assessment theory, practice and issues for professional counselors.

### CED 5501 Survey of Alcohol/Drug Abuse Counseling (3)

An in-depth survey of various methods, models and procedures in the assessment and treatment of alcohol and drug abuse. Emphasis on the theory and process of alcohol and drug abuse prevention and counseling.

### CED 5502 Coordinating Alcohol and Drug Abuse Programs and Services (3)

Coordination and delivery of prevention, intervention and referral services in a variety of settings.

### CED 5503 Impact of Alcohol, Tobacco, and Drug Abuse Across the Lifespan (3)

The effects of alcohol, tobacco, and other drugs on child and adult lifespan development. Includes the examination of risk, protective and resiliency factors and counseling interventions, with children at-risk of failure.

### CED 5504 Assessment & Counseling of Alcohol/Drug Affected Children & Families (3)

A skills approach to clinical assessment, treatment planning, counseling strategies implementation and techniques for alcohol/drug affected children and families.

### CED 5910 Orientation to Professional Counseling (3)

Introduction in philosophy, history and development of counseling and human services, theories and methods of counseling, and current research. Focus on self-exploration and self-awareness, and a foundation for all future counseling courses.

### CED 5915 Multicultural Counseling (3)

An introduction to the philosophy, theory, and practice of multicultural counseling and development. Includes individual, group and career counseling perspectives.

### CED 5925 Counseling Perspectives in Human Development (3)

This course examines major theories of human development including individual, systemic and contemporary theories. Counselors learn developmentally appropriate conceptualization and interventions.

### CED 5944 School Counseling (3)

This course will present the counseling program as an integral part of elementary and secondary education. Students will



become familiar with the structure, implementation, and evaluation of a comprehensive developmental school counseling program.

**CED 5945 Counseling Children & Adolescents (3)** Students will develop skills in selected topics related to counseling children and adolescents based on their developmental needs, with special attention given to school-related issues and functions.

**CED 5950 Counseling Skills (3)** Understanding of use of self by the counselor in a helping relationship. Development of basic counseling skills. Synthesis of theories and skills in the counseling process. Practice in counseling through audio and video recording, critique and feedback.

**CED 5952 Theories of Counseling (3)** An in-depth survey and analysis of contemporary theories of human behavior and approaches to systematic behavior change.

**CED 5962 Group Process in Counseling (3)** Major emphasis on achieving better understanding of the self, the small group, its characteristics and dynamics and the relationship of group process to effective counseling.

**CED 5963 Theory and Practice Group Counseling (3)** Group dynamics, their importance in the counseling process, and counseling outcome are studied. Emphasis is given to the application of various theoretical approaches in the group setting.

**CED 5965 Introduction to Family Counseling (3)** This course provides an introduction to systems theory and family counseling approaches. Students receive an overview of family development and life cycle perspectives, and interventions and strategies relevant to family counseling.

**CED 5972 Clinical Mental Health Counseling (3)** This course explores professional practice issues in clinical mental health counseling. It addresses history, roles, functions, ethical and legal issues and the trends affecting the field and practice of mental health counseling.

**CED 5975 Career Counseling and Development (3)** Career counseling and development over the lifespan including theories of development, evaluation and organization of informational materials, counseling and program evaluation.

**CED 5979 Diagnosis & Treatment of Psychopathology** This course will provide students with the basic process for making a clinical diagnosis and developing a treatment plan. Included is the identification of co-existing disorders, developing counseling strategies, making appropriate referrals, and the application of prevention.

**CED 5980 Practicum in Counseling (3)** Supervised experience in professional counseling in schools, colleges, agencies, community or closely related settings. 120 hours of experience are required for the 3 credit course.

**CED 5985 Internship in Counseling I (3)** Experience doing professional counseling in a school, college, post-secondary program, community and agency setting, or closely related setting under the supervision of a cooperating, experienced, professional counselor and a college supervisor. 300 hours of experience are required for the 3 credit course.

**CED 5986 Internship in Counseling II (3)** Experience doing professional counseling in a school, college, post-secondary program, community and agency setting, or closely related setting under the supervision of a cooperating, experienced, professional counselor and a college supervisor. 300 hours of experience are required for the 3 credit course.

**CED 5987 Internship LPC Option** Supervised professional counseling experience conducted in a clinical setting (e.g. college or agency) under a qualified supervisor. The three hundred hour experience must include both individual and group and may also include family counseling.

**CED 5989 Clinical Counselor Supervision (3)** Supervised experience for professionals counselors in the theory and application of counselor supervision.

**CED 5993 Ethical, Legal, Professional Standards Seminar (3)** An advanced seminar for professional counselors covering the ethical, legal, and professional standards in the field of counseling.

**CED 5997 Research Methods in Counseling** Provides an understanding of research methodology, data collection and analysis, needs assessment, and program evaluation related to professional counseling.

**EL 5502 Public School Administration I (3)** Public school administration in historical perspective. Analysis of organizational roles, including leadership, and curriculum and instruction oversight. Examination and application of strategic planning techniques, communication strategies, current practices and research. Prerequisite: Graduate Status

**EL 5613 Curriculum Development and Evaluation: Theory and Practice (3)** Examination of philosophical and social forces that shape public school curricula. Attention given to curriculum design, development, implementation and evaluation as well as to the master planning and integration. Prerequisite: Graduate Status.

## **Faculty**

### **Juneau Gary, Professor**

B.A., Adelphi Univ,  
Psy.D, Rutgers Univ

### **J. Barry Mascari, Associate Professor**

B.A., M.A.T., Fairleigh Dickinson Univ  
M.S. Univ of Bridgeport,  
Ed.D., Argosy University-Sarasota

### **Maria del Carmen Rodriguez, Assistant Professor**

B.A., M.A., Univ of Puerto Rico  
Ph.D., New York University

### **Rebekah Pender, Assistant Professor**

B.A., Mary Hardin-Baylor Univ  
M.A., Ph.D., St. Mary's Univ

### **Robert Kitzinger, Assistant Professor**

B.A., Slippery Rock University,  
M.A., Ph.D., Univ North Carolina-  
Charlotte

### **Allison Paolini, Assistant Professor**

B.A., Hofstra Univ  
M.A., Long Island Univ  
Ph.D., Univ of South Florida

### **Marcela Kepic, Lecturer**

B.A., Rutgers Univ.-Newark  
M.A., Ed.S., Seton Hall Univ.  
Ph.D., Montclair State Univ.

### **Jane Webber, Lecturer**

B.A., Manhattanville College  
M.Ed., Penn State Univ.  
Ph.D., Seton Hall Univ.

# DEPARTMENT OF EDUCATIONAL LEADERSHIP

Dr. Steven LoCascio  
Room: EC-205E  
Tel: 908-737-5977  
Email: [locascst@kean.edu](mailto:locascst@kean.edu)

Dr. Soundaram Ramaswami  
Room: EC-205J  
Tel: 908-737-5979  
Email: [sramaswa@kean.edu](mailto:sramaswa@kean.edu)

## Degrees Offered

Ed.D. in Educational Leadership

M.A. in Educational Administration

- School Business Administrator
- Supervisor & Principal
- Supervisors, Principals & School Business Administrators

Post Master's Certification

- School Business Administrator
- Principal
- Supervisor
- Supervisors, Principals & School Business Administrators

## Educational Leadership

### Program Description

The Kean University Ed.D. in Educational Leadership program is dedicated to developing the next generation of educational leaders. With a focus on K-12 administration in public and charter schools, the doctoral program prepares future administrators with the knowledge and skills needed to effectively lead school districts and educational organizations and is designed to create an advanced and diverse learning environment which supports personal and professional growth. Further, this program trains the school leaders to be effective consumers of research.

The curriculum, based on an innovative, interdisciplinary, professional oriented model, integrates coursework and practical experiences which allows the students to seek state certification as a school/district administrator.

Important features of the program include:

- Collaboration between leaders in schools, school districts and leaders in other educational and community agencies;
- Evening, week-end, and summer classes to accommodate working professionals' schedules;
- Study of current research, theories and

practices in education, leadership, policy, curriculum, and instruction;

- Opportunity to engage in applied (action) research, resulting in a doctoral dissertation;
- An extensive internship in a school district or other educational setting.

### Prerequisites

The Doctor of Educational (Ed.D.) Leadership requires the completion of **90 credits** beyond a bachelor's degree. Only candidates who already possess a master's degree in Educational Administration will be eligible for full admission. Candidates will enter the program with a master's degree that includes work comparable to that listed below. Up to **36 graduate credits** are eligible for transfer into the doctoral program if they meet the requirements similar to the following master's level coursework at Kean. The program coordinator/director will analyze candidates' transcripts and decide which courses will be accepted. Students without an approved Master's degree may be provisionally accepted into the Ed.D. program, but they will be required to complete Master's level courses in Educational Leadership, as a pre-requisite, prior to enrolling in doctoral level courses. The pre-requisite requirements are clearly articulated in the acceptance letter for all provisionally accepted students.

### Required Coursework at the Master's level

#### Foundations and Fundamentals of Administration

- Public School Administration I
- Public School Administration II

#### Policy, Procedure, and Practice

- Basic School Law and Policy
- Computer Applications in Education Administration
- Management of Educational Finance

#### Supervision, Curriculum, and Instruction

12

- School Supervision And Organizational Theory
- Supervision and Evaluation of Instruction
- Curriculum Development and Evaluation: Theory and Practice
- Learning, Instruction, Evaluation and Curriculum Development

#### Research, Synthesis and Application

9

- Educational Research
- Field Study in Administration and Supervision I
- Field Study in Administration and Supervision II

### Degree Requirements

The Ed.D. curriculum is comprised of 18 courses (3 credits each) for a total of 54-credits. Upon successful completion of 54-credits, students must maintain their status as matriculated students until they successfully complete and defend their dissertation. To maintain their matriculation status, students must register for a 2-credit course, Dissertation Continuation EDD 7103, while they work on their dissertation.

The course sequence applies to students who enter with an equivalent master's degree totaling 36 credits. The course sequence that is offered may be subject to change. Students will be notified should this occur. In addition, upon completion of the 54 credits listed below, students must maintain their status as matriculated students by registering for EDD 7103, Dissertation Continuation, a 2 credit course for the Fall, Spring and Summer 1 semesters until they successfully defend their dissertation.

#### 6 Doctoral Courses

##### Foundations

18

EDD 6001: Political Policy Analysis 3  
EDD 6002: Legal and Policy Issues in Education 3

EDD 6005: Organizational Theory and Change	3	<b>EDD 6002 Legal and Policy Issues in Education (3)</b>	Addresses legal issues in public education with special emphasis on New Jersey schools.	comes for all students. Diverse learning abilities are explored including gifted and special need students
EDD 6101: Personnel Administration and Negotiations	3			
EDD 6102: Educational Finance and Resource Allocation	3	<b>EDD 6003 School and Community Partnerships (3)</b>	Explores the relationship between school districts and community organizations and how this relationship impacts teaching and student learning.	<b>EDD 6201 Clinical Practicum in School District Administration I (3)</b>
EDD 6103: Program Assessment & Evaluation	3			Students work full-time under the direction of a mentor in a public school district central office for a minimum of 6 weeks. Projects and activities that lead toward proficiency with ELCC standards are completed.
<b>Leadership</b>	<b>12</b>	<b>EDD 6004 Educational Leadership and Decision Making (3)</b>	Explores research on educational leadership and decision making and applies it to the operation of an education community.	<b>EDD 6202 Clinical Practicum in School District Administration II (3)</b>
EDD 6004: Educational Leadership and Decision Making	3			Students spend at least 10 hours per week working under the supervision of a mentor in a public school district central office. Projects and activities that lead toward proficiency with ELCC standards are completed.
EDD 6104: Instructional Leadership	3	<b>EDD 6005 Organizational Theory and Change (3)</b>	The history and application of organizational theory is studied. Students also study the strategies for successful organizational change.	<b>EDD 6203 Clinical Practicum in School District Administration III (3)</b>
EDD 6105: Leadership and Diversity Issues	3	<b>EDD 6101 Personnel Administration and Negotiations (3)</b>	Addresses issues of personnel administration and collective bargaining in the context of public schools.	Students spend at least 10 hours per week working under the supervision of a mentor in a public school district central office. Projects and activities that lead toward proficiency with ELCC standards are completed.
EDD 6003: School and Community Partnership	3	<b>EDD 6102 Educational Finance and Resource Allocation (3)</b>	The aspects of obtaining, managing and expending funds are studied.	
<b>Research Methods</b>	<b>9-12</b>	<b>EDD 6103 Program Assessment and Evaluation (3)</b>	Develops an understanding of the principles of assessment with an emphasis on the context and format of standardized tests and systematically analyze assessment data to facilitate evidence-based educational decision-making.	<b>EDD 6302 Educational Research (3)</b>
EDD 6302: Educational Research	3			Develops deeper understanding of the principles of research methodology through the study and analysis of the latest and most current research in all areas of education and community organizations.
EDD 6330: Introduction to Statistical Methods	3	<b>EDD 6104 Instructional Leadership (3)</b>	Explores, analyzes and identifies strategies and skills that promote effective instructional practices. Focuses on performance based practice and assessment for documentation of learning and achievement.	<b>EDD 6330 Introduction to Statistical Methods (3)</b>
EDD 6331: Qualitative Research Methods (elective)	3			This first course in Statistics will introduce statistical concepts and methods that will be needed for data analysis. Doctoral students learn the language of statistics, the use of appropriate statistical procedures and gain domain knowledge and analysis skills to interpret data and draw valid inferences. In learning these procedures, students will also gain proficiency in SPSS.
EDD 6340: Advanced Quantitative Statistics	3	<b>EDD 6105 Leadership and Diversity Issues (3)</b>	Uses data-based research findings to inform understanding of successful learning out-	<b>EDD 6331 Qualitative Research Methods (3)</b>
<b>Administrative Practice</b>	<b>6-9</b>			This course will introduce doctoral students to the philosophy and methods of qualitative research. Through an examination of the evolution of qualitative research methods to the practice of different strategies of
EDD 6201: Clinical Practicum in School District Administration I	3			
EDD 6202: Clinical Practicum in School District Administration II	3			
EDD 6203: Clinical Practicum in School Administration III (elective)	3			
<i>*Students must take either EDD 6331 or EDD 6203 to attain 54 credits for program completion</i>				
<b>Dissertation</b>	<b>6-8</b>			
EDD 7101: Dissertation Seminar	3			
EDD 7102: Advanced Dissertation Seminar	3			
EDD 7103*: Matriculation Continued	3			
<i>*Upon Completion of the 54 credits, students are required to register for EDD 7103 (Matriculation Continued) every semester until they successfully defend their dissertation</i>				
<b>Total</b>	<b>54</b>			
<b>Course Descriptions</b>				
<b>EDD 6001 Political Policy Analysis (3)</b>				
Students study and analyze the dynamics of the political process in educational communities as it applies to the development of policy.				

inquiry, students will develop the skills necessary to design and conduct qualitative research.

### EDD 6340 Advanced Quantitative Statistics (3)

This second course in Statistical Analyses will build upon fundamental quantitative/qualitative statistical concepts and introduce new constructs, concepts and methods through the use and application of SPSS (Software Package for the Social Sciences) in order to facilitate advanced data analyses and model building.

### EDD 7101 Dissertation Seminar (3)

Develops an understanding and applies the principles of advanced research design in order to facilitate the development and submittal of a doctoral dissertation proposal. Action research methodology that focuses on education issues will be emphasized.

### EDD 7102 Advanced Dissertation Seminar (3)

Development and application of the skills and knowledge learned in Dissertation Seminar in order to facilitate the completion and defense of a doctoral dissertation. Action research methodology that focuses on education issues will be emphasized. Prerequisite: EDD 7101 or permission of program coordinator.

### EDD 7103 Matriculation Continued (2)

Required to maintain status as matriculated student while completing dissertation.

## Educational Administration

### Option: School Business Administrator

#### Program Description

The Master of Arts in Educational Administration, for School Business Administrators option is designed to prepare individuals for the position of School Business Administrator. Completion of this program satisfies the degree requirements for New Jersey certification as a school business administrator, providing all other State certification requirements are met.

The program offered by Kean University has been approved by the State of New Jer-

sey. Under the requirements, in addition to possession of a bachelor's or master's degree in a recognized field of administration, a certificate of eligibility will be granted by the State only when the candidate obtains and completes a State-approved mentorship in a local district.

#### Degree Requirements

- 33 credits
- Teaching experience desirable but not necessary
- Culminating experience in the form of field experience
- Comprehensive examination

#### Foundations Courses

EL 5541: Computer Applications in Educational Administration	6
EL 5606: School Supervision and Organizational Theory	3

#### Administration/ Management 21

EL 5502: Public School Administration I	3
EL 5503: Public School Administration II	3
EL 5520 Management of Educational Finance	3
EL 5521: School Business Management and Accounting	3
EL 5530: School Building Planning	3
EL 5551: Basic School Law and Policy	3
PA 5040: Public Budgeting and Financial Management	3

#### Field Study 6

EL 5813: Clinical Practicum in Administration and Supervision I	3
EL 5814: Clinical Practicum in Administration and Supervision II	3

#### Total 33

#### Additional Requirements

*Master's Candidates complete a comprehensive portfolio and take a comprehensive exam*

### Option: Supervisor & Principal

#### Program Description

The Master of Arts in Educational Administration, Supervisors and Principals option is designed to prepare individuals for the positions of school principal and general supervisor, K-12. Completion of the program qualifies the individual who holds

a New Jersey instructional certificate or an educational services certificate, and has had three years teaching experience, for certification as a general supervisor, K-12. Program completion satisfies the degree and subject matter preparation requirements for the New Jersey State certificate of eligibility as a principal. Candidates for permanent certification as a principal must also have had five years of teaching or educational services experience, pass a written State-required examination; obtain an offer of employment in a position requiring the principal's endorsement; and complete a two-year State-approved mentorship in a local school district. Kean University offers the program at the main campus as well as online.

#### Degree Requirements

- 36 credits
- Culminating field experience (Internship)

#### Module I: Foundations and Fundamentals of Administration 6

EL 5502: Public School Administration I	3
EL 5503: Public School Administration II	3

#### Module II: Supervision, Curriculum and Instruction 12

EL 5606: School Supervision and Organizational Theory	3
EL 5607: Supervision and Evaluation of Instruction	3
EL 5613: Curriculum Development and Evaluation: Theory and Practice	3
EL 5614: Learning, Instruction, Evaluation and Curriculum Development	3

#### Module III: Policy, Procedure and Practice 9

EL 5551: Basic School Law and Policy	3
EL 5520: Management of Educational Finance	3
EL 5541: Computer Applications in Educational Administration	3

#### Module IV: Research, Synthesis and Application 9

EL 5030: Educational Research	3
EL 5813: Clinical Practicum in Administration and Supervision I	3
EL 5814: Clinical Practicum in Administration and Supervision II	3

#### Total 36

### Additional Requirements

- A Qualifying Exam is taken prior to or during Field I
- Master's Candidates complete a comprehensive portfolio and an active research project
- No transfer of credits are accepted into this program
- Courses taken at other universities must receive prior approval of the Department Chairman (*Consult with the Chairman for details. Courses taken without prior approval will not be accepted.*)

### Option: Supervisor, Principal & School Business Administrator

#### Program Description

The Master of Arts in Educational Administration, Supervisor, Principal and School Business Administrator option is designed to prepare candidates for certification as principals, supervisors, and school business administrators. Students who complete this program will be eligible to receive certificates of eligibility. Full certification for principals is granted by the State after successful completion of a mentoring program and the State-approved examination. Full certification for SBA's is granted by the State after successful completion of a mentoring program. No exam or mentoring programs are required for supervisors.

#### Degree Requirements

- 42 credits

#### Module I: Foundations and Fundamentals of Administration 6

EL 5502: Public School Administration I	3
EL 5503: Public School Administration II	3

#### Module II: Supervision, Curriculum and Instruction 12

EL 5606: School Supervision and Organizational Theory	3
EL 5607: Supervision and Evaluation of Instruction	3
EL 5613: Curriculum Development and Evaluation: Theory and Practice	3
EL 5614: Learning, Instruction, Evaluation and Curriculum Development	3

#### Module III: Policy, Procedure and Practice 6

EL 5551: Basic School Law and Policy	3
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EL 5541: Computer Applications in Educational Administration	3
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#### Module IV: School Business Administrator 9

EL 5520: Management of Educational Finance	3
EL 5521: School Business Management and Accounting	3
EL 5530: School Building Planning	3

#### Module V: Research, Synthesis and Application 9

EL 5030: Educational Research	3
EL 5813: Clinical Practicum in Administration and Supervision I	3
EL 5814: Clinical Practicum in Administration and Supervision II	3

#### Total 42

### Option: School Business Administrator (Post Master's Certification)

#### Administration and Management 18

EL 5502: Public School Administration I	3
EL 5520: Management of Educational Finance	3
EL 5521: School Business Management and Accounting	3
EL 5530: School Building Planning	3
EL 5551: Basic School Law	3
EL 5606: School Supervision and Organizational Theory	3

#### Application 6

EL 5813: Clinical Practicum in Administration and Supervision I	3
EL 5814: Clinical Practicum in Administration and Supervision II	3

#### Total 24

#### Additional Requirements

- Certification candidates complete a comprehensive portfolio

### Option: Principal (Post Master's Certification)

Kean University offers the program at the main campus as well as online.

#### Module I: Foundations and Fundamentals of Administration 3

EL 5502: Public School Administration I	3
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#### Module II: Supervision, Curriculum and Instruction 12

EL 5606: School Supervision and Organizational Theory	3
EL 5607: Supervision and Evaluation of Instruction	3
EL 5613: Curriculum Development and Evaluation: Theory and Practice	3
EL 5614: Learning, Instruction, Evaluation and Curriculum Development	3

#### Module III: Policy, Procedure and Practice 6

EL 5551: Basic School Law and Policy	3
EL 5520: Management of Educational Finance	3

#### Module IV: Research, Synthesis and Application 6

EL 5813: Clinical Practicum in Administration and Supervision I	3
EL 5814: Clinical Practicum in Administration and Supervision II	3

#### Electives 3 3

EL 5503: Public School Administration II	3
EL 5541: Computer Applications in Educational Administration	3
EL 5030: Educational Research	3
EL 5521: School Business Management and Accounting	3
EL 5530: School Building Planning	3

#### Total 18-30

#### Additional Requirements

- Students entering the program with a supervisor's certificate do not take Module II
- Certification candidates complete a comprehensive portfolio
- A Qualifying Exam is taken before or during Field I

### Option: Supervisor (Post Master's Certification)

Kean University offers the program at the main campus as well as online.

#### Required Courses 12

EL 5606: School Supervision and Organizational Theory	3
EL 5607: Supervision and Evaluation of Instruction	3



EL 5613: Curriculum Development and Evaluation: Theory and Practice	3
EL 5614: Learning Instruction, Evaluation and Curriculum Development	3
<b>Total</b>	<b>12</b>

### **Option: Supervisor, Principal, and School Business Administrator (Post Master's Certification)**

<b>Module I</b>	<b>3</b>
EL 5502: Public School Administration I	3
<b>Module II:</b>	<b>12</b>
EL 5606: School Supervision and Organizational Theory	3
EL 5607: Supervision and Evaluation of Instruction	3
EL 5613: Curriculum Development and Evaluation: Theory and Practice	3
EL 5614: Learning, Instruction, Evaluation and Curriculum Development	3
<b>Module III:</b>	<b>3</b>
EL 5551: Basic School Law and Policy	3
<b>Module IV:</b>	<b>9</b>
EL 5520: Management of Educational Finance	3
EL 5521: School Business Management and Accounting	3
EL 5530: School Building Planning	3
<b>Module V:</b>	<b>6</b>
EL 5813: Clinical Practicum in Administration and Supervision I	3
EL 5814: Clinical Practicum in Administration and Supervision II	3
<b>Total</b>	<b>33</b>

### **Course Descriptions**

#### **EL 5030 Educational Research (3) \***

Familiarization with the steps necessary to carry out action research and evaluation in producer and consumer aspects of research in educational settings. Stresses issues of design, analysis, interpretation, and development of research. Prerequisite: Graduate Status

#### **EL 5502 Public School Administration I (3) \***

Public school administration in historical perspective. Analysis of organizational

roles, including leadership, and curriculum and instruction oversight. Examination and application of strategic planning techniques, communication strategies, current practices and research. Prerequisite: Graduate Status

#### **EL 5503 Public School Administration (3) \***

Advanced analysis of organizational theory applications in public school setting. Emphasis on personnel administration, leadership theory, systems analysis and planning to bring about controlled change in the public school setting. Prerequisites: Graduate Status and Satisfactory completion of EL 5502

#### **EL 5520 Management of Educational Finance (3) \***

Considers the structure, operation and management of public education finance, including federal and state aid, taxation, budget planning, financing capital projects, debt management, legal factors affecting school functions, income and cost forecasting, and capital management. Prerequisite: Graduate Status

#### **EL 5521 School Business Management and Accounting (3) \***

Conceptual and operational aspect of school business management and accounting; application of modern technology and systems procedures. Prerequisites: Graduate Status

#### **EL 5530 School Building Planning (3) \***

Overview of planning, evaluation, and improvement of school building maintenance and facilities, including the inter-relationship of pupil needs, community needs, and personnel. Prerequisite: Graduate Status, knowledge of microcomputer utilization.

#### **EL 5541 Computer Application in Educational Administration (3) \***

Investigates use of computer hardware, software, communications and network services in educational administration. Prerequisites: For all Principal and School Business Administrator Candidates: Elective for Supervisor Candidate.

#### **EL 5551 Basic School Law and Policy (3) \***

Covers legal principles generally applicable to education in the United States and to New Jersey public schools in particular, including Constitutional, statutory and decisional law affecting policies and practices, with emphasis on analysis of major cases.

#### **EL 5606 School Supervision and Organizational Theory (3) \***

Application of organizational and leadership theories to school supervision. Emphasis on management of human resources in a professional setting, identification of personal leadership style, and major models and techniques of teacher evaluation.

#### **EL 5607 Supervision and Evaluation of Instruction (3) \***

Theory, research and practice of supervision, approaches to staff development, evaluation, and in-service training.

#### **EL 5613 Curriculum Development and Evaluation: Theory and Practice (3) \***

Examination of philosophical and social forces that shape public school curricula. Attention to curriculum design, development, implementation and evaluation, as well as to the master planning and integration.

#### **EL 5614 Learning Instruction Evaluation and Curriculum Development (3) \***

Study of the teaching and learning process. Instructional theories and models, evaluation and assessment techniques applied to the curriculum.

#### **EL 5813 Clinical Practicum in Administration and Supervision I (3) \***

Activities planned in cooperation with sponsoring school districts. Emphasis on involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks. Prerequisite: Open only to matriculated graduate students in Educational Administration who have completed 24 semester hours (12-15 in certification-only programs) of required course work and have minimum grade point average of 3.0 (B). Admission is subject to submission of a written plan, signed by the cooperating school district.

**EL 5814 Clinical Practicum in Administration and Supervision II (3) \***

Activities planned in cooperation with sponsoring school districts. Emphasis on involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks. Prerequisites: Open only to matriculated graduate students in Educational Administration who have completed 24 semester hours (12-15 in certification-only pro-grams) of required course work and have minimum grade point average of 3.0 (B). Admission is subject to submission of a written plan, signed by the cooperating school district.

**PA 5040 Public Budgeting and Financial Management (3)**

Introduction to the budgetary cycle and budgetary systems used in the public sector. Emphasis on the development and implementation of operating budgets; consideration of related aspects of financial management; e.g. purchasing, risk management, treasury management. Prerequisite: PA 5000 or permission of instructor.

*\*These courses are offered as online courses in addition to lectures.*

**Faculty**

**Efthimia N. Christie, Assistant Professor**  
B.S., University of Pennsylvania;  
M.A., Ed.D., Seton Hall University

**Steven LoCascio, Executive Director of Educational Leadership**  
B.A., East Stroudsburg University  
M.A., Saint Peter's College (now University)  
Ed.D., Indiana University of Pennsylvania

**Soundaram Ramaswami, Assistant Professor, Program Coordinator of Doctor of Educational Leadership (Ed.D.) Program**  
B.Sc. & M.A., University of Madras, India;  
Ph.D. Rutgers University

# DEPARTMENT OF OCCUPATIONAL THERAPY

Laurie Knis-Matthews, Ph.D., OT  
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## Degree Offered

M.S. in Occupational Therapy

## Program Description

The Master of Science program is a 73 credit program designed to provide entry level education in occupational therapy for individuals who have a baccalaureate degree in another field. Approximately thirty students are admitted into the program each September. Each student accepted into the program completes five semesters of required academic courses and a minimum of six months of supervised fieldwork in an approved clinical setting. Clinical fieldwork must be completed within 24 months of academic courses. Students successfully completing the program will be eligible to take the national certification examination administered by the National Board for Certification of Occupational Therapy, Inc. (NBCOT). After successful completion of this exam, the individual will be able to identify him or herself as an Occupational Therapist, Registered (OTR). Most states, including New Jersey, require licensure in order to practice. However, state licenses are usually based on the results of the NBCOT Certification Exam.\*

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Correspondence should be directed to: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. Their phone number is (301) 652-AOTA. Website: [www.acoteonline.org](http://www.acoteonline.org).

\* Please note that a felony conviction may affect a graduate's ability to take the certification examination and/or attain state licensure.

## Prerequisites Coursework (B or better required)

General Psychology	3
Life Span Developmental Psychology <sup>1</sup>	3
Psychological Statistics	3
Introduction to Occupational Therapy <sup>2</sup>	3

Abnormal Psychology	3
Introduction to Sociology	3

or

Cultural Anthropology	3
Anatomy & Physiology I & II (w/lab) <sup>1</sup>	8

<sup>1</sup>These courses must be taken within 5 years of application to the program.

<sup>2</sup>Must be completed at Kean University

Students may complete the required prerequisite at any accredited institution. If you intend to complete these prerequisites at Kean University, you may apply to the University as an undergraduate second-degree, non-matriculated student.

## Degree Requirements

- 73 credits including full time academic course work as described below
- Six months required fieldwork
- Scholarly project

## Required Coursework

<b>Semester One</b>	<b>17</b>
BIO 5405: Gross Anatomy	4
OT 5002: Foundations of OT	1
OT 5500: Kinesiology	3
OT 5400: Theoretical Guidelines to Practice I	4
OT 5210: Conditions Across the Lifespan I	
OT 5612 Group Development Across the Lifespan	3

<b>Semester Two</b>	<b>15</b>
BIO 5406: Neuroscience	4
OT 5401: Theoretical Guidelines to Practice II	4
OT 5223: Conditions Across the Lifespan II	3
OT 5303: Occupations Across the Lifespan	3
OT 5611: Community Partnerships & Service	1

<b>Summer Session</b>	<b>3</b>
OT 5520: Research Methods in OT I	3

<b>Semester Three- Track A</b>	<b>15</b>
OT 6521: Research Methods in OT II	3
OT 6920: Seminar in Psychosocial	

Practice	6
OT 6923: Seminar in Pediatric Practice	6

<b>Semester Three- Track B</b>	<b>15</b>
OT 5550: Administration, Supervision and Advocacy	3
OT 6921: Seminar in Adult Rehabilitation Practice	6
OT 6521: Research Methods in OT II	3
OT 6610: Orthotics, Prosthetics & Modalities	3

<b>Semester Four- Track A</b>	<b>15</b>
OT 5550: Administration, Supervision, and Advocacy	3
OT 6525: Advanced Research in OT	3
OT 6610: Orthotics, Prosthetics & Modalities	3
OT 6921: Seminar in Adult Rehabilitation Practice	6

<b>Semester Four- Track B</b>	<b>15</b>
OT 6525: Advanced Research in OT	3
OT 6920: Seminar in Psychosocial Practice	6
OT 6923: Seminar in Pediatric Practice	6

<b>Semester Five</b>	<b>8</b>
OT 6960: Advanced Fieldwork Seminar I	4
OT 6961: Advanced Fieldwork Seminar II	4

<b>Total</b>	<b>73</b>
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## Course Descriptions

### BIO 5405 Gross Anatomy (4)

An in-depth study of gross and functional anatomy utilizing skeletons and models that depict the skeletal, muscular, vascular and nervous systems. A general overview and regional study of the viscera. Open to students seeking the Masters in Occupational Therapy. Prerequisite: BIO 2402

### BIO 5406 Neuroscience (4)

An in-depth study of anatomy and physiology of the nervous system, specifying function and related clinical conditions. 3 hr.

lecture & 3 hr. lab Prerequisites: BIO 3404 OR 3405, or equivalent or permission of instructor.

### **OT 5002 Foundations of Occupational Therapy (1)**

Foundations of the profession of occupational therapy: the occupational therapist's role as a professional, the domain and process of occupational therapy, occupation across generations, cultures, and the impact of occupation on health and wellness.

### **OT 5210 Conditions Across the Lifespan I (2)**

The study of major clinical conditions encountered by occupational therapists that may impact a person's occupational performance and wellbeing across the lifespan. Students will examine specific conditions and the impact on health, wellness, and disability with an emphasis on safety, etiology and occupational performance.

### **OT 5223 Conditions Across the Lifespan II (3)**

A continuation of the study of major clinical conditions encountered by occupational therapists that may impact a person's occupational performance and wellbeing across the lifespan. Students will examine specific conditions and the impact on health, wellness, and disability with an emphasis on safety, etiology and occupational performance.

### **OT 5303 Occupations Across the Lifespan (3)**

Study of human development in connection with occupational performance from birth to senescence. Analysis and synthesis of underlying performance skills and patterns, contexts and environments, activity demands and client factors as they contribute to occupational performance and selection of intervention within occupational therapy service delivery process.

### **OT 5400 Theoretical Guidelines to Practice I (4)**

An overview of the theoretical foundations of the profession will be explored. Students will demonstrate knowledge and understanding of frames of reference/practice models used to facilitate occupational performance. Common screening and assessment tools used in occupational therapy will be introduced.

### **OT 5401 Theoretical Guidelines to Practice II (4)**

A continuation from Theoretical Guidelines to Practice I, students will continue to build their knowledge and understanding of conceptual practice models used to facilitate occupational performance. Additional screening and assessment tools used in occupational therapy practice will be introduced (3 hour class/3 hour lab).

### **OT 5500 Kinesiology (3)**

Application of gross anatomy to the study of body movements with emphasis on understanding the functional relationship of the musculoskeletal system to occupational performance.

### **OT 5520 Research Methods in Occupational Therapy I (3)**

The concepts and methodologies of scientific research as related to occupational therapy are introduced. Topics include research design types, methodology, applied statistics, analysis and interpretation of data, and evidence-based practice. Emphasis will be placed on becoming an educated consumer of research. Students will complete an initial literature review for proposed investigation.

### **OT 5550 Administration, Supervision, and Advocacy (3)**

Students will learn the context of service delivery and factors that affect it, including social cultural, political, and economical influences. They will be exposed to management, supervisory, and administrative responsibilities that can be expected of an occupational therapist. Students will have the opportunity to practice these principles and skills with actual implementation of program development and advocacy activities.

### **OT 5611 Community Partnerships and Service (1)**

Students will participate in community based service learning experiences. They will apply theoretical constructs and frames of reference in the design and implementation of direct occupational therapy service interventions with community partners.

### **OT 5612 Group Development Across the Lifespan (3)**

Study of the concepts and principles of group development and activity groups and their use in occupational therapy. Understand role of groups in promoting occupa-

tional performance across the lifespan. Principles of therapeutic use of self are emphasized as students demonstrate competency in designing and implementing groups.

### **OT 6521 Research Methods in Occupational Therapy II (3)**

Course work will emphasize the performance of data collection and analysis using various methodologies to understand the process and importance of research for best practice. Students will design a scholarly project that will contribute to occupational therapy's body of knowledge.

### **OT 6525 Advanced Research in Occupational Therapy (3)**

Students will integrate knowledge from previous research courses to become proficient evaluators of research and other resources. Students will implement a scholarly project and disseminate the results in a professional manner.

### **OT 6610 Orthotics, Prosthetics and Modalities (3)**

Provide understanding, knowledge and application of the principles and theoretical considerations governing the use and fabrication of orthotics, devices, and the use of therapeutic modalities. Major focus is to develop the clinical reasoning skills necessary to determine the type of intervention that will help support the occupational performance.

### **OT 6920 Seminar in Psychosocial Practice (6)**

Students will apply foundational knowledge gained in the first year of the occupational therapy program. Students will use clinical reasoning to select practice models and/or frames of reference to guide screening, assessment and intervention planning using the best available evidence. As part of this course, students will successfully complete a mandatory level I field-work community placement.

### **OT 6921 Seminar in Adult Rehabilitation Practice (6)**

Students will apply foundational knowledge gained in the first year of the occupational therapy program. Students will use clinical reasoning to select practice models and/or frames of reference to guide screening, assessment and intervention planning using the best available evidence. As part of this course, students will success-

fully complete a mandatory level I field-work community placement.

#### **OT 6923 Seminar in Pediatric Practice (6)**

Students will apply foundational knowledge gained in the first year of the occupational therapy program. Students will use clinical reasoning to select practice models and/or frames of reference to guide screening, assessment and intervention planning using the best available evidence. As part of this course, students will successfully complete a mandatory level I field-work community placement.

#### **OT 6960 Advanced Fieldwork Seminar I (4)**

This seminar is a bridge for students to apply their knowledge, skills and attitudes developed during academic preparation into settings where occupational therapy services are provided. As students assume the role as an entry level practitioner, they will be supervised by a qualified occupational therapist over a minimum of 12 weeks. This course (the first of two) must be successfully completed within 24 months following completion of academic preparation.

#### **OT 6961 Advanced Fieldwork Seminar II (4)**

This seminar is a bridge for students to apply their knowledge, skills and attitudes developed during academic preparation into settings where occupational therapy services are provided. As students assume the role as an entry level practitioner, they will be supervised by a qualified occupational therapist over a minimum of 12 weeks. This course (the second of two) must be successfully completed within 24 months following completion of academic preparation.

## **Faculty**

**Laurie Knis-Matthews, Ph.D., OT, Program Director and Professor**

**Mary Falzarano, Ph.D., OTR, Assistant Professor**

**Mariann Moran, OTD, OTR, CHT, Assistant Professor**

**Claire Mulry, OTD, OTR, CAPS, Assistant Professor**

**Jennifer A. Gardner, OTD, OTR, Assistant Professor**

**Thais Petrocelli, M.S., OTR, Academic Fieldwork Coordinator**

**Geraldine Pagaoa-Cruz, M.S., OTR, OT Clinic Director**

**Patrick R. Field, Ph.D., Associate Professor**

# SCHOOL OF PHYSICAL THERAPY

Dr. Shannon N. Clifford

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## Degree Offered

Doctor of Physical Therapy (DPT)

## Program Description

The entry-level Doctor of Physical Therapy (DPT) program at Kean follows a hybrid curricular model including many planned, advanced learning experiences such as: problem-based learning, integrated clinical experiences, clinical grand rounds, and online course delivery. The program includes a total of 42 weeks of full-time clinical practice experiences. In addition, the program will include 240 hours of integrated clinical experiences for students, to accompany their major clinical-didactic courses, and have the application of knowledge reinforced throughout the duration of the program.

Through this curricular model, students will progress from the acquisition of, to the application of knowledge and psychomotor skill during each semester of the program. Students will have an early introduction to the application of knowledge in clinical settings, beginning in their second semester. They will gain an early understanding of clinical practice environments and the importance of clinical outcomes in physical therapy. Throughout their varied classroom and clinical practice experiences, students will also gain a comprehensive understanding of the importance of autonomy, advocacy, leadership, and management within physical therapy practice, as part of an evolving health care system.

Curriculum highlights include:

- Team-based human gross anatomy course with cadaver dissection
- Systems-based approach to clinical evaluation, differential diagnosis and intervention
- Problem-based learning component within clinically oriented courses
- Interprofessional Grand Rounds series
- Research and Evidence-based practice series, with emphasis on clinical outcomes, culminating in a faculty-

mentored project focused on patient outcomes

- Management and Leadership Development series emphasizing business acumen required for business leadership development within the profession
- 42 weeks of full-time clinical education, and 240 hours of integrated clinical education, specifically linked to clinical content within a given curricular year

## Prerequisite Coursework

44 credits of basic, applied and social science courses. Each candidate seeking consideration for acceptance into the Doctor of Physical Therapy program must show evidence of having completed the following courses with a grade of "C" or better.

- 3 credits- English Composition
- 3 credits- General Psychology
- 3 credits- Upper-level Psychology, Sociology or Philosophy
- 8 credits- Biological Sciences (with labs)-A two-semester sequence in biology
- 8 credits- Anatomy and Physiology (with labs)-A two-semester sequence in A&P
- 8 credits- Chemistry (with labs)-A two-semester sequence in chemistry
- 8 credits- Physics (with labs)-A two-semester sequence in physics
- 3 credits- Statistics

## Degree Requirements

- 9-semesters of curricular study (129 credits); 3 full-time semesters of clinical education.

## Program Sequence

### First Semester

DPT 6000: Human Gross and Surface Anatomy 13  
DPT 6001: Human Gross and Surface Anatomy Lab 3  
DPT 6010: Human Physiology 4

DPT 6100: Foundational Aspects of Physical Therapy Practice 3

### Second Semester

DPT 6110: PT Management of the Musculoskeletal System I 16  
DPT 6020: Clinical Neuroscience 5  
DPT 6120: Kinesiology and Biomechanics 4  
DPT 6200: Contemporary Issues in Healthcare 3  
DPT 6300: Clinical Grand Rounds I 2  
DPT 6600: Integrated Clinical Experience 1

### Third Semester

DPT 6111: PT Management of the Musculoskeletal System II 17  
DPT 6340: Research and Evidence Based Practice I 5  
DPT 6130: Exercise Physiology 3  
DPT 6030: Pharmacology 3  
DPT 6140: Electrotherapeutic Modalities in Physical Therapy 2  
DPT 6310: Clinical Grand Rounds II 1  
DPT 6610: Integrated Clinical Experience II 1

### Fourth Semester

DPT 6700: Clinical Practicum I 11  
DPT 6040: Applied Clinical Imaging 9  
DPT 6500: Doctoral Seminar I 1

### Fifth Semester

DPT 6150: PT Management of the Nervous System I 17  
DPT 6160: PT Management of the Cardiopulmonary System 5  
DPT 6341: Research and Evidence-Based Practice II 4  
DPT 6250: Psychosocial Aspects of Physical Therapy 3  
DPT 6320: Clinical Grand Rounds III 3  
DPT 6620: Integrated Clinical Experience III 1

### Sixth Semester

DPT 6151: PT Management of the Nervous System II 16  
DPT 6131: Health Promotion and Wellness Through Education 5  
DPT 6210: Ethics, Advocacy and Leadership in Healthcare 3



DPT 6220: Clinical Practice Management 3  
DPT 6330: Clinical Grand Rounds IV 1  
DPT 6630: Integrated Clinical Experience IV 1

#### Seventh Semester

DPT 6170: Human Growth and Development 4  
DPT 6180: Integrative/Multisystem Physical Therapy 3  
DPT 6230: Independent Study 3  
DPT 6190: Complex Patient Management 2  
DPT 6240: Accountability and Documentation in Physical Therapy 1

#### Eighth Semester

DPT 6800: Clinical Practicum II 12  
DPT 6510: Doctoral Seminar II 1

#### Ninth Semester

DPT 6900: Clinical Practicum III 12  
DPT 6520: Doctoral Seminar III 1

**Total** **129**

## Course Descriptions

### DPT 6000-Human Gross Anatomy Lecture (3)

This course utilizes a regional approach to the in-depth examination of gross human anatomic structure and function, emphasizing the musculoskeletal and neurological systems. The lecture portion of this course will accompany laboratory content, which involves regional cadaveric dissection under the instruction of course instructors, as well as surface palpation activities. An emphasis on clinical application of basic anatomical foundations will be emphasized throughout the course. Students are required to take DPT 6001 in conjunction with DPT 6000. *Prerequisite: Matriculation into the Doctor of Physical Therapy program.*

### DPT 6001- Human Gross Anatomy Lab (4)

This course utilizes a regional approach to the in-depth, laboratory examination of gross human anatomic structure, emphasizing the musculoskeletal and neurological systems. The dissection and surface laboratory portion of this course will accompany lecture content, and involves regional cadaveric dissection under the instruction of

course instructors, as well as surface palpation activities. An emphasis on clinical application of basic anatomical foundations will be emphasized throughout the course. Students are required to take DPT 6001 in conjunction with DPT 6000. *Prerequisite: Matriculation into the Doctor of Physical Therapy program.*

### DPT 6010- Human Physiology (3)

The overall goal of this course is to provide the foundational basis for understanding the body's physiological systems and systemic responses to physical activity. This course provides an in-depth study of the major physiological systems controlling human body function; normal and pathological function. Emphasis is placed upon on the interdependency and relationships existing between systems, and their impact on human function. Clinical application of physiological systemic responses to various factors (including exercise and rehabilitation) will be threaded throughout. *Prerequisite: Matriculation into the Doctor of Physical Therapy program.*

### DPT 6020- Clinical Neuroscience (4)

This course serves as an introduction to the structure and function of the human neurological system, with special emphasis on topics most relevant to rehabilitation. The course does contain laboratory sessions, and covered topics include: neuroanatomy and neurophysiology of the central and peripheral nervous systems, vascular brain anatomy, neural control of human systems, neuromuscular control, spinal reflexes, learning and memory, basic principles of motor learning and control, special senses, and basic principles of neuropsychology. *Prerequisite: DPT 6000/6001, 6010, 6100.*

### DPT 6030-Pharmacology (2)

This course will provide foundational aspects of clinical pharmacology as they pertain to those in allied health professions. Content will include basic pharmacokinetic and pharmacodynamics principles to prepare students with a solid foundation for practice, as a member of a health care team. This course will also utilize a systemic approach to common pharmacologic interventions, and scenarios typically encountered in various inpatient and outpatient settings during rehabilitation. A strong emphasis will be placed on the clinical application of basic principles for understanding of the effects of various types of drugs on patients, especially during the manage-

ment of a patient care plan. *Prerequisite: DPT 6000/6001, DPT 6010, DPT 6110, DPT 6020.*

### DPT 6040- Applied Clinical Imaging (1)

This course is an overview of the fundamentals of diagnostic imaging and the role of imaging in physical therapy. Various types of diagnostic imaging procedures will be included, such as histological studies, diagnostic ultrasound, radiography, computerized tomography, magnetic resonance imaging and nuclear imaging. General principles related to indications, decision-making, interpretation, strengths, and limitations of each imaging method are discussed. Specific procedures and information related to various anatomic regions and pathologies also are covered. All discussions and case study presentations will be used to emphasize the decision making related to diagnostic imaging studies within the context of evidence-based practice. An online format for delivery will be utilized. *Prerequisite: DPT 6000/6001, 6110, 6111.*

### DPT 6100- Foundational Aspects of Physical Therapy Practice (3)

This course is designed to prepare students with the foundational knowledge and skills necessary to enter a clinical practice environment. Student will be introduced to the history and development of physical therapy profession, the American Physical Therapy Association (APTA) and vision for the future of PT. Also includes an overview of health care system and delivery models, and HIPPA. Clinical skills include examination components, patient history, establishing patient rapport, ergonomics, guarding techniques, goniometry, clinical safety, and medical terminology. *Prerequisite: Matriculation into the Doctor of Physical Therapy program.*

### DPT 6110- Clinical Management of the Musculoskeletal System I (5)

An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to musculoskeletal physical therapy practice. The course focuses upon the structures within the upper extremity and cervical spine regions. It includes the physical therapy diagnostic process including examination, differential diagnosis, physical therapeutic interventions, patient care program development, and outcomes assessment. Experiences related to psychological, social, cultural, economic, and vocational

aspects of illness and disability are included. The course offers laboratory learning experiences supplemented with problem-based learning, organized around the study of the musculoskeletal system, with an orientation toward critical thinking and clinical decision making. Students will also be exposed to clinical experiences in DPT 6600, which are correlated with this course. *Prerequisite: DPT 6000/6001, 6010, 6100.*

### **DPT 6111- Clinical Management of the Musculoskeletal System II (5)**

An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to musculoskeletal physical therapy practice. The course focuses upon the structures within the lower extremity, lumbar and thoracic spine regions, and upon gait assessment. It includes the physical therapy diagnostic process including examination, differential diagnosis, physical therapeutic interventions, patient care program development, and outcomes assessment. Experiences related to psychological, social, cultural, economic, and vocational aspects of illness and disability are included. The course offers learning experiences presented using a problem-based learning approach, organized around the study of the musculoskeletal system, with an orientation toward critical thinking and clinical decision making. Students will also be exposed to clinical experiences in DPT 6610, which are correlated with this course. *Prerequisite: DPT 6110, 6120, 6600.*

### **DPT 6120- Kinesiology and Biomechanics (3)**

This course is designed to provide an introduction to neuromusculoskeletal factors related to human movement with a primary focus on the role of the musculoskeletal system. Students will revisit basic principles of physics and apply them to the anatomical system in the study of biomechanics. This course will include a detailed study of osteokinematics, arthrokinematics, and biomechanics of human tissue and joints, as well as basic information on the neuroregulation of movement. Emphasis will be placed on gaining a clinical perspective of the relationship between structure and function at individual joints. Didactic lectures will describe motion by anatomic regions and be followed by laboratory experiences of the same region that relate mechanical concepts to a direct experience of the body in motion. Problem based exercises will be

used to facilitate application of the foundational content in clinical contexts. Upon completion of the course, students will be expected to be able to describe the mechanics of human motion at each individual joint and be able to describe all neuromusculoskeletal factors that contribute to the creation of human movement. *Prerequisite: DPT 6000/6001, 6010, 6100.*

### **DPT 6130- Exercise Physiology (3)**

In this course, the principles of exercise physiology will be learned and applied via a series of lecture and laboratory experiences. The basic principles of exercise physiology build upon a firm understanding of both human anatomy and human physiology. This course will build upon basic physiology and principles learned in human physiology. These principles stem from how the human bodies' normal structure and physiological functioning alters in response to bouts of physical activity. These acute and chronic adaptations and responses are critical to the understanding of injury/disease and to maximizing the role of the physical therapist in disease prevention strategies and health/wellness initiatives. In laboratory sessions, students will perform a variety of standardized tests for the determination of cardiopulmonary fitness, body composition, caloric expenditure and muscular strength/endurance. *Prerequisite: DPT 6000/6001, 6010, 6110, 6120.*

### **DPT 6131-Health Promotion and Wellness through Education (3)**

In-depth look at the importance of being a skilled practitioner who can effectively teach, and communicate effectively with patients and other health care professionals who have a vested interest in health promotion and wellness (HPW). This includes an introduction to strategies promoting health and wellness through education, community engagement surrounding the major causes of premature mortality and morbidity, national health and wellness initiatives, behavioral and environmental contributions to illness and injury, as well as strategies for risk reduction. Students will be exposed to fundamental concepts and techniques that contribute to good teaching and enhanced learning. Students will gain a solid foundation in teaching and learning theory and styles, strategies for teaching health and wellness, strategies for effective communication and feedback, and evidence for HPW programming implementation by physical therapists.

### **DPT 6140-Electrotherapeutic Modalities in Physical Therapy (2)**

This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the prescription, application, and appropriate use of commonly used electrotherapeutic modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios. Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering electrotherapeutic modalities. Clinical application of modalities into patient care will be emphasized within the clinical courses. *Prerequisite: DPT 6000/6001, 6010, 6110, 6020, 6100.*

### **DPT 6150-Physical Therapy Management of the Nervous System I (5)**

This course seeks to produce physical therapy clinicians who are able to manage pertinent neuromuscular system disorders (including manifestations in other body systems), irrespective of medical diagnosis, and to function in today's practice climate. Utilizing a modified problem-based approach, this course will provide in-depth information on the examination, evaluation, diagnosis, prognosis, and plan of care for adults with neuromuscular system dysfunction. Students will integrate concepts from neuroanatomy and neurophysiology to normal skill acquisition and movement control, to gain a comprehensive understanding of movement dysfunction in patients with neurological disease. Emphasis will be placed upon a holistic view of the patient and family, critical thinking skills, and competent performance of examination and intervention approaches. This course will stress the importance of published evidence in the management on neuromuscular problems. *Prerequisite: DPT 6000/6001, 6110, 6020, 6111, 6700.*

### **DPT 6151- Physical Therapy Management of the Nervous System II (5)**

This course is a continuation of DPT 6150, and seeks to produce physical therapy clinicians who are able to manage pertinent neuromuscular system disorders (including manifestations in other body systems), irre-

spective of medical diagnosis, and to function in today's practice climate. Utilizing a modified problem-based approach, this course will provide in-depth information on the examination, evaluation, diagnosis, prognosis, and plan of care for adults with neuromuscular system dysfunction. Students will integrate concepts from neuroanatomy and neurophysiology to normal skill acquisition and movement control, to gain a comprehensive understanding of movement dysfunction in patients with neurological disease. Emphasis will be placed upon a holistic view of the patient and family, critical thinking skills, and competent performance of examination and intervention approaches. This course will stress the importance of published evidence in the management of neuromuscular problems. *Prerequisite: DPT 6000/6001, 6110, 6020, 6111, 6700, 6150.*

#### **DPT 6160- Physical Therapy Management of the Cardiopulmonary System (4)**

This course provides an integrated approach to the study of physiologic, anatomic, pathologic, medical, and therapeutic concepts related to entry-level cardiovascular and pulmonary physical therapy practice. The course content covers a spectrum of acute to chronic long-term conditions. Content is presented in a logical sequence beginning with a review of normal cardiovascular and pulmonary responses to exercise across the lifespan, progressing to the management of a stable patient with a chronic condition, and ending with the more unstable patient with complex and often multiple disorders. Both primary and secondary cardiovascular and cardiopulmonary conditions are presented to aid students in effectively integrating course concepts with every patient, not just those with primary disease. Finally, evidence-based patient/client management is integrated into clinical decision-making in the context of the physical therapy examination, evaluation, patient care program development, intervention, and progression. *Prerequisite: DPT 6000/6001, 6010, 6130, 6150, 6151.*

#### **DPT 6170- Human Growth and Development (4)**

This course seeks to produce clinicians who are able to manage pertinent pediatric neuromusculoskeletal problems, irrespective of medical diagnosis, and to function in the current practice climate. This course includes advanced study of fundamental theoretical and developmental constructs re-

lating to the physical therapy management of the pediatric patients with neuromusculoskeletal system(s) dysfunction. Students will integrate current theories of motor control, motor learning, and motor development, including basic premises, clinical implications, and limitations of each model, into pediatric practice. This course will provide in-depth information on the examination, evaluation, and management of neuromusculoskeletal system dysfunction throughout the lifespan up until and including adolescence and young adulthood. Emphasis will be placed upon a holistic view of the patient and family, critical thinking skills, and competent performance of examination and intervention approaches for pediatric clients, maximizing participation in home, school, and community environments. Emphasis is placed upon an ability to interact with, educate, and direct pediatric patients, families and other providers of care. This course will continue to stress the importance of clinical research findings in the management of pediatric neuromusculoskeletal problems. *Prerequisite: DPT 6110, 6111, 6150, 6151.*

#### **DPT 6180- Integrative/Multisystem Physical Therapy (3)**

The Integrative/Multisystem Physical Therapy course requires students to apply the elements of patient/client management to addressing multi-system impairments and disease processes across the lifespan. The impact of age, gender, ethnic and prognostic factors on the presentation of impairments and management will be considered in this course. Students will have the opportunity to select a case for a group presentation based on their clinical interests. Students will plan and demonstrate physical therapy evaluations and interventions. Student will also identify appropriate referrals to address needs outside the physical therapist's scope of practice. *Prerequisite: DPT 6110, 6111, 6150, 6151, 6160.*

#### **DPT 6190- Complex Patient Management (2)**

This course is designed to serve as a seminar-type, "culmination" course to integrate course content throughout the curriculum, as it relates to the care of a patient from evaluation to discharge and the clinical decision making processes along the way. Students will be presented with patient cases to review and research at home. They will assess, design and strategize the plan of care, provide justification for all clinical

decisions made throughout the patient care process, incorporate and apply relevant basic knowledge and evidence from peer-reviewed sources, and discuss any/all relevant patient considerations and referrals. Student will be expected to identify areas for multi-disciplinary collaboration, and demonstrate a collaborative approach to patient care. During this course, students complete the professional e-portfolio.

#### **DPT 6200- Contemporary Issues in Health Care: PT Policy and Practice (2)**

The historical, present-day and future directions of the physical therapy profession are explored, as well as the role of the American Physical Therapy Association (APTA), state and federal regulations, and other regulatory agencies in influencing professional practice. Students will be exposed to an overview of health care and health care delivery in the United States, as well as relevant concepts related to current health care changes and reform. The scope of Physical therapy practice and practice settings are examined to develop an understanding of the impact of health care finances and reform on the role of physical therapists and physical therapy practice in each setting. Students will understand identified health care priorities and disparities on the national and local level, as well as the interdisciplinary role that physical therapists play in addressing them. *Prerequisite: DPT 6000/6001, 6010, 6100.*

#### **DPT 6210- Ethics, Advocacy and Leadership in Healthcare (3)**

This course explores the many roles of the physical therapist as a professional, against the "real-world" backdrop of challenges and opportunities existing in various clinical environments within the US Healthcare System and following associated health care policy reform. This course is designed to teach physical therapy students basic leadership and business management principles, examine various health care systems and reimbursement entities, as well as assist practitioners in developing as professionals within the affective domain, including improving communication, cultural awareness, professionalism, and ethical decision making. Students will gain an understanding of the leadership and management skills necessary to succeed in today's evolving clinical practice settings. Students will develop awareness for the core values the APTA and "professionalism." The role of the physical therapist to uphold these pro-

professional core values is discussed, as it pertains to daily clinical practice, leadership and advocacy efforts for patients, profession, community, colleagues, and institutions. Ethical conflicts are considered along with factors affecting patient, family and Interprofessional communication and collaboration. The Physical therapy Scope of Practice with NJ is explored, including the roles and responsibilities of multiple members of a health care team. The role of the physical therapist in delegation and supervision, patient management, and as a consultant to other practices, health care providers and community is discussed.

### **DPT 6220-Clinical Practice Management (3)**

A course dealing with the strategies and skills required of management in health care settings against the “real-world” backdrop of challenges and opportunities existing in physical therapy clinical environments. Students will learn about health care reimbursement, budgeting, financial statements, strategic planning, and accounting/monetary control of physical therapy offices. Emphasis is on the business environment within physical therapy; mission, vision, values, goal setting, problem solving, change management, and interpersonal relations. Both quantitative and qualitative methods of analysis and evaluation are covered. Legal issues include compliance, malpractice, contracts, corporate liability, professional liability, patient rights, and the legal aspects of managed care; introduction to human resource management strategies.

### **DPT 6230-DPT Independent Study (3)**

This course will provide an independent study opportunity for students to engage in advanced study within an area of interest. Students will select from three opportunities in teaching (as a teaching assistant), research (as a research assistant) and/or business management. Students will work with their supervising faculty member to develop specific learning objectives for their selected experience. *Prerequisite: DPT 6131, 6340, 6341, 6210.*

### **DPT 6240-Accountability and Documentation in Physical Therapy (1)**

This course emphasizes the development of effective documentation skills, including exposure to a variety of documentation formats and implications for proper reimbursement. Disablement classification models, behavioral objectives, and func-

tional outcome concepts are applied to organize patient data and identify treatment goals. This course will emphasize both traditional hand-written documentation and the use electronic medical record (EMR) systems.

### **DPT 6250-Psychosocial Aspects of Physical Therapy (3)**

Explores the variety of approaches to understanding disability in personal, social, economic, artistic, and political contexts. Students will develop a framework for understanding disability as a complex, and multi-level entity, including the impact of disability at personal, social, societal, and cultural levels. The notion of disability and health through the use of the World Health Organization's (WHO) International Classification of Functioning, Disability, and Health (ICF) focusing on influence of family, culture, and policies will be discussed. Psychosocial factors influencing disability will be explored. Principles and exemplary practice of assistive technology used by individuals with disabilities, including augmentative communication, seating, mobility, computer access, environmental control, home modifications, and worksite modifications. *Prerequisite: DPT 6100, 6110, 6111, 6200, 6700.*

### **DPT 6300- Clinical Grand Rounds 1 (1)**

This is the first of 4 courses in a progressive series within the DPT curriculum. Two grand rounds series are delivered across the curriculum; one during the first program year, the other in the second. In this first course, students will be introduced to topics such as deductive reasoning, clinical-decision making, evidence-based interventional strategies, professional presentation making, and critical thinking skills utilized within the practice of physical therapy. Grand Rounds is a bi-weekly forum for students, core faculty, associated faculty and guest speakers, to come together and enhance their diagnostic, clinical, and treatment skills, through case presentation and discussion. Clinicians and faculty within the field of Physical Therapy and related Health Professions will be invited to present in the fall and spring semesters. DPT students, in their final year, will be invited to present their capstone, doctoral seminar project (requirement). The goal of the Grand Rounds series is not only to teach best practices within Physical Therapy, but to actively involve related professions in active dialogue regarding patient care.

### **DPT 6310- Clinical Grand Rounds 2 (1)**

This is the second of 4 courses in a progressive series within the DPT curriculum. In this second course, students will have an opportunity to further develop skills like deductive reasoning, clinical-decision making, evidence-based interventional strategy formation, professional presentation making, and critical thinking skills. Grand Rounds is a bi-weekly forum for students, core faculty, associated faculty and guest speakers, to come together and enhance their diagnostic, clinical, and treatment skills, through case presentation and discussion. Clinicians and faculty within the field of Physical Therapy and related Health Professions will be invited to present in the fall and spring semesters. DPT students, in their final year, will be invited to present their capstone, doctoral seminar project (requirement). The goal of the Grand Rounds series is not only to teach best practices within Physical Therapy, but to actively involve related professions in active dialogue regarding patient care.

### **DPT 6320- Clinical Grand Rounds 3 (1)**

This is the third of 4 courses in a progressive series within the DPT curriculum. In this third course, students will have an opportunity to further develop skills like deductive reasoning, clinical-decision making, evidence-based interventional strategy formation, professional presentation making, and critical thinking skills. Grand Rounds is a bi-weekly forum for students, core faculty, associated faculty and guest speakers, to come together and enhance their diagnostic, clinical, and treatment skills, through case presentation and discussion. Clinicians and faculty within the field of Physical Therapy and related Health Professions will be invited to present in the fall and spring semesters. DPT students, in their final year, will be invited to present their capstone, doctoral seminar project (requirement). The goal of the Grand Rounds series is not only to teach best practices within Physical Therapy, but to actively involve related professions in active dialogue regarding patient care.

### **DPT 6330- Clinical Grand Rounds 4 (1)**

This is the final installment of 4 courses in a progressive series within the DPT curriculum. In this final course, students will have an opportunity to fine-tune skills in deductive reasoning, clinical-decision making, evidence-based interventional strategy

formation, professional presentation making, and critical thinking skills. Grand Rounds is a bi-weekly forum for students, core faculty, associated faculty and guest speakers, to come together and enhance their diagnostic, clinical, and treatment skills, through case presentation and discussion. Clinicians and faculty within the field of Physical Therapy and related Health Professions will be invited to present in the fall and spring semesters. DPT students, in their final year, will be invited to present their capstone, doctoral seminar project (requirement). The goal of the Grand Rounds series is not only to teach best practices within Physical Therapy, but to actively involve related professions in active dialogue regarding patient care.

#### **DPT 6340- Research and Evidence-Based Practice 1 (3)**

This course focuses upon principles of research and statistical analysis in health-related professional literature. In-depth look at the philosophy and methodology of "evidence-based practice" and "outcomes assessment" in clinical research and practice (formal measurement tools, and clinical outcomes). This course will cover research design and analysis principles, outcome measure development and utilization. Students in this course will develop a model "outcome" collection sheet that will later be individualized for use during Doctoral Seminar 1, 2 and 3 and during Research and Evidence-Based Practice 2.

#### **DPT 6341- Research and Evidence-Based Practice 1 (3)**

This course will further develop students' understanding of critical evidence appraisal, to enhance their incorporation of evidence into their physical therapy practice. This course will examine more complex research questions, designs and analysis approaches to cover the depth and breadth of current literature. Students will be asked to apply their broadened knowledge of research to the identification, selection and interpretation of evidence, to guide clinical decision making for physical therapy practice. Students will utilize new knowledge in the further development of individual instruments for clinical outcomes assessment utilized during Doctoral Seminar 2 and 3, and final capstone project and presentation.

#### **DPT 6500- Doctoral Seminar 1 (1)**

During this course, students will have an opportunity to discuss topics of relevance

with faculty and fellow students, during a full-time clinical experience. Students will be expected to track their own clinical performance outcomes (a minimal data set), while on a clinical affiliation. Students will participate in tool development, data collection and evaluation, as well as self-assessment. Students will be asked to incorporate collected data, learned theory, evidence, personal experience, principles of EBM, and perceived barriers in order to engage in discussion with students and faculty about strategies for improving their own outcomes as a physical therapy practitioner.

#### **DPT 6510- Doctoral Seminar II (1)**

During this course, students will have an opportunity to discuss topics of relevance with faculty and fellow students, during a full-time clinical experience. Students will be expected to track their own clinical performance outcomes (a minimal data set), while on a clinical affiliation in a different practice setting. Students will participate in tool development, data collection and evaluation, as well as self-assessment. Students will be asked to incorporate collected data, learned theory, evidence, personal experience, principles of EBM, and perceived barriers in order to engage in discussion with students and faculty about strategies for improving their own outcomes as a physical therapy practitioner.

#### **DPT 6520- Doctoral Seminar III (1)**

During this course, students will have a final opportunity to discuss topics of relevance with faculty and fellow students, during a full-time clinical experience. Students will be expected to track their own clinical performance outcomes (a minimal data set), while on a clinical affiliation in a different practice setting. Students will participate in tool development, data collection and evaluation, as well as self-assessment. Students will be asked to incorporate previously collected data, learned theory, evidence, personal experience, principles of EBM, and perceived barriers in order to engage in discussion with students and faculty about strategies for improving their own outcomes as a physical therapy practitioner. Students will be required to present their cumulative assessment from Doctoral Seminar at a Grand Rounds forum prior to graduation.

#### **DPT 6600- Integrated Clinical Experience I (1)**

This course is designed to introduce physical therapy students to clinical practice settings, and allow students the opportunity to have early didactic knowledge reinforced through clinical education. Through this course, the first year DPT student spends ten, 4-hour sessions, in a clinical environment under the direct supervision of a licensed physical therapist. Students will participate in 4 debriefing/discussion sessions throughout the semester with the DCE and core faculty members. This experience is designed to help students become socialized to the clinical environment, and to integrate knowledge, practical skills, and professional behaviors learned in the classroom.

#### **DPT 6610- Integrated Clinical Experience II (1)**

This course is designed to introduce physical therapy students to clinical practice settings, and allow students the opportunity to have early didactic knowledge reinforced through clinical education. Through this course, the first year DPT student spends ten, 4-hour sessions, in a clinical environment under the direct supervision of a licensed physical therapist. Students will participate in 4 debriefing/discussion sessions throughout the semester with the DCE and core faculty members. This experience is designed to help students become socialized to the clinical environment, and to integrate knowledge, practical skills, and professional behaviors learned in the classroom.

#### **DPT 6620- Integrated Clinical Experience III (1)**

This course is designed to further develop physical therapy students within clinical practice settings, and allow students the opportunity to have more advanced didactic knowledge reinforced through clinical education. Through this course, the first year DPT student spends ten, 4-hour sessions, in a clinical environment under the direct supervision of a licensed physical therapist. Students will participate in 4 debriefing/discussion sessions throughout the semester with the DCE and core faculty members. This experience is designed to help students become socialized to the clinical environment, and to integrate knowledge, practical skills, and professional behaviors learned in the classroom.

**DPT 6630- Integrated Clinical Experience IV (1)**

This is the final installation in a course designed to further develop physical therapy students within clinical practice settings, and allow students the opportunity to have more advanced didactic knowledge reinforced through clinical education. Through this course, the first year DPT student spends ten, 4-hour sessions, in a clinical environment under the direct supervision of a licensed physical therapist. Students will participate in 4 debriefing/discussion sessions throughout the semester with the DCE and core faculty members. This experience is designed to help students become socialized to the clinical environment, and to integrate knowledge, practical skills, and professional behaviors learned in the classroom.

**DPT 6700- Clinical Practicum I (9)**

In general or specialized clinical settings, students are able to practice appropriate examination, evaluation, intervention, technical, and communicative skills. Students experience their first full-time clinical practice situation for a duration of twelve weeks. Safe, ethical, and legal physical therapy practice occurs under the supervision of a licensed physical therapist. Rotations for DPT 6700 are most commonly outpatient orthopedic treatment settings, but may include any setting for musculoskeletal dysfunction, to emphasize application and reinforcement of musculoskeletal and basic care skills learned within the first year. The primary outcome of this first clinical internship is to demonstrate competence in the management of patient care in musculoskeletal settings. *Prerequisite: DPT 6110, 6111, 6600, 6610.*

**DPT 6800- Clinical Practicum II (12)**

In general or specialized clinical settings, students are able to practice appropriate examination, evaluation, intervention, technical, and communicative skills. Students experience their second full-time clinical practice situation for a duration of fifteen weeks. Safe, ethical, and legal physical therapy practice occurs under the supervision of a licensed physical therapist. Rotations for DPT 6800 are most commonly inpatient and sub-acute treatment settings, but may include any setting for neurological, cardiopulmonary and multiple system dysfunctions, to emphasize application

and reinforcement of patient care skills learned within the second year. The primary outcome of the second clinical internship is to near the clinical practice expectations of the entry-level physical therapist. The student should be able to manage at least one half a caseload of less complex patients but will still require guidance in managing the more complex patients. *Prerequisite: DPT 6700, 6150, 6151, 6160, 6620, 6630.*

**DPT 6900- Clinical Practicum III (12)**

In general or specialized clinical settings, students are able to practice appropriate examination, evaluation, intervention, technical, and communicative skills. Students experience their final full-time clinical practice situation for the duration of fifteen weeks. Safe, ethical, and legal physical therapy practice occurs under the supervision of a licensed physical therapist. Rotations for DPT 6900 may include any setting for musculoskeletal, neurological, cardiopulmonary and multiple system dysfunctions, to emphasize application and reinforcement of patient care skills learned throughout the curriculum. Students will also be able to explore advanced skills and areas of specialty interest. The primary outcome of the final clinical internship is to meet expectations of the entry level physical therapist. Emphasis will be placed on demonstrating independence with interpersonal behaviors, documentation, patient examination and treatment techniques, fiscal management, and professional behaviors. The student should be able to manage a full caseload of patients within the setting, and meet all expectations for that setting as those of an entry-level therapist. *Prerequisite: DPT 6500, 6510, 6700, 6800.*

**Faculty****Shannon N. Clifford, PT, PhD, MPT, Associate Professor and Executive Director**

Specialization: Research and Orthopedics  
BS Exercise Science/Movement Science, University of Pittsburgh  
MPT Physical Therapy, University of Pittsburgh  
PhD Rehabilitation Science, University of Pittsburgh

**Jennifer Gentile, PT, DPT, SCS, Director of Clinical Education**

Specialization: Sports Physical Therapy, Prenatal and Post-partum Physical Therapy  
BS Comprehensive Science, Villanova University  
DPT Physical Therapy, New York University

**George Holan, PT, DPT, NCS, GCS, Assistant Professor/Neuro Coordinator**

Specialization: Neurological and Geriatric PT/Home-based care  
BS Psychology, Kean University  
DPT Physical Therapy, The University of Medicine and Dentistry in NJ

**Timothy Marshall, PhD, MS, ACSM/ACS-CET, Assistant Professor/Cardiopulmonary Coordinator**

Specialization: Exercise Physiology  
BS Biology, Duquesne University  
MS Exercise Science, Kean University  
MHA Healthcare Administration, Seton Hall  
PhD Health Science, Seton Hall

**MaryAnne Riopel, PT, PhD, DPT, OCS, Assistant Professor/Ortho Coordinator**

Specialization: Clinical Simulation/Orthopedics  
BS Biology, Stockton University  
MPT Master of Physical Therapy, Drexel/Hahnemann University  
DPT Doctor of Physical Therapy, Regis University  
PhD Physical Therapy

**Kimberly Ward, PT, DPT, PCS, Assistant Professor/Pediatrics Coordinator**

Specialization: Pediatrics



# DEPARTMENT OF ADVANCED STUDIES IN PSYCHOLOGY

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## Degrees Offered

- Psy.D in Combined School and Clinical Psychology
- Professional Diploma in School Psychology

## Combined School and Clinical Psychology

### Program Description

Kean University's Psy.D. Program in Combined School and Clinical Psychology prepares general practice, primary care, and health service psychologists who are competent to function in a variety of professional and academic settings and roles. This goal is achieved by intentionally combining and integrating education and training across the two practice areas of school psychology and clinical psychology, providing students with a wide breadth and depth of training in both psychological practice areas. By deeply integrating these two practice areas throughout the curriculum, the combined training program model prepares students to function as clinical or school psychologists in a wide variety of professional and academic positions, thus increasing career flexibility and marketability.

### Prerequisites

Theories of Personality, Abnormal Psychology, Tests and Measurements, Statistics and Experimental Psychology

### Degree Requirements

- 121 credits
- Completion of Doctoral Practica I and II
- Successful completion of Foundation Examination, ACE, and ICE.
- Doctoral Dissertation
- Minimum 1,750 approved school-clinical psychology internship

### Fall First Year

PSYD 7100: Advanced Developmental Psychology 3  
PSYD 7200: Cognitive Assessment I w/ Practicum 4  
PSYD 7321: Psychological Measurement and Statistical Analysis 4  
PSYD 7110: Professional Seminar Ia: Intro to Combined and Integrated School and Clinical Psychology 1  
PSYD 7005: Cognition and Emotion 3

### Spring First Year

PSYD 7220: Personality, Individual Differences and Learning 3  
PSYD 7202: Cognitive Assessment II w/ Practicum 4  
PSYD 7421: Adult Psychopathology 3  
PSYD 7111: Professional Seminar Ib: Intro to Combined and Integrated School and Clinical Psychology 1  
PSYD 7331: Research Design 4

### Summer First Year

PSYD 7401: Interviewing and Psychotherapy Laboratory w/ Practicum 3  
PSYD 7204: Personality Assessment I w/ Practicum 4  
PSYD 7431: Introduction to Evidence-based Psychological Treatment 3  
PSYD 7112: Professional Seminar Ic: Intro to Combined and Integrated School and Clinical Psychology 1  
PSYD 7419: Child and Adolescent Psychopathology 3

### Fall Second Year

PSYD 7206: Personality Assessment II w/ Practicum 4  
EDD 7602: Advanced Concepts in Curriculum Development 3  
PSYD 7113: Professional Seminar IIa: Ethics and Professional Practice in School and Clinical Psychology 2  
PSYD 7411: Human Exceptionalities: Social, Psychological and Educational Considerations 3  
PSYD 7701: School- Clinical Practicum Ia 1

### Spring Second Year

PSYD 7109: Biological Bases of Behavior 3  
PSYD 7451: Evidence-based Psychological Treatment I: Children and Adolescents 3  
EDD 7502: Advanced Concepts in Public School Administration 3  
PSYD 7114: Professional Seminar IIb: Ethics and Professional Practice in School and Clinical Psychology 1  
PSYD 7702: School- Clinical Practicum Ib 1

### Summer Second Year

PSYD 7461: Evidence-based Psychological Treatment II: Adults 3  
PSYD 7115: Professional Seminar IIc: Ethics and Professional Practice in School and Clinical Psychology 1  
PSYD 7208: Integrative Psychodiagnostic Assessment Battery 3  
PSYD 7703: School- Clinical Practicum Ic 1

### Fall Third Year

PSYD 7209 Neuropsychological Assessment in School and Clinical Settings 3  
PSYD 7470: Application of Psychological Interventions in School And Community: Processes and Mechanisms of Change 3  
PSYD 7116: Professional Seminar IIIa: Gender, Ethnicity and Culture in the Professional Practice of School and Clinical Psychology 2  
PSYD 7704: School- Clinical Practicum IIa 1  
PSYD 8000: Dissertation Seminar I: Project Initiation 2  
PSYD 7900: Independent Study in School-Clinical Psychology I (*optional*) 1

### Spring Third Year

PSYD 7010: School/ Family/ Community Consultation, Collaboration, and Integration 3  
PSYD 7180: History and Systems in Psychology 3  
PSYD 7117: Professional Seminar IIb: Gender, Ethnicity and Culture in the Professional Practice of School and Clinical Psychology 1  
PSYD 7705: School- Clinical Practicum IIb 1

PSYD 8010: Dissertation Seminar II: Project Development	1
PSYD 8001: Dissertation Supervision I	1.5
PSYD 7901: Independent Study in School-Clinical Psychology II ( <i>optional</i> )	1

#### Summer Third Year 6-7

PSYD 7207: Marriage and Family Therapy: Models and Technique	3
PSYD 7118: Professional Seminar IIIc: Gender, Ethnicity and Culture in the Professional Practice of School and Clinical Psychology	1
PSYD 7706: School- Clinical Practicum IIc	1
PSYD 7902: Independent Study in School-Clinical Psychology III ( <i>optional</i> )	1
PSYD 8011: Dissertation Supervision II	1

#### Fall Fourth Year 8-10.5

PSYD 7311: Consultation and Evaluation of Human Service Programs	3
PSYD 7600: Seminar in Social Psychology	3
PSYD 7119: Professional Seminar IVa: Technology and Emerging Issues in the Professional Practice of School and Clinical Psychology ( <i>optional</i> )	1
PSYD 7707: School- Clinical Practicum IIIa ( <i>optional</i> )	1
PSYD 8020: Dissertation Seminar III: Project Completion and Manuscript Preparation	1
PSYD 8021: Dissertation Supervision III	1.5

#### Spring Fourth Year 6-9

PSYD 7140: Supervision and Management	3
PSYD 7480: Psychopharmacology	3
PSYD 7120: Professional Seminar IVb: Technology and Emerging Issues in the Professional Practice of School and Clinical Psychology ( <i>optional</i> )	1
PSYD 7708: School- Clinical Practicum IIIb ( <i>optional</i> )	1
PSYD 8020: Dissertation Seminar III: Project Completion and Manuscript Preparation *	1

\*Required to be repeated only if dissertation not complete; retaken each semester until dissertation is completed

#### Fall Fifth Year 1

PSYD 8500: Doctoral Internship I	1
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#### Spring Fifth Year 1

PSYD 8510: Doctoral Internship II	1
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<b>Summer Fifth Year</b>	<b>1</b>
PSYD 8520: Doctoral Internship III	1

**Total 121**

### Course Descriptions

#### EDD 7502 Advanced Concepts in Public School Administration (3) (Required)

This course will cover public school administration from a historical perspective. An analysis of organizational roles, including leadership, and curriculum and instruction oversight will be provided. Examination and application of strategic planning techniques, communication strategies, current practices and research will also be covered.

#### EDD 7602 Advanced Concepts in Curriculum Development (3) (Required)

This course develops students competency in curriculum development, theory and practice, as evidenced by their ability to analyze curriculum development from a historical perspective, evaluate relevant web sites, describe the relationship between curriculum development, assessment and intervention, evaluate influencing factors, and analyze related ethical issues.

#### PSYD 7005 Cognition and Emotion (3) (Required)

This course will provide students with an understanding and appreciation of the main research trends and findings with regards to contemporary cognitive psychology and emotion science, with particular relevance to the relationship between these concepts and the practice of school and clinical psychology.

#### PSYD 7010 School-Family-Community Consultation, Collaboration, and Integration (3) (Required)

This course is designed to provide students with an in-depth analysis of best practices and current research in consultation and collaboration between multi-disciplinary school and clinical personnel, family members, and community agencies in fostering learning, and emotional/social development in children and adolescents.

#### PSYD 7100 Advanced Developmental Psychology (3) (Required)

This course provides students with an understanding of factors impacting human development. In addition, students will examine how findings gleaned from the science of human development might in-

form our clinical practice and/or thinking about critical social issues.

#### PSYD 7109 Biological Bases of Behavior (3) (Required)

This course is designed to provide an analysis of physiological processes involved in human learning and behavior. Functioning of the nervous system, endocrine system and sensory systems as well as an overview of learning disorders and psychological disorders and their treatment will be discussed.

#### PSYD 7110 Professional Seminar Ia: Introduction to Combined and Integrated School and Clinical Psychology (3) (Required)

The first course of a three semester sequence designed to familiarize students with the role(s) and function(s), similarities and differences of a psychologist in a variety of settings, including: schools, clinics, hospitals, private practice settings, and other alternative service delivery systems.

#### PSYD 7111 Professional Seminar Ib: Introduction to Combined and Integrated School and Clinical Psychology (1) (Required)

This second course of a three semester sequence will continue to familiarize students with the role(s) and function(s), similarities and differences of the school and clinical psychologist in a variety of settings, while emphasizing the philosophical and empirical base of combined and integrative training in school and clinical psychology.

#### PSYD 7112 Professional Seminar Ic: Introduction to Combined and Integrated School and Clinical Psychology (1) (Required)

This third course of a three semester sequence is designed to address issues that impact the role and function of school and clinical psychologists such as the history of school and clinical psychology, ethics and standards, public policy, legal issues, professional trends, and practice quality.

#### PSYD 7113 Professional Seminar IIa: Ethics and Professional Practice in School and Clinical Psychology (2) (Required)

This first course of a three-semester sequence focuses on issues important to professionals about to enter the field including an orientation to issues in day-to-day prac-

tice and professional development in modern school and clinical psychology.

**PSYD 7114 Professional Seminar IIb: Ethics and Professional Practice in School and Clinical Psychology (1) (Required)**

This second course of a three-semester sequence focuses on ethical and legal issues, with particular reference to the everyday issues of practice, while discussing students' current externships experiences related to legal, ethical and professional issues.

**PSYD 7115 Professional Seminar IIc: Ethics and Professional Practice in School and Clinical Psychology (1) (Required)**

This third course of a three-semester sequence focuses on ethical and legal issues, with particular reference to the everyday issues of practice, while discussing students' current externships experiences related to legal, ethical and professional issues.

**PSYD 7116 Professional Seminar IIIa: Gender, Ethnicity, and Culture in the Professional Practice of School and Clinical Psychology (2) (Required)**

This first course of a three-semester course sequence will provide students with the knowledge needed to be clinically sensitive psychologists able to work with a range of individuals from diverse backgrounds in educational and clinical settings.

**PSYD 7117 Professional Seminar IIIB: Gender, Ethnicity, and Culture in the Professional Practice of School and Clinical Psychology (1) (Required)**

This second course of a three-semester course sequence will focus on cultural differences and how they relate to the diagnosis of psychopathology will be explored as will how cultures differ on important clinical issues such as violence, suicide, expression of emotions, childrearing, etc.

**PSYD 7118 Professional Seminar IIIC: Gender, Ethnicity, and Culture in the Professional Practice of School and Clinical Psychology (1) (Required)**

This third course of a three-semester course sequence will focus on the APA guidelines for multicultural competency. Diversity among individuals, such as religion, sexual orientation, socio-economic status, or disability will be explored, as will the role of

psychologists in assisting and advocating for these individuals.

**PSYD 7119 Professional Seminar IVa: Technology and Emerging Issues in the Professional Practice of School and Clinical Psychology (1) (optional)**

This first course of a two-semester sequence provides an orientation to issues in practice and professional development in modern school and clinical psychology, emphasizing new advances in assessment, treatment and practice management, as well as consideration of emerging issues in the field.

**PSYD 7120 Professional Seminar IVb: Technology and Emerging Issues in the Professional Practice of School and Clinical Psychology (1) (optional)**

This second course of a two-semester sequence continues to provide an orientation to issues in practice and professional development in modern school and clinical psychology, emphasizing new advances in assessment, treatment and practice management, as well as consideration of emerging issues in the field.

**PSYD 7140 Supervision and Management (3) (Required)**

This course is designed to focus upon the supervisory and management roles of the school and clinical psychologist, acknowledging both theoretical and conceptual understanding for the supervision process. The goal is to empower the student to become a leader in their professional area of interest.

**PSYD 7180 History and Systems in Psychology (3) (Required)**

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Topics areas include: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and, the development of various "systems" or "schools" of psychology.

**PSYD 7200 Cognitive Assessment I with Practicum (4) (Required)**

This course provides students with basic competencies in the selection, administration, scoring and interpretation of tests of intelligence and achievement, such as the Wechsler scales. Issues of theory, research, clinical utility and ethics will be addressed,

and special attention will be given to culturally sensitive assessment methodology.

**PSYD 7202 Cognitive Assessment II with Practicum (4) (Required)**

This course provides students with basic competencies in the selection, administration, scoring and interpretation of tests of intelligence and achievement, such as the Wechsler scales. Issues of theory, research, clinical utility and ethics will be addressed, and special attention will be given to culturally sensitive assessment methodology.

**PSYD 7204(5) Personality Assessment I with Practicum (4) (Required)**

This course will help students develop knowledge related to the selection, administration, and interpretation of some representative objective personality and behavioral assessment instruments used in various settings. Students will also learn to integrate data obtained from an assessment battery to write comprehensive psychological reports.

**PSYD 7206 Personality Assessment II with Practicum (4) (Required)**

This course will provide a survey of the most often used projective instruments, which contribute to the assessment of personality. The primary focus will be on the development of clinical skills regarding the administration, scoring, interpretation, and communication of data obtained from these instruments.

**PSYD 7207 Marriage and Family Therapy: Models and Technique (3) (Required)**

This course will provide an overview of theoretical concepts and intervention strategies unique to family, systems, and relational therapies. Examines basic premises of varying family therapy models and ways of thinking essential to working with relational units, including couples, families and organizational systems, while considering the influence of cultural/ethnic differences.

**PSYD 7208 Integrative Psycho diagnostic Assessment Battery (3) (Required)**

This integrative battery course teaches students how to incorporate test data into comprehensive psychological evaluations for various settings. Students will be able to write evaluations using that: 1) Describe and predict complex behaviors within the context of the whole person, 2) accurately provide a diagnostic formulation and 3)

lead to pragmatic recommendations for interventions.

**PSYD 7209 Neuropsychological Assessment in School and Clinical Settings (3) (Required)**

This course is designed to introduce students to the foundations of neuropsychological assessment. An overview of the concept of cerebral localization in addition to a general introduction to the major brain structures and functions will be provided. Application of neuropsychological theories and principles to the appropriate assessment, remedial programming, and school related issues and/or concerns will also be discussed.

**PSYD 7220 Personality, Individual Differences and Learning (3) (Required)**

This course will involve an intensive exploration of historical and contemporary models for understanding human personality. Categorical and dimensional models, sociocultural differences in behavior, and contemporary constructs in clinical and social psychology literature (i.e. emotion regulation and experiential avoidance) will be discussed.

**PSYD 7311 Consultation and Evaluation of Human Service Programs (3) (Required)**

This course is designed to prepare students for professional roles as an applied behavioral consultant and/or program evaluator. This course will focus on the dynamics of working with groups in a variety of settings and on developing effective interventions at a systemic level. It will also provide the knowledge, skills, perspectives, and reflective practice students will need to effectively conduct a program evaluation in human service agencies.

**PSYD 7321 Psychological Measurement and Statistical Analysis (4) (Required)**

This course, in conjunction with Research Methods, is designed to provide a foundation of measurement and statistics for PsyD students who may become practicing clinical or school psychologists, consultants, researchers, educators, or engage in a combination of professional roles.

**PSYD 7331 Research Design (4) (Required)**

This course will teach students how to (a) evaluate the adequacy of research to draw conclusions, (b) generate logical, novel,

informed research hypotheses (c) create valid experimental designs to test hypotheses and d) consider the ethics, cultural competencies, IRB, and APA style of data reporting and manuscript writing.

**PSYD 7401 Interviewing and Psychotherapy Laboratory with Practicum (3) (Required)**

A laboratory-based skills course designed to develop foundational interviewing and intervention skills essential to obtaining relevant clinical information, determining appropriate diagnoses, establishing an effective therapeutic relationship, and promoting behavior change.

**PSYD 7411 Human Exceptionality Social, Psychological and Educational Considerations (3) (Required)**

A comprehensive examination of current knowledge and research on individuals with disabilities within the context of human growth and development across the lifespan. The course will study the impact of disabilities on academic, social and emotional functioning, and contain a unit on writing, developing, and updating Individualized Education Plans (IEP). Coverage of issues relating to linguistic and cultural diversity.

**PSYD 7419 Child and Adolescent Psychopathology (3) (Required)**

This course will allow students to examine the fundamental aspect of childhood disorders and become familiar with relevant literature. Key themes will be examined, including 1) a developmental perspective; 2) risk and resilience; and 3) the impact of social, cultural, and economic diversity on symptoms.

**PSYD 7421 Adult Psychopathology (3) (Required)**

This course offers an exploration of the major diagnostic categories and specific psychological disorders affecting adults, with an emphasis on epidemiological factors, etiology, symptomatology, maintaining factors, pathological processes, and treatment. Additional attention will be given to differential diagnosis and comorbidities among disorders.

**PSYD 7431 Introduction to Evidence Based Psychological Treatment (3) (Required)**

This first course in psychological treatment will provide students with an understanding

of foundational knowledge required for the provision of effective evidence-based treatment, encourage them to think critically about psychological treatment selection and expose them to a range of individual psychological treatment approaches.

**PSYD 7451 Evidence Based Psychological Treatment I: Children and Adolescents (3) (Required)**

In this course students will become exposed to available child and adolescent psychological treatments, understand how to critically select and evaluate treatments, begin to understand and practice how psychological treatments for children and adolescents are implemented, and consider relevant issues pertaining to ethics and diversity in clinical practice.

**PSYD 7461 Evidence Based Psychological Treatment II: Adults (3) (Required)**

This course is intended to provide the historical development, theoretical rationale and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy as well as other treatment modalities that have garnered empirical support, such as interpersonal psychotherapy and emotion-focused psychotherapy.

**PSYD 7470 Application of Psychological Interventions in School and Community: Processes and Mechanisms of Change (3) (Required)**

This course will address the empirical foundations of psychological interventions with an emphasis on practice implications of current therapy research on readiness for change, efficacy and effectiveness, client-therapist variables, cultural diversity and the therapeutic relationship.

**PSY 7480 Psychopharmacology (3) (Required)**

This course will focus on how psychoactive drugs impact human behavior with an emphasis on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reactions in the central nervous system to chemically effective drugs.

**PSYD 7600 Seminar in Social Psychology (3) (Required)**

This course will provide students with the opportunity to examine theories and research in social psychology and its rele-

vance to clinical psychology, psychopathology, mechanisms of change, clinical interventions, and unique environments. The goals are to familiarize students with current perspectives in social psychology and provide a foundation of social psychology literature that can be used in clinical environments.

**PSYD 7701 School and Clinical Practicum 1a (1) (Required)**

This course provides supervision-based educational experience that allows students to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation and clinical services at the program's outpatient community mental health center.

**PSYD 7702 School and Clinical Practicum 1b (1) (Required)**

This is the second course of a three semester sequence that provides full-year supervision-based educational experience, allowing students to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation and clinical services.

**PSYD 7703 School and Clinical Practicum 1c (1) (Required)**

This is the third course of a three semester sequence that provides full-year supervision-based educational experience, allowing students to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation and clinical services.

**PSYD 7704 Practicum in School-Clinical Psychology IIa (1) (Required)**

The first course of a three-semester sequence intended to be the second full-year supervision-based educational experience, allowing students to further develop a professional identity and translate the theory of clinical science into a higher level of practical clinical skills while they provide clinical services.

**PSYD 7705 Practicum in School-Clinical Psychology IIb (1) (Required)**

The second course of a three-semester sequence intended to be the second full-year supervision-based educational experience, allowing students to further develop a professional identity and translate the theory of

clinical science into a higher level of practical clinical skills while they provide clinical services.

**PSYD 7706 Practicum in School-Clinical Psychology IIc (1) (Required)**

The third course of a three-semester sequence intended to be the second full-year supervision-based educational experience, allowing students to further develop a professional identity and translate the theory of clinical science into a higher level of practical clinical skills while they provide clinical services.

**PSYD 7707 Practicum in School-Clinical Psychology IIIa (1) (optional)**

The first part of a two-semester sequence intended to be the third full year supervision, allowing students to further develop a professional identity and translate the theory of clinical science into a higher level of practical clinical skills while they provide clinical services.

**PSYD 7708 Practicum in School-Clinical Practicum IIIb (2) (Elective)**

The second part of a two-semester sequence intended to be the third full year supervision, allowing students to further develop a professional identity and translate the theory of clinical science into a higher level of practical clinical skills while they provide clinical services.

**PSYD 7900 Independent Study in School-Clinical Psychology I (1) (Elective)**

This first course of a three semester course sequence is intended to be an opportunity for students to develop an emphasis area within school and clinical psychology. This sequence allows further development and refinement of a students' skill sets as a practitioner-scientist by engaging in advanced readings and research work under close faculty supervision.

**PSYD 7901 Independent Study in School-Clinical Psychology II (1) (Elective)**

This second course of a three semester course sequence is intended to be an opportunity for students to develop an emphasis area within school and clinical psychology. This sequence allows further development and refinement of a students' skill sets as a practitioner-scientist by engaging in advanced readings and research work under close faculty supervision.

**PSYD 7902 Independent Study in School-Clinical Psychology III (1) (Elective)**

This third course of a three semester course sequence is intended to be an opportunity for students to develop an emphasis area within school and clinical psychology. This sequence allows further development and refinement of a students' skill sets as a practitioner-scientist by engaging in advanced readings and research work under close faculty supervision.

**PSYD 8000 Dissertation Seminar I: Project Initiation (2) (Required)**

This course will focus on developing a dissertation idea; conducting a preliminary literature search and developing advanced statistical analyses strategies. The Dissertation is intended to help students develop into informed consumers of the literature and apply these skills in the production of an original scholarly product.

**PSYD 8010 Dissertation Seminar II: Project Development (1) (Required)**

This course is a continuation of PSYD 8000 and focuses on the continued development, under supervision, of an individual doctoral dissertation. Graded on a credit granted (CG) or credit not granted (NC) basis.

**PSYD 8020 Dissertation Seminar III: Project Completion and Manuscript Preparation (1) (Required)**

This course is a continuation of PSYD 8000 and PSYD 8010 and focuses on providing support for students actively engaged in the final stage of completing their dissertation, preparing for the defense, and submitting the final document. This course must be repeated until the dissertation is complete.

**PSYD 8030 Dissertation Seminar III (1) (Required to be repeated only if dissertation is not complete. This course will be retaken each semester until dissertation is completed.)**

This course is a continuation of PSYD 8000, PSYD 8010, and PSYD 8020, and focuses on providing continued support and information for students actively engaged in the final stages of completing and writing their dissertation, preparing for the dissertation defense, and submitting the final document.

### **PSYD 8001 Dissertation Supervision I (1.5) (Required)**

This course consists of work between student and dissertation chair developing a dissertation idea; conducting a thorough literature search; and writing up and orally defending the dissertation proposal.

### **PSYD 8011 Dissertation Supervision II (1) (Required)**

This course consists of work between student and dissertation chair, based on a successfully defended dissertation proposal, to complete an Institutional Review Board application and prepare to collect data.

### **PSYD 8021 Dissertation Supervision III (1.5) (Required)**

This course consists of work between student and dissertation chair, based on an approved Institutional Review Board application, to begin data collection and develop a database.

### **PSYD 8500 Doctoral Internship I (1) (Required)**

The first course in a year-long sequence is a continuation of PSYD 8500 and PSYD 8510 which requires students to continue their supervised full-time experience of a minimum of 1,750 hours in a clinical or school setting. Graded on a credit granted (CG) or credit not granted (NC) basis.

### **PSYD 8510 Doctoral Internship II (1) (Required)**

The second course in a year-long sequence is a continuation of PSYD 8500 and PSYD 8510 which requires students to continue their supervised full-time experience of a minimum of 1,750 hours in a clinical or school setting. Graded on a credit granted (CG) or credit not granted (NC) basis.

### **PSYD 8520 Doctoral Internship III (1) (Required)**

Third course in a year-long sequence: Supervised full-time experience of a minimum of 1,750 hours in a clinical or school setting determined by the program director and the student. Graded on a credit granted (CG) or credit not granted (NC) basis.

## **Professional Diploma in School Psychology**

### **Program Description**

The School Psychology Professional Diploma Program, approved by the National Association of School Psychologists (NASP), is a 66 credit professional training program which will lead to certification as a school psychologist and the Professional Diploma in School Psychology. Students will earn the M.A. in Educational Psychology after successful completion of the first year of the program including 30 credit hours. The curriculum, designed within the practitioner-scientist model, is devised to enable successful graduates to function as members of an interdisciplinary team of specialists within a public school setting. Through required coursework, practica, and externship experiences, students are provided an opportunity to develop skills in counseling, assessment, consultation, and evidence-based interventions which promote the optimal functioning of children from ages three to 21. Students also develop knowledge and skills that promote healthy and safe school climates for students, their families, and school personnel. The program stresses the need for school psychologists to understand the varied religious, ethnic, cultural and national characteristics of its clientele.

### **Prerequisites**

Theories of Personality, Abnormal Psychology, Tests and Measurements, Statistics and Experimental Psychology

### **Degree Requirements**

- 66 credits
- Practica in counseling, assessment, and consultation
- Externship (1200 hours minimum)
- Two comprehensive examinations

### **Foundation Courses**

PSYD 5010: Developmental Psychology of Children and Adolescents	30
PSY 5230: Tests and Measurements	3
PSY 5320: Learning Theory and Applications	3
PSYD 5040: Abnormal Child Psychology	3
PSYD 5000: Professional Seminar in School Psychology IA: Role and Function of the School Psychologist	1
PSYD 5500: Statistical Methods and Analysis	3

PSYD 5050: Evidence-based Treatments for Children and Adolescents	3
SPED 5020: Educational Strategies for students with Disabilities	
EL 5613: Curriculum Development and Evaluation: Theory & Practice	3
PSYD 5001: Professional Seminar in School Psychology Ib: Role and Function of the School Psychologist	2
EL 5502: Public School Administration I	3

### **Professional Courses\*\* 36**

PSYD 6010: Cognitive Evaluation of Children and Adolescents with Practicum	4
PSYD 6020: Behavioral and Social-Emotional Evaluation of Children and Adolescents	3
PSYD 6030: Evidence-Based Behavioral and Psychosocial Interventions in the Schools	3
PSYD 6000: Professional Seminar in School Psychology 2A: Law and Professional Practice in School Psychology	2
PSYD 6040: Academic Assessment and Intervention	3
PSYD 6050: Program Evaluation and Applied Research	3
PSYD 6060: Integrative Assessment Battery	3
PSYD 6070: School-Family-Community Consultation and Collaboration	3
PSYD 6001: Professional Seminar in School Psychology IIB: Ethics and Professional Practice in School Psychology	1
PSYD 6080: Addressing Diversity in School Contexts	3
PSYD 6090: Externship in School Psychology	3
PSYD 6100: Professional Seminar in School Psychology IIIA: Conducting Research in School Settings	1
PSYD 6091: Externship in School Psychology	3
PSYD 6101: Professional Seminar in School Psychology IIIB: Conducting Research in School Settings	1

*\*\*All courses in the professional sequence require matriculation in the School Psychology Program, an appropriate MA degree, and permission of the coordinator.*

<b>Total</b>	<b>66</b>
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### **Course Descriptions**

#### **EL 5502 Public School Administration I (3)**

Public school administration in historical perspective. Analysis of organizational roles, including leadership, and curriculum



and instruction oversight. Examination and application of strategic planning techniques, communication strategies, current practices and research. Prerequisite: Graduate Status

**EL 5613 Curriculum Development and Evaluation: Theory and Practice (3)**

Examination of philosophical and social forces that shape public school curricula. Attention given to curriculum design, development, implementation and evaluation as well as to master planning and integration. Prerequisite: Graduate Status.

**PSY 5230 Tests and Measurements (3)**

Statistical concepts applicable to measurement. Psychometric concepts required for construction, selection, administration, scoring and interpretation of psychological and educational tests. Reliability, validity, standardization and transformed scores. Standardized tests in clinical practice, education, business, industry. Social and ethical issues in testing. Prerequisites: MATH 5500 or PSY 3200.

**PSY 5320 Learning Theory and Applications (3)**

Major contemporary learning models and their behavioral applications especially in schools. Required for School Psychology, Psychological Services, Learning Disabilities. Prerequisites: Nine hours in psychology, either graduate or undergraduate.

**PSYD 5000 Professional Seminar in School Psychology IA: Role and Function of the School Psychologist (1)**

This first course of a two-course sequence designed to familiarize students with the role(s) and function(s) of the school psychologist. The philosophical and empirical base of training in school and clinical psychology will be emphasized. Issues that impact the role and function of school psychologists will also be addressed in the course such as history and foundation of school psychology, public policy, quality of practice, advances in technology, and the organization, operation, and culture of educational settings. Prerequisite: Matriculation in Professional Diploma in School Psychology program

**PSYD 5001 Professional Seminar in School Psychology Ib: Role and Function of the School Psychologist (2)**

This is the second course of a two-course sequence designed to familiarize students with the role(s) and function(s) of the

school psychologist. The philosophical and empirical base of training in school and clinical psychology will be emphasized.

Issues that impact the role and function of school psychologists will also be addressed in this course such as history and foundation of school psychology, public policy, professional trends, quality of practice, advances in technologies, and the organization, operation, and culture of educational settings. Prerequisite: PSYD 5000 AND Matriculation in Professional Diploma in School Psychology Program

**PSYD 5010 Developmental Psychology of Children and Adolescents (3)**

This course provides students with theories and research in child development. Principles are applied to working with children from conception to puberty in contemporary psychology. Prerequisite: PSY 2100 (Child Psychology) or equivalent; Matriculation in Professional Diploma in School Psychology Program

**PSYD 5040 Abnormal Child Psychology (3)**

Psychopathology and behavior disorders of childhood that are viewed as reactive, organic, or a combination of the two. Etiology, syndromes, treatment, and prognosis studied from psychoanalytic, behavioral, and systems interpretations as well as points of view that stress possible constitutional, environmental, or cultural components in each disorder. Prerequisite: PSY 2100 or equivalent; PSY 3540 or equivalent; Matriculation in Professional Diploma in School Psychology Program

**PSYD 5050 Evidence-based Treatments for Children and Adolescents (3)**

In this course students will become exposed to available child and adolescent psychological treatments, understand how to critically select and evaluate treatments, begin to understand and practice how psychological treatments for children and adolescents are implemented, consider relevant issues pertaining to diversity in clinical practice, and gain an appreciation for relevant ethical issues in the delivery of psychological treatments with this population. While this course places emphasis on empirically supported therapies, the majority of which are behavioral or cognitive-behavioral in nature, several treatments will be discussed that have not been validated as extensively. Prerequisite: PSYD 5040 Abnormal Psychology of Childhood; Matriculation in

Professional Diploma in School Psychology Program

**PSYD 5500 Statistical Methods and Analysis (3)**

The focus will be upon understanding psychological measurement, data analyses, and using a variety of statistical procedures. In learning these procedures, students will also gain proficiency in SPSS. Methods of reporting results in APA style are depicted. Prerequisite: PSY 5230 Tests and Measurements; Matriculation in School Psychology Professional Diploma Program

**PSYD 6000 Professional Seminar in School Psychology 2A: Law and Professional Practice in School Psychology (2)**

This first course of a two course sequence focuses on important federal, state, and local education laws, and how they relate to and impact the professional practice of school psychology. Special attention will be paid to important federal laws (IDEIA, ADA, No Child Left Behind), and how they affect practice in state and local education agencies. The State of New Jersey Special Education Code will be reviewed in detail, and will be compared and contrasted with applicable federal law and state/local laws in other states (i.e., New York, Connecticut, Pennsylvania). Prerequisite: PSYD 5000, PSYD 5001, Matriculation in School Psychology Professional Diploma Program

**PSYD 6001 Professional Seminar in School Psychology 2B: Ethics and Professional Practice in School Psychology (1)**

This second course of two-course sequence focuses on ethics and professional practice in school psychology. Ethical issues will be covered in detail, with particular reference to the APA and NASP ethical codes as they apply to everyday issues of practice, and special emphasis will be made to integrate these legal, ethical and professional issues into a thorough discussion of life-long professional development. Prerequisite: PSYD 5000, PSYD 5001, PSYD 6000; Matriculation in School Psychology Program

**PSYD 6010 Cognitive Evaluation of Children and Adolescents with Practicum (4)**

This course provides students with basic competencies in the selection, administration, scoring and interpretation of individu-

ally administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology. Prerequisite: Matriculation in the Professional Diploma Program in School Psychology

### **PSYD 6020 Behavioral and Social-Emotional Evaluation of Children and Adolescents (3)**

This course is designed to help students develop knowledge and skills related to the selection, administration, and interpretation of representative instruments used for objective personality assessment, behavioral assessment, and projective assessment in school and clinical settings. This course will take a life-span approach to personality and behavioral assessment, and address issues of theory, research, clinical utility, cultural competence, and ethics. Students will also learn to integrate data obtained from an assessment battery to write comprehensive psychological assessment reports. Prerequisite: Matriculation in the Professional Diploma Program in School Psychology

### **PSYD 6030 Evidence-Based Behavioral and Psychosocial Interventions in the Schools (3)**

Through instruction, supplemented by practical experience, students will gain skills in the writing and implementation of Individualized Education Programs (I.E.P.s), parent training, behavioral interventions and crisis management in culturally diverse school settings. Prerequisite: Matriculation in the Professional Diploma Program in School Psychology

### **PSYD 6040 Academic Assessment and Intervention (3)**

This course is designed to help students develop knowledge and skills related to the selection, administration, and interpretation of representative instruments used for academic assessment in school settings. Students will also develop knowledge and skills related to the design of evidence-based interventions for academic problems based upon the integration of assessment data. This course will take a life-span approach to academic assessment, and address issues of theory, research, clinical utility, cultural competence, and ethics. Students will also learn to integrate data

from different academic assessments to contribute to psychoeducational reports and the development of IEP'S. Prerequisite: Matriculation in the Professional Diploma Program in School Psychology; SPED 5020

### **PSYD 6050 Program Evaluation and Applied Research (3)**

Role of evaluation in education and social science settings is explored. Relationship between research design, measurement (quantitative and qualitative) and evaluation is delineated. Approaches to evaluation, including Discrepancy, Transactional, Decision, Goal Based and Logic evaluation models are described. Students will develop, conduct, and report on an actual evaluation project. Prerequisite: Matriculation in the Professional Diploma Program in School Psychology

### **PSYD 6060 Integrative Assessment Battery (3)**

Advanced students in school psychology conduct psychological case studies under supervision, using a multi-disciplinary child study team approach. Practice in selection of tests; report writing; educational and referral recommendations; IEP construction. Consideration of cultural differences and ethics in testing. Case conferences with other professionals and designing of intervention-strategies with staff and family members. Prerequisite: PSYD 6010, 6020, 6030; Matriculation in the School Psychology Professional Diploma Program

### **PSYD 6070 School-Family-Community Consultation and Collaboration (3)**

An in-depth analysis of best practices and current research in consultation and collaboration between multidisciplinary school and clinical personnel, family members, and community agencies in fostering learning, and emotional/social development in children and adolescents. Understanding achievement and performance difficulties across the child and adolescent lifespan in terms of parent-school-community communication and problem solving. Explore the major models of consultation and collaboration and develop expertise to consult with teachers, administrators, other helping professionals, and family members. Presentation of a generic model that includes the main components of effective school/family/community consultation and collaboration. Consideration of factors relating to linguistic and cultural diversity.

Prerequisite: Matriculation in the Professional Diploma Program in School Psychology

### **PSYD 6080 Addressing Diversity in School Contexts (3)**

Advanced scientific study of the ways cultural factors shape and affect children's behavior. Through instruction and practical experience students will gain knowledge and skills needed to be culturally sensitive school psychologists. Coverage of cultural differences and how they relate to the diagnosis of psychopathology and what we consider 'normal' versus 'abnormal'. We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. There will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. Examination of society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Prerequisite: Matriculation in the Professional Diploma Program in School Psychology

### **PSYD 6090 Externship in School Psychology (3)**

Supervised field work in school psychology. Taken for 3 credits (a minimum of 600 hours) per semester until the completion of a minimum of 1200 hours in a public school setting (1200 hours is required for school psychology certification). Externs must be available during the regular public school day. Graded on a credit granted/no credit basis. May be repeated for additional credit. Prerequisite: PSYD 6000, 6070, 6040, 6060, 6001, 6080; Matriculation in the Professional Diploma Program in School Psychology. Corequisite: PSYD 6100 Other Requisites: Possession of a student malpractice insurance policy issued by the American Psychological Association or the National Association of School Psychologists.

### **PSYD 6091 Externship in School Psychology (3)**

Supervised field work in school psychology. Taken for 3 credits (a minimum of 600 hours) per semester until the completion of

a minimum of 1200 hours in a public school setting (1200 hours is required for school psychology certification). Externs must be available during the regular public school day. Graded on a credit granted/no credit basis. May be repeated for additional credit. Prerequisite: PSYD 6000, 6001, 6040, 6060, 6070, 6080; Matriculation in the Professional Diploma Program in School Psychology. Corequisite: PSYD 6101 Other Requisites: Possession of a student malpractice insurance policy issued by the American Psychological Association or the National Association of School Psychologists.

### **PSYD 6100 Professional Seminar in School Psychology 3A: Conducting Research in School Settings (1)**

This first course of a two course sequence focuses on research, evidence-based professional practices and the transition from externship training to professional school psychologist. Special attention will be paid to the use of data-based observations and measurement and the development of a positive impact project to assess the specific effects that externs/candidates have on the students they serve in school settings. Candidates will acquire additional knowledge and skills related to the application of law and ethics with the clients they serve in school settings (students, families, teachers, other educational professionals). In addition candidates will acquire knowledge and skills related to the operation of school systems and special education practices in real school settings. Prerequisite: PSYD 5000, PSYD 5001, PSYD; Matriculation in School Psychology Professional Diploma Program. Corequisite: PSYD 6090 Externship in School Psychology

### **PSYD 6101 Professional Seminar in School Psychology 3B: Conducting Research in School Settings (1)**

This second course of a two course sequence focuses on research, evidence-based professional practices and the transition from externship training to professional school psychologist. Special attention will be paid to the school psychologist's role as consultant and trainer. Student/candidates will create and implement their own professional development workshop on a specialized topic for teachers and other professionals in their school setting. Students/candidates will continue to work on the use of data-based observations and

measurement and the development of a positive impact project to assess the specific effects they have on students they serve in school settings. Candidates will acquire additional knowledge and skills related to the application of laws and ethics with the clients they serve in school settings (students, families, teachers, other educational professionals). In addition, candidates will acquire knowledge and skills related to the operation of school systems and special education practices in real school settings. Prerequisite: PSYD 5000, PSYD 5001, PSYD 6000, PSYD 6001; PSYD 6100; Matriculation in Professional Diploma in School Psychology Program. Corequisite: PSYD 6091 Externship in School Psychology

### **SPED 5020 Educational Strategies for Students with Disabilities (3)**

Theories and techniques that pertain to special education are applied to specific instructional, social, and emotional domains. Current legislation, special education processes and trends are covered. Prerequisite: SPED 5005-Foundations in Special Education.

## **Faculty**

**David Brandwein, Psy.D.**  
Associate Professor  
Associate Coordinator of Clinical Training

**Adrienne Garro, Ph.D.**  
Associate Professor  
Program Coordinator for the School Psychology Professional Diploma Program  
Director of Dept. of Advanced Studies in Psychology

**Jennifer Block Lerner, Ph.D.**  
Associate Professor  
Program Coordinator for the PSYD Program in Combined School-Clinical Psychology

**Donald Marks, Psy.D.**  
Assistant Professor  
Director of Kean's Psychological Services Clinic and Coordinator of Clinical Training

**Aaron Gubi, Ph.D.**  
Assistant Professor

**Keri Giordano, Psy.D.**  
Assistant Professor

# DEPARTMENT OF SOCIAL WORK

Dr. Josephine Norward  
Room: J-304D  
Tel: 908-737-4033  
Email: jnorward@kean.edu

## Degrees Offered

- Master of Social Work  
(Two and Three year extended options)

## Program Description

The Master of Social Work Program is designed to prepare and train social workers as direct practitioners, ready to enhance the problem solving capacities of individuals, families, groups, comm.-unities, organizations, and social institutions.

The Kean University MSW Program, which is accredited by the Council on Social Work Education, follows a curriculum with set standards of competency guided by practice behaviors as articulated in the 2015 EPAS to ensure that students are prepared for practice as professional social workers. In addition, the curriculum prepares students for state licensure exams, and for a commitment to lifelong learning.

Coursework within the program prepares students to initiate and/or enhance their participation as knowledgeable, well-informed citizens who are committed to the principles of multiculturalism and to the tenet of social and economic justice. Lastly, it inspires students to make professional and social contributions in keeping with the Code of Ethics. The courses within the program will further provide students with the knowledge, values and skills to engage in evidence-based practice with individuals, families, groups, organizations and communities.

Field education is defined by the Council on Social Work Education as the signature pedagogy of the MSW program, providing all students with the opportunity to practically apply the skills developed in the classroom. Working under the supervision of an experienced MSW field instructor, students will complete internships in selected social service agencies that have affiliations with the program.

## Prerequisite Coursework

16 credits of liberal arts courses which must include Statistics. The program does not give credit for work, life experience or graduate course work from other disciplines.

## Advanced Standing

BSW students may have the first year of courses waived, entering the second year of the MSW program, providing they have an undergraduate GPA of 3.25 in addition to meeting other requirements for admission.

## Degree Requirements

- Four semesters of Field Experience

## Program Sequence

### First Semester 15

SW 5101: Generalist Social Work Practice in a Multicultural Environment I	3
SW 5201: Field Experience I	4
SW 5301: Social Welfare Policy and Services I	3
SW 5401: Human Behavior and Social Environment I	3
SW 5501: Integrative Seminar I	2

### Second Semester 15

SW 5102: Generalist Social Work Practice in a Multicultural Environment II	3
SW 5202: Field Experience II	4
SW 5402: Human Behavior and Social Environment II	3
SW 5502: Integrative Seminar II	2
SW 5601: Social Work Research I	3

### Third Semester 15

SW 6101: Advanced Clinical Social Work Practice II	3
SW 6201: Field Experience III	6
SW 6602: Social Work Research II: Evaluation Research	3
SW 6701: Psychopathology for Social Work practice	3

### Fourth Semester 15

SW 6102: Advanced Clinical Social Work Practice II	3
SW 6202: Field Experience IV	6

SW 6302: Social Welfare Policy and Services II	3
Elective	3

### Free Electives 3

One of the following courses:

SW 6703: Issues Confronting Contemporary Families	3
SW 6706: Comfort Care: A New Approach to End-of-Life Care	
SW 6801: Healing from Trauma in Social Work Practice	3
SW 6702: Issues of Social and Economic Justice	3
SW 6707: International Issues in Social Work	3

### Total 60

*\*An extended three-year full-time program is offered to students who are eligible for admission into the full-time two-year program. This option is specifically designed for those students who either must work or who have family responsibilities that make it impossible for them to complete 15 credits of coursework per semester. However, in the second year of study, students will have to make adjustments to their work schedule to accommodate the 16 hours of field experience (2 full-days per week) in the 2 year and the 24 hours of field experience (3 full-days per week) in their third and last year of study. The MSW program is willing to adjust student credit hours in order to accommodate circumstances, however it is the responsibility of students to assure they have completed all degree requirements.*

## Extended Program Sequence

### First Semester 9

SW 5301: Social Welfare Policy and Services I	3
SW 5401: Human Behavior and Social Environment I	3
SW 5601: Social Work Research I	3

<b>Second Semester</b>	<b>9</b>	
SW 5402: Human Behavior and Social Environment II	3	
SW 6302: Social Welfare Policy and Services II	3	
SW 6602: Social Work Research II: Evaluation Research	3	
<b>Third Semester</b>	<b>9</b>	
SW 5101: Generalist Social Work Practice in a Multicultural Environment I	3	
SW 5201: Field Experience I	4	
SW 5501: Integrative Seminar I	2	
<b>Fourth Semester</b>	<b>9</b>	
SW 5102: Generalist Social Work Practice in a Multicultural Environment II	3	
SW 5202: Field Experience II	4	
SW 5502: Integrative Seminar II	2	
<b>Fifth Semester</b>	<b>12</b>	
SW 6101: Advanced Clinical Social Work Practice I	3	
SW 6201: Field Experience III	6	
SW 6701: Psychopathology for Social Work Practice	3	
<b>Sixth Semester</b>	<b>9</b>	
SW 6102: Advanced Clinical Social Work Practice II	3	
SW 6202 Field Experience IV	6	
<b>Electives</b>	<b>3</b>	
<i>Select one with advisement:</i>		
SW 6703: Issues Confronting Contemporary Families	3	
SW 6706: Comfort Care: A New Approach to End-of-Life Care	3	
SW 6801: Healing from Trauma in Social Work Practice	3	
SW 6702: Issues of Social and Economic Justice	3	
SW 6707: International Issues in Social Work	3	
<b>Total</b>	<b>60</b>	

## Course Descriptions

### SW 5101 Generalist Social Work Practice in a Multicultural Environment I (3)

An overview of generalist social work practice as a method of working with individuals, families, groups, organizations, communities and social institutions to enhance social functioning. Students will be intro-

duced to the basics of social work practice, from a cross-cultural perspective and within a framework of the values and ethics of social work as a profession to develop competencies aligned with EPAS. Client-centered approach is introduced for the development of professional skills and an ongoing self-awareness and self-understanding. Co requisites: SW 5201 SW 5501.

### SW 5102 Generalist Social Work Practice in a Multicultural Environment II (3)

The second of two courses in the foundation for generalist social work practice. With emphasis on the development of professional values, skills and ethics, a generalist orientation to social work practice in a diverse context is further refined in this second course. Incorporating an eclectic approach to problem solving, the focus of this course is on understanding the interconnectedness between systems and the selective application of common skills and knowledge for intervention. Students will be exposed to the task-centered method of social work practice as well as social learning theory. Prerequisite: SW 5101

### SW 5201 Field Experience I (4)

This course represents the beginning of field practice in the Master's Program. It is taken concurrently with Generalist Social Work Practice I and Integrative Seminar I in order to maximize the interchange between classroom and field instruction. The field experience is designed to provide an opportunity for effective social work practice. Students will be given some combination of the following responsibilities: work with individuals, families, groups, community problems, and/or policy planning and administrative assignments under the direction of an MSW field instructor. They will utilize the enabler and broker practice role. Co-requisites: SW 5501.

### SW 5202 Field Experience II (4)

The second field practice course. It is designed to provide an opportunity for further development of effective social work practice. A broader understanding of the generalist practice is cultivated through a combination of responsibilities with individuals, families, groups, communities, administrative assignments, and policy planning un-

der the direction of an MSW field instructor. They will use the enabler, broker, advocate, and coordinator roles. Prerequisite: SW 5201 Co requisites: SW 5502

### SW 5301 Social Welfare Policy and Services I (3)

Serves as the first section of a two-part social policy sequence. This course uses an historical approach to develop foundation knowledge for understanding the political, economic, and social influences that have shaped present day social welfare systems and contributed to the evolution of social work as a profession

### SW 5401 Human Behavior and Social Environment I (3)

The first course in the Human Behavior and Social Environment Sequence. Human development (prenatal through the older years) is explored within the context of the life cycle with emphasis on environmental determinants of behavior, diversity, oppression and discrimination. The course addresses families, groups, organizations, communities and social institutions as well as the impact of social and economic forces on individual and social systems.

### SW 5402 Human Behavior and Social Environment II (3)

Focuses on human behavior in groups, organizations, and in national settings. Values and ethical issues in social work are explored. Interactions among systems of various types and sizes are explored. Individualization of people with respect to race, ethnicity, gender, age, socioeconomic status, sexual orientation and ability level is addressed. Prerequisite: SW 5401.

### SW 5501 Integrative Seminar I (2)

Provides students the opportunity to integrate and apply concepts of generalist social work practice with fieldwork experiences. Students will be able to share and analyze experiences in their field placements in the context of applied knowledge that they are gaining in their other classes. Co-requisites: SW 5201.

### SW 5502 Integrative Seminar II (2)

Provides students the continued opportunity to integrate and apply concepts of generalist social work practice with fieldwork experiences. Students will continue to share

and analyze experiences in their field placements in the context of applied knowledge that they are gaining in their other classes. Prerequisites: SW 5501. Co requisite: SW 5202.

### **SW 5601 Social Work Research I (3)**

Explores basic research methodology, including the techniques of problem formulation, research design, instrument development, data collection, data analysis, and preparation of a research report. Throughout the course, the importance of ethics and social work values will be stressed. Utilization of research techniques in evaluation of one's own practice will be emphasized.

### **SW 6101 Advanced Clinical Social Work Practice I (3)**

First Advanced Generalist Practice course. Examines key social work roles used in the problem-solving process to enhance social functioning. Emphasis on advanced generalist social work practice as a method to work across system levels. Incorporates a focus on national and levels as part of the systems/ecological framework. Highlights value and ethical issues, economic and social justice issues, and social work practice in a diverse context. Motivational interviewing, cognitive-behavior strategies and ego psychology will be studied as they apply to clients in the students' field placements. Prerequisites: SW 5102, SW 5101.

### **SW 6102 Advanced Clinical Social Work Practice II (3)**

Key social work roles used in the problem-solving process to enhance social functioning. Emphasis on generalist social work practice as a method to work across system levels. A focus on national and international levels as part of the systems/ecological framework. Highlighting value and ethical issues, economic and social justice, and a social work practice in a diverse context. A focus on national and international levels as part of the systems/ecological framework. Highlighting value and ethical issues, economic and social justice, and a social work practice in a diverse context. Students will be responsible for preparing a grant that is of submission quality. They will also learn the theories of TQM and MBO. Prerequisites: SW 5102, 5101, 6101.

### **SW 6201 Field Experience III (6)**

The first field practice course aimed at application and integration of the advanced generalist approach through a placement in a social service setting concentrating on the social work roles of psychosocial clinician and supervisor and strategies related with those functions. Students will continue to use the enabler, broker, advocate, and coordinator roles. Prerequisites: SW 5502

### **SW 6202 Field Experience IV (6)**

A continuation of Field Experience III. Further emphasis is placed on the professional development of the advanced generalist social worker. Learning assignments will include continued employment of the professional functions of constancy for problem solving, resource management, and education. Students will have the opportunity to utilize the practice roles of manager and administrator as well as continuing to use the enabler, broker, advocate, coordinator, psycho-social clinician and supervisor roles. SW 6201.

### **SW 6302 Social Welfare Policy and Services II (3)**

Provides an analysis of social welfare policy initiatives and social problems, aimed at the development of analytic skills and acquisition of evaluative tools critical for intervention at the policy level, to bring about change through advocacy and lobbying. Prerequisite: SW 5301, or advanced standing

### **SW 6602 Social Work Research II (3)**

Provides students with advanced research skills and will present the complex issues which arise in evaluation research practice. Threats to internal and external validity of research findings will be discussed in depth. Students will complete a research project, analyze both their own data and available data, and prepare a research report. Prerequisite: Statistics, SW 5601, or advanced standing.

### **SW 6701 Psychopathology for Social Work Practice (3)**

This is an advanced course in techniques of diagnosis and assessment of individuals that emphasizes an appreciation for the mutual influences and interactions among all systems. This course will incorporate a working knowledge of the *Diagnostic and Statistical Manual-5*. Throughout all as-

pects of the course, the influences of race, gender, ethnicity, sexual orientation, disability, religion, and socioeconomic status are examined as they relate to the diagnostic process. Possible interventions for each disorder will be discussed, as will the concepts of risk, resilience, and stigma.

### **SW 6703 Issues Confronting Contemporary Families (3)**

Analysis of contemporary family issues, such as child abuse and neglect, teen pregnancy, school dropouts, domestic violence, substance abuse and HIV/AIDS. Study of varied family structures, and systematic interrelationships. Influence of race, ethnicity, class, gender, sexual orientation and disability on family functioning. Application of strengths perspective with a focus on local issues. Advanced generalist practice course, to be taken only by second year MSW students.

### **SW 6706 Comfort Care: A New Approach to End-of-Life Care (3)**

A study of issues related to palliative and end-of-life care. Discussion of legal, ethical, medical and social issues for professionals to enhance provision of competent care for people with severe chronic and life threatening illnesses. Advanced generalist practice course, to be taken only by second year MSW students.

### **SW 6801 Healing from Trauma in Social Work Practice (3)**

This is an advanced practice elective course that facilitates MSW students' knowledge, values, and practice skills with trauma survivors. It builds on understanding trauma by employing practice, research and policy. Advanced generalist practice course, to be taken only by second year MSW students.

### **SW 6702 Issues in Social and Economic Justice (3)**

This course addressed inequality with special attention to minorities of color. It evaluates social policies that encourage opportunity and accelerate upward mobility. Capability is presented as a more comprehensive approach for advancing social and economic justice.

### **SW 6707 International Issues in Social Work (3)**

An international perspective permits social workers to more engaged globally. Issues of social development, including economic and political factors, are addressed as well as innovative ways to advance progress in developing nations.

### **Faculty**

#### **Dr. Denise Ellis, Assistant Professor**

B.A., York College  
M.S.W & Ph.D., Fordham University,  
Advanced Certification & Three Year Post  
Graduate Training in Family Therapy,  
Ackerman Institute for Family Therapy,  
New York

#### **Dr. Maureen Himchak, Assistant Professor**

B.S., College of St. Elizabeth  
M.S Religious Education.  
M.S.W. & Ph.D., Fordham University

#### **Dr. Josephine Norward, Associate Professor**

Diploma in Social Work, University of  
Zululand, South Africa  
M.S.W., UNC at Chapel Hill  
Ph.D., Atlanta University

#### **Jennifer Pax JD, LCSW, Lecturer**

M.S.W. Rutgers  
JD NY School of Law at City University

#### **Myra Robinson, PhD, Lecturer**

MSW University of Maryland  
PhD Yeshiva University



# NURSING EDUCATIONAL LEADERSHIP

Dr. Virginia Fitzsimons  
Room: Kean Ocean  
Tel: 609-361-8852  
E-mail: vfitzsim@kean.edu

## Degree Offered

Ph.D. in Nursing Educational Leadership

## Program Description

This Nursing Educational Leadership is a fifty-nine credit program of study for the preparation of nurses with expertise in the professorial role. The program is comprised of twenty courses leading the graduate to be competent as a scholar, educator and clinician. It is a four-year program plan of study geared to the three perspectives of the professorial role: expert researcher, academic leader and accomplished clinician (NLN, 2006). Core values support the respect for and implementation of a curriculum addressing care, diversity, ethics, excellence, holism, integrity and patient/client-centeredness. Both the didactic and clinical components of the program foster the integration of concepts sustaining nursing's context and environment, quality, safety, relationship centered care, interdisciplinary teamwork and the multidimensional development of the nursing educational leader (NLN, 2010, AACN 2006).

## Program Requirements

- 59 credits
- Comprehensive Examination
- Dissertation

<b>Year 1</b>	<b>20</b>
NURS 6000: Philosophy of Nursing Science	3
NURS 6100: Concept Analysis and Mapping	3
NURS 6200: History and Philosophy of Nursing Education	3
NURS 6210: Nursing Curriculum Design	3
NURS 6220: Educational Leadership Roles	3
NURS 6120: Legal and Ethical Implications in Research, Education and Practice	3
NURS 6300: Expertise in Clinical Practice of Diverse and Vulnerable Population	3

<b>Year 2</b>	<b>21</b>
NURS 6110: Quantitative Research	3
PSY 6111: Advanced Statistics I	3
NURS 6115: Qualitative Research	3
PSY 6116: Advanced Statistics II	3
NURS 6320: Elective	3
NURS 6130: Grant Writing and Fiscal Essentials	3
NURS 6310: Safety, Quality, Outcomes, Evidence and Informatics	3
<b>Year 3</b>	<b>12</b>
NURS 7210: Test Design and Outcome Measurement	3
NURS 7220: Didactic and Clinical Nursing Education Practicum	3
NURS 7230: Elective	3
NURS 7300: Curriculum Innovation	3
<b>Year 4</b>	<b>6</b>
NURS 8000: Principal Investigator Initiative	3
NURS 8500: Principal Investigator Dissertation Colloquium	3
<b>Total</b>	<b>59</b>

## Course Descriptions

### NURS 6000 Philosophy of Nursing Science (3)

Examination of the origins and evolution of the philosophy of science and nursing knowledge. A concentration on the broad paradigms of nursing's ways of knowing and the spirit of inquiry. Investigation into the inter-relationships of theory, research, education and practice as they impact the standards of nursing care and the implementation of educational leadership. Fostered are the characteristics of a coherent and depth of the knowledge base as expressed in clinical reasoning, universal humanistic, holistic perspectives consistent with the values of a scholarly educator, excellence and professional identity. Prerequisite: Admission to the PhD in Nursing Educational Leadership

### NURS 6100 Concept Analysis and Mapping (3)

Advanced analysis of specific concepts, theoretical formulations of nursing and other disciplines, and strategies for theory development such as conceptual mapping pertinent to a selected area of inquiry. Various interdisciplinary concepts are reviewed and compared. The techniques used in concept analysis are implemented. Content addresses concepts related to human responses and health in the general population, as well as, diverse, underserved and vulnerable populations. It also provides critique and analysis of the nursing models and theories used across a range of nursing settings in relation to existing interdisciplinary theoretical knowledge and in the spirit of inquiry. Prerequisite: Admission to the PhD in Nursing Educational Leadership Program

### NURS 6110 Quantitative Research (3)

Examination of the types of quantitative research designs, such as descriptive, correlational, quasi-experimental and experimental, including the steps of the quantitative research process and the appropriate level of technological supports and applications. The identified phenomenon of interest is examined and evaluated using the current state of the science and interpreted using quantitative methodology in order to achieve and generate a comprehensive understanding of the concept. Prerequisite: NURS 6100

### NURS 6115 Qualitative Research (3)

Examination of types of qualitative research designs such as phenomenological, grounded theory, ethnographic, and historical, including the steps of the qualitative process. It is expected that the identified phenomenon of interest is examined and evaluated using the current state of the science and interpreted using qualitative methodology in order to achieve and generate a comprehensive understanding of the phenomenon. Ethical and legal principles are fostered in the context of safe and highest quality nursing. Prerequisite: NURS 6000, NURS 6100

**NURS 6120 Legal and Ethical Implications in Research, Education and Practice (3)**

Actions essential for conducting research legally and ethically, with modules including: Introduction to the Responsible Conduct of Research from the U.S. Department of Health and Human Services, the Collaborative Institutional Training Institutes (CITI), the institutional review board (IRB) training sponsored by the National Institutes for Health (NIH) and the Institutional Animal Care and Use Committee (IACUC) sponsored by the Laboratory Animal Training Association. Certification is granted as required compliance with Kean University policies and procedures for the protection of human and animal subjects in research. Activities with Kean University's Human Rights Institute are incorporated to promote added awareness of human rights issues and violations across the globe. Prerequisite: NURS 6110, NURS 6115

**NURS 6130 Grant Writing and Fiscal Essentials (3)**

Foundation in grantsmanship for research and academic initiatives. Knowledge regarding grant writing competencies, identifying potential funding sources and the preparation of the proposal, the value of interdisciplinary team initiatives and budgets are presented. A review of essential 501 (c) (3) legal and fiscal management issues and related technology including responsible budget monitoring of cost center expenditures. Access to the resources Kean University Foundation and the Kean University Office of Research and Sponsored Programs is available on a continuous basis. Prerequisite: NURS 6120

**NURS 6200 History and Philosophy of Nursing Education (3)**

Traces the history of international and American nursing education with an emphasis on pre-and post-Nightingale historical events in society that influenced nursing practice and education. Emphasis on how major changes in health care systems, economics and social roles influence the demand for increasing workforce expertise and numbers. Philosophical schools of thought are examined with the prospect of predicting tomorrow's curricular needs. The integration of process is learner- and results-focused, as well as, patient/client-centered. Ensured is excellence in education through outcome measures which determine quality of the program, and its im-

pact on safe, quality nursing services to all communities. Prerequisite: NURS 6000

**NURS 6210 Nursing Curriculum Design (3)**

Principles of the art and science of nursing curriculum development and the professorial faculty leadership role including a range of learning theories, additional educational taxonomies and critical reasoning paradigms. External and internal factors which influence the assessment of curriculum needs and the core components of curriculum development are implemented across the various levels of nursing curricula. Contemporary educational software and advanced library searches are utilized throughout. Variations in educational and practice levels are addressed as they relate to curriculum design. Curriculum and program evaluation, fiscal, legal, ethical, a broad range of client population requirements are incorporated. Prerequisite: NURS 6200

**NURS 6220 Educational Leadership Roles (3)**

An in-depth presentation of various faculty leadership roles in educational and clinical settings. Development of the nursing professional as teacher, scholar and citizen of the academy and agency. The background and historical development of national educational accreditation organization, current standards of practice statements from major nursing education, boards of nursing and clinical associations are integrated and analyzed in detail. Implications for the use of informatics and technological resources are addressed with appropriate depth and scope. National and nursing academic organization values, structures, cultures and communications within the collegiate and agency systems are explored didactically and experientially. Prerequisite: NURS 6200

**NURS 6300 Expertise in Clinical Practice of Diverse and Vulnerable Population (3)**

Interdisciplinary didactic and clinical leadership project for diverse, underserved and vulnerable populations which encompasses the full scope of competencies and values of an expert nursing clinician and consumer of research. Therapeutic actions are aimed at the reduction of health disparities with a particular emphasis on health promotion, illness prevention and morbidity reduction in a safe and quality care environment. Pro-

ject outcomes are based on a broad range of scientific data and incorporated as rationale for nursing education curriculum development in a professional and interdisciplinary context. Prerequisite: NURS 6200

**NURS 6310 Safety, Quality, Outcomes, Evidence and Informatics (3)**

Use of technology as a constructivist tool to enhance the safe delivery and outcomes measurement of quality nursing education, research and practice. A thoughtful interweaving of subject content knowledge, technology and pedagogy is presented as central to the educator's contemporary conceptualization of teaching/learning change and innovations such as genomics. The nursing educational leader acts in terms of being a designer, or active user, of hardware and software in creative, novel and situation-specific ways to achieve quality and evidence-based learning and practice outcomes. Prerequisite: NURS 6110, NURS 6210

**NURS 7200 Curriculum Design and Outcomes Measurement (3)**

Development of context-relevant range of curricula for nursing educational programs. Selected approaches to data-gathering for curriculum design, analysis, interpretation and synthesis of contextual data. Integration of historical and contemporary curricula which represent a range of philosophical advances, formulating course content, test creation, and measuring outcomes result in the aggregate development of innovative curricula which are appropriate for all levels and settings of professional nursing education. Prerequisite: NURS 6200, NURS 6210

**NURS 7210 Test Design and Outcomes Measurement (3)**

Test development and measurement instruments integral to a research-based, internally consistent, valid and reliable curriculum. Assessment of the didactic and clinical educational process, qualities of effective assessment procedures, including a broad range of test designs, statistical methods, legal and ethical considerations, assembling, administration and analysis of learning outcomes. Valuing the exploration of the rigorous science of education is the central theme in the preparation of the scholarly, nurse educational leader and academician. Prerequisite: NURS 6200

**NURS 7220 Didactic and Clinical Nursing Education Practicum (3)**

Educator role transition from socialization and role-taking to formation, with particular attention to using critical reasoning for the integration of quality, safe and science-based education and care principles.

Awareness of ethical, legal and research method perspectives, diverse and vulnerable population requirements, fiscal perspectives, inter-disciplinary activities and contemporary technology to engage the educator with the learners in innovative pedagogy. Settings include all program levels and care delivery agencies. Prerequisite: NURS 7210

**NURS 7300 Curriculum Innovation**

Development of context-relevant range of curricula for nursing educational programs. Selected approaches to data-gathering for curriculum design, analysis, interpretation and synthesis of contextual data. Integration of historical and contemporary curricula which represent a range of philosophical advances, formulating course content, test creation, and measuring outcomes result in the aggregate development of innovative curricula which are appropriate for all levels and settings of professional nursing education.

**NURS 8000 Principal Investigator Initiative (3)**

Development of initial proposal chapters including introduction and theoretical framework, review of the literature and methodology using contemporary technology under the supervision of the selected dissertation committee. Repeated registration is required until the candidates successfully completes the written proposal as determined by the dissertation committee. Upon the completion of the written proposal, a successful oral presentation is required. Prerequisite: Successful completion of the Qualifying Examination

**NURS 8500 Principal Investigator Dissertation Colloquium (3)**

Preparation, submission and approval of the Institutional Review Board (IRB) application. Completion of the remaining dissertation related activities including the written components of the dissertation including informed consent, data collection, data analysis, results, discussion and recommendations for future research. Repeated registration is required until the candidate

successfully completes the written dissertation as determined by the dissertation committee. Upon the approval of the written dissertation, an oral defense is required; a successful defense is determined by the dissertation committee. Prerequisite: NURS 8000

**Faculty****Prisca O. Anuforo, RN, DNP, Lecturer**

BSN, MSN Kean University

DNP Fairleigh Dickinson University

**Karen Dewitt, EdD, RN Lecturer**

BSN, Seton Hall

MA, NYU

EdD Teachers College Columbia University

**Virginia Fitzsimons, Professor**

BSN Hunter College, City University of New York

MEd, EdD, Columbia University

**Portia Johnson, EdD, RN, Lecturer**

BSN, William Paterson College

MS, Hunter College

EdD Teachers College Columbia University

**Jan Kaminsky, PhD, RN, Assistant Professor**

BSN, PhD John Hopkins University

**Kathleen Neville, Professor**

BSN Rutgers University

PhD, New York University

**Joan Valas, PhD. RN Professor**

BS, MS, Post-Masters, MPhil ,PhD, Columbia University

# DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Dr. Barbara Glazewski  
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## Degrees Offered

M.A. in Speech-Language Pathology

Non-Degree Option:

- Speech-Language Pathology Pre-Professional Program

- Six credits of research-related requirements in Speech-Language Pathology
- Clinical Practica/Hours
- Praxis Exam for New Jersey Certification as a Speech-Language Specialist
- Comprehensive examination

Impairments in Traumatic Brain Injury	1.5
CDD 5238: Motor Speech Disorders in Children and Adults	1.5
CDD 5242: Speech, Language and Auditory Assessment and Habilitation for Students with Hearing Loss	1.5
CDD 5243: Counseling in Speech-Language Pathology	1.5
CDD 5245: Sign Language for the Speech-Language Pathologist I	
CDD 5246: Sign Language for the Speech-Language Pathologist II	1.5
CDD 5250: Special Topics in Speech Language Pathology	1.5
CDD 5251: ABA for the SLP	1.5
CDD 5252: The Underpinnings of Literacy	1.5
CDD 5253: Advanced Dysphagia: Assessment & Intervention	1.5
CDD 5254: Communication Disorders in Emerging Bilingual Children	1.5
CDD 5255: Social Communication, Pragmatics & Social Skills in Individuals with ASD and Related Disorders	1.5
CDD 5261: Laryngectomy Rehabilitation	1.5
CDD 5263: Assessment and Management of Auditory Processing Dysfunctions	1.5
CDD 5265: Pediatric Dysphagia	1.5
CDD 5266: Communication Impairment in Autism Spectrum Disorders	1.5
CDD 5267: Professional Writing in Speech-Language Pathology	1.5
CDD 5271: Practical Audiology	1.5
CDD 5273: Communication Disorders in Aging	1.5
<b>Total*</b>	<b>57</b>

*\*A total of 375 clock hours of supervised clinical practice (minimum 325 graduate hours) must be completed as part of the Master's Degree program, preceded by a minimum of 25 hours of observation.*

## Option: Speech-Language Pathology

### Program Description

This advanced study program is designed to prepare students for professional positions as Speech-Language Pathologists in hospitals, institutional, and school settings. They will be able to identify, assess and enhance the communicative skills of individuals with a variety of communication disorders in a variety of settings. These disorders include articulation, language, voice, fluency, cognition and swallowing. The program is accredited by the Council on Accreditation in Audiology and Speech-Language Pathology(CAA) of the American Speech-Language-Hearing Association (ASHA) and meets the academic and practicum requirements of the New Jersey Licensing Board in Speech-Language Pathology/Audiology as well as Speech-Language Specialist certification issued by the New Jersey Department of Education. Students holding degrees in disciplines other than Speech Pathology may apply to the program and, if admitted, will be required to successfully complete the following prescribed undergraduate coursework prior to enrolling in graduate classes: Introduction to Communication Disorders; Phonetics; Anatomy and Physiology of the Ear and Speech Mechanism; Language Development; Disorders of Speech Production and Voice; Audiology; Speech Science; Neuroscience.

### Degree Requirements

- 57 credits

### Required Courses

CDD 5202: Clinical Methods in Speech-Language Pathology	3
CDD 5227: Advanced Clinical Practicum in Speech-Language Pathology I	3
CDD 5228: Advanced Clinical Practicum in Speech-Language Pathology II	3
CDD 5229: Disorders of Phonology and Articulation	3
CDD 5231: Aphasia and Other Neurological Disorders of Speech and Language	3
CDD 5235: Language Disorders in Children	3
CDD 5236: Speech-Language Pathology in the School Setting	3
CDD 5237: Contemporary Issues in Speech-Language Pathology	1.5
CDD 5240: Disorders of Fluency	3
CDD 5262: Disorders of Voice	3
CDD 5264: Augmentative and Alternative Communication	1.5
CDD 5268: Assessment Procedures for Language Disorders	3
CDD 5269: Dysphagia	3
CDD 5270: Advanced Diagnostics in Speech-Language Pathology	3
CDD 5298: Advanced Seminar: Research in Speech Pathology I	3
CDD 5299: Advanced Seminar: Research in Speech Pathology II	3

### Specialization

CDD 5204: Accent Modification	1.5
CDD 5205: Speech-Language Pathology in Healthcare Settings	1.5
CDD 5226: Communication in Infancy/Early Intervention	1.5
CDD 5230: Craniofacial Disorders and Syndromes	1.5
CDD 5233: Cognitive-Linguistic	

## Option: Speech-Language Pathology Pre-Professional Program

### Program Description

The Speech-Language Pathology

Pre-Professional Program is housed in the School of Communication Disorders and Deafness. The purpose of the program is to provide foundational preparation for students who have an academic and/or professional background in a field other than speech-language-hearing sciences and disorders who intend to apply for entrance into a graduate program in speech-language pathology or audiology. This is a non-degree program that does not meet the requirements for SLP-As.

### Required Coursework

CDD 2251: Introduction to Speech, Language, and Hearing Disorders	3
CDD 2254: Phonetics	3
CDD 2255: Language Development	3
CDD 2260: Anatomy and Physiology of the Ear and Speech Mechanism	3
CDD 3258: Disorders of Speech Production and Voice	4
CDD 3259: Basic Audiology	3
CDD 3261: Speech Science	3
CDD 3269: Neuroscience for Speech and Hearing	3
<b>Total:</b>	<b>25</b>

### Course Descriptions

#### CDD 2254 Phonetics (3)

Study of the sound patterns of languages: phonetic transcription: acoustic and anatomic aspects: application to disorders of articulation and dialects.

#### CDD 2260 Anatomy and Physiology of the Ear and Speech Mechanism (3)

An introductory study of the basic structures and functions of the speech and auditory mechanisms.

#### CDD 3258 Disorders of Speech Production and Voice (4)

Study of the nature, etiology, diagnosis and remediation techniques associated with disorders of speech production and voice. Case studies and guided observations in a variety of clinical settings. Prerequisites: CDD 2254, CDD 2260

#### CDD 3259 Basic Audiology (3)

An introduction to the theory and practice of pure tone and speech audiometry. Interpretations of audiograms for education, medical and industrial application. Observation and limited clinical experience are

made available to the students Prerequisite CDD 2260.

#### CDD 3269 Neuroscience for Speech and Hearing (3)

Emphasizes the human nervous system including: Neuroanatomy/Physiology, neural processing and neural feedback loops of the central and peripheral nervous systems. Covers neuroscience, especially as related to speech, language and hearing. Prerequisite: CDD 2260.

#### CDD 5202 Clinical Methods in Speech-Language Pathology (3)

Introduction to therapeutic methodologies in preparation for participation in on-site practicum. Must achieve a grade of "C" or better to continue. This course is a prerequisite to CDD 5227.

#### CDD 5204 Accent Modification (1.5)

Assessment and therapy models for use in the modification of accented English.

#### CDD 5205 Speech-Language Pathology in Healthcare Settings (1.5)

Assessment and intervention in a variety of healthcare settings, e.g., acute care, sub-acute, extended recovery, rehabilitation and long-term care facilities; medical code billing through private insurance, Medicare and Medicaid explained.

#### CDD 5226 Communication Disorders in Infancy/Early Intervention (1.5)

Development of communication-related structures and skills during the prenatal, perinatal, neonatal, infant and toddler periods; development risk factors, prelinguistic, early linguistic and feeding/swallowing assessment; treatment models, goals and strategies.

#### CDD 5227 Advanced Clinical Practicum in Speech Pathology I (3)

Supervised clinical experience in diagnosing and treating clients with communication disorders; professional training for students to meet state and ASHA certification/licensure requirements. Must earn a grade of "B-" or better to continue.

#### CDD 5228 Advanced Clinical Practicum in Speech Pathology II (3)

Supervised clinical experience in diagnosing and treating clients with communication disorders; professional training for students to meet state and ASHA certification/licensure requirements. Must earn a grade of "B-" or better to continue.

#### CDD 5229 Disorders of Phonology and Articulation (3)

Major theories of normal and disordered speech sound development; individualized assessment and intervention techniques for children and adults.

#### CDD 5230 Craniofacial Disorders and Syndromes (1.5)

A study of the etiology, diagnostic and rehabilitative processes relating to craniofacial syndromes, including cleft lip and palate. Case discussion and clinic observations.

#### CDD 5231 Aphasia and Other Neurological Disorders of Speech and Language (3)

Study of the nature, etiology and symptoms of aphasia and other neurologically based disorders which affect speech and language. Discussion of assessment and intervention approaches and techniques.

#### CDD 5233 Cognitive-Linguistic Impairments in Traumatic Brain Injury (TBI) (1.5)

Assessment and management of cognitive-linguistic difficulties subsequent to traumatic brain injury.

#### CDD 5235 Language Disorders in Children (3)

A review of the processes involved in normal language development; focus on the nature of language disorders and language-disordered children; assessment techniques, both formal and informal, and remediation strategies discussed.

#### CDD 5236 Speech-Language Pathology in the School Setting (3)

Design, organization and administration of a school speech pathology program; the unique needs of a school program;

application of federal and state regulations to determination of eligibility for services; service delivery models; IEP development.

**CDD 5237 Contemporary Issues in Speech/Language Pathology (1.5)**

Investigates current external issues impacting on the profession; internal, non-clinical issues encountered when entering the work force also addressed.

**CDD 5238 Motor Speech Disorders in Children and Adults(1.5)**

The nature, diagnosis and treatment of neuromotor disorders of speech in children and adults.

**CDD 5240 Disorders of Fluency (3)**

Analysis of major theories and current research on stuttering and other fluency disorders; study of the syndrome of stuttering, its development and its impact on children and adults; assessment and remediation approaches specific to each population.

**CDD 5242 Speech, Language and Auditory Assessment and Habilitation for Students with Hearing Loss (1.5)**

Comprehensive overview of assessment and intervention issues for deaf and hard of hearing students; special emphasis on the needs of students with hearing loss in public school programs with regard to speech, language and audition.

**CDD 5243 Counseling in Speech-Language Pathology**

Basic theories of counseling; the role of speech-language pathologists in counseling individuals having communication disorders and their families.

**CDD 5245 Sign Language for the Speech Language Pathologist I (1.5)**

Basic signed communications are developed and practiced for use in therapeutic settings with clients who are language delayed, low-verbal and non-verbal. Emphasis is on how to use signs and visual .manual language to facilitate oral/aural language in this eight week basic course.

**CDD 5246 Sign Language for the Speech Language Pathologist II (1.5)**

Basic signed communications are developed and practiced for use in therapeutic settings with clients who are language delayed, low-verbal and non-verbal. Emphasis is on how to use signs and visual .manual language to facilitate oral/aural language in this eight week basic course.

**CDD 5250 Special Topics in Speech-Language Pathology (1.5)**

A variety of current or emerging special topics introduced and studied in depth.

**CDD 5251 ABA for SLP (1.5)**

Basic concepts and applications of Applied Behavior Analysis (ABA) terminology and procedures relevant to ensure entry-level competence for SLPs working in ABA settings.

**CDD 5252 The Underpinnings of Literacy (1.5)**

Focus on the interrelationship between language and literacy and how reading and writing deficits are often rooted in basic areas of language; the SLPs role in literacy for individuals with speech-language impairments will be discussed.

**CDD 5253 Advanced Dysphagia: Assessment and Intervention (1.5)**

An advanced course providing students with opportunities to administer and interpret swallow objective evaluations to assess swallow function, and to develop and write interdisciplinary treatment and management plans.

**CDD 5254 Communication Disorders in Emerging Bilingual Children (1.5)**

Designed to learn and to practice best known strategies in conduction fair language assessments of children from diverse linguistic backgrounds, enabling student clinicians to plan appropriate assessment plans.

**CDD 5255 Social Communication, Pragmatics & Social Skills in Individuals with ASD & Related Disorders (1.5)**

Expand the student's knowledge of the deficits in social communication, pragmatics and social skills for

individuals with autism spectrum disorder, social (pragmatic) communication disorder and related disorders.

**CDD 5261 Laryngectomy Rehabilitation (1.5)**

Overview of laryngeal cancer; effects on communication and lifestyle; clinical management for voice and speech restoration; alternative communication options.

**CDD 5262 Disorders of Voice (3)**

Anatomy and physiology of laryngeal mechanism; effects on voice production; clinical management for voice disorders.

**CDD 5263 Assessment and Management of Auditory Processing Dysfunctions (1.5)**

Provide basic information regarding the neuroanatomic basis for auditory processing, procedures for assessing central auditory function and strategies for training persons having central auditory processing dysfunctions.

**CDD 5264 Augmentative and Alternative Communication (1.5)**

Principles and practices of the emerging technological field of Augmentative and Alternative Communication (AAC) and its impact on individuals with speech language-communication disorders.

**CDD 5265 Pediatric Dysphagia (1.5)**

Evaluation and management of infants and children with oral-motor function and swallowing problems.

**CDD 5266 Communication Impairment in Autism Spectrum Disorders (1.5)**

Communication characteristics of individuals on the autism spectrum from infancy through adulthood; history and classification of autistic disorders, current issues, and assessment and treatment practices. Prerequisite: permission of program coordinator.

**CDD 5267 Professional Writing in Speech Language Pathology (1.5)**

Basic principles of professional writing appropriate to setting and purpose: clinical assessment, planning, outcome reporting and advocacy. Organization, style, accuracy and editing of writing.

**CDD 5268 Assessment Procedures for Language Disorders (3)**

Standardized and non-standardized assessment techniques for evaluating language disorders in children and adults. Critical analysis of selected standardized tests; interpretation of standardized assessment data.

**CDD 5269 Dysphagia (3)**

Evaluation and treatment of individuals with various types of swallowing disorders (dysphagia). On-site observations will be arranged.

**CDD 5270 Advanced Diagnostics in Speech Language Pathology (3)**

Practicum in comprehensive assessment of communication skills relevant to the practice of speech-language pathology.

**CDD 5271 Practical Audiology (1.5)**

A hands-on experience for developing the necessary skills required to perform successful hearing screening programs. Prerequisite: CDD 2260, CDD 3259.

**CDD 5273 Communication Disorders in Aging (1.5)**

Physiological, psychological and sociological effects of aging on communication; assessment, treatment, rehabilitation and advocacy roles of professionals working in geriatric settings are examined.

**CDD 5298 Advanced Seminar: Research in Speech Pathology I (3)**

Designed to train students in the application of the scientific method to clinical questions in order to encourage their use of evidence-based practice methods and techniques. Must be taken consecutively before CDD 5299.

**CDD 5299 Advanced Seminar: Research in Speech Pathology II (3)**

Designed to train students in the application of the scientific method to clinical questions in order to encourage their use of evidence-based practice methods and techniques. Must be taken consecutively after CDD 5298.

**Faculty****Martin Shulman, Executive Director**

B.S., Brooklyn College  
Ph.D., University of Minnesota

**Jeanne Avitto, Lecturer & Graduate Externship Coordinator****JoAnne Cascia, Assistant Professor**

B.A., Kean University  
M.A., Kean University  
Ed.D., Nova Southeastern University

**Alan Gertner, Professor & Audiology Clinic Director**

B.A., University of Hartford  
M.A., Seton Hall University  
Ph.D., Columbia University

**Barbara Glazewski, Professor & Graduate Program Coordinator**

B.A., Douglass College  
M.S., Rutgers University  
Ed.D., Rutgers University

**Carol Goodman, Assistant Professor & Undergraduate Program Co-Coordinator**

B.A., University of Florida  
M.Ed. Temple University  
Ed.D., Indiana University of PA

**Vikas Grover, Assistant Professor**

B.Sc., Mangalore University  
M.A., Delhi University  
M.Phil., Delhi University  
M.Phil., City University of New York  
Ph.D., City University of New York

**Karen Kushla, Lecturer & Pre-Professional Coordinator**

B.A., Rutgers University  
M.A., The College of New Jersey  
Sc.D., Seton Hall University

**Susan Mandel, Clinical Coordinator**

B.A. Southern Connecticut State University  
M.S. Boston University  
M.A. St. Joseph College  
Ed.D., Nova Southeastern University

**Mahchid Namazi, Assistant Professor & Undergraduate Program Co-Coordinator**

B.A. & M.Sc., University of British Columbia  
Ph.D., McGill University

**Mary Jo Santo Pietro, Professor & Adult Institute Coordinator**

B.A., Catholic University of America  
M.A., Teachers College of Columbia University  
Ph.D., Columbia University

**Karen Villanueva, Lecturer**

B.A., Loyola College of Maryland;  
M.S. Pennsylvania State University



# **College of Business and Public Management**

Michael Cooper, Ph.D.  
Dean

## **Degrees Offered**

### **Masters Degrees**

Accounting (M.S.)  
Business Administration – Executive Option (M.B.A.)  
Business Administration – Global Management (M.B.A.)  
Criminal Justice (M.A.)  
Public Administration (M.P.A.)  
Public Administration – Health Services Administration (M.P.A.)  
Public Administration – Non-Profit Management (M.P.A.)

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name

# DEPARTMENT OF ACCOUNTING

Dr. Veysel Yucetepe  
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Email: [vyucetep@kean.edu](mailto:vyucetep@kean.edu)

## Degrees Offered

M.S. in Accounting

## Program Description

The Master of Science in Accounting is a degree program designed to prepare students for professional careers in accounting. It is designed specifically to enable students whose undergraduate majors are business related (including Economics, Finance, Marketing and Management) to meet the New Jersey State Board of Accountancy eligibility requirements for taking the Uniform CPA examination in New Jersey. The current course work required to sit for the CPA exam is 150 credits. They may be at either the graduate or undergraduate level. The distribution of courses is as follows: 96 credits in any subject, 30 credits in accounting and 24 credits in business related subjects. Students whose undergraduate major is not business-related may need to take up to six additional courses in non-accounting business subjects.

## Degree Requirements

Students must complete 30 credit hours, including seven required core courses, plus three elective courses, one of which must be in accounting, and the other two chosen from accounting and business-related disciplines.

## Prerequisite Courses\*

ACCT 5001: Financial Accounting and Reporting I 3  
ACCT 5002: Financial Accounting and Report Concepts II 3

\*Required for students with few than two undergraduate course in Accounting

## Required Coursework

ACCT 5120: Financial Accounting for Corporations 3  
ACCT 5140: Managerial and Cost Accounting 3  
ACCT 5160: Taxation of Corporations and Partnerships 3  
ACCT 5190: Law, Ethics, and Professional Accounting Practice 3  
ACCT 5230: Auditing Information Systems 3

ACCT 5260: Taxation of Individuals, Estates, Trusts, Pension and Retirement Plans 3  
ACCT 5990: Research Seminar in Public Accounting and Auditing Practice 3

## Elective Coursework

*Students must choose a minimum of one graduate accounting course. The remaining two courses are to be chosen at the graduate level from Accounting, Global MBA, Management Science, Marketing, Finance or Economics.*

**Total 30-36**

## Course Descriptions

### ACCT 5001 Financial Accounting and Reporting I (3)

This course is designed for students who wish to enroll in the M.S. in Accounting program but have not had any undergraduate accounting courses. The course will provide students, in a compressed format, the principles of accounting. It will also present the basic financial statements required by generally accepted accounting principles. It will also provide the students with an appreciation of how the financial community analyzes some of these financial statements. The course is required for students who have not taken Principles of Accounting I and II on an undergraduate basis. However, this course can be waived if the student can show comparable business or professional experience. This course is a prerequisite for ACCT 5002 for those students who have not taken Intermediate Accounting I and II courses as an undergraduate student. Credit for this course is not counted toward the 30 credit hour requirement for the MS in Accounting degree.

### ACCT 5002 Financial Accounting and Report Concepts II (3)

A continuing study of financial accounting and reporting issues. An in-depth coverage of the components of the Balance Sheet, Income Statement, Statements of Changes

in Owners' Equity and Cash Flows. Detailed treatment of accounting principles and concepts including revenue recognition and accounting for taxes, leases, and pension plans. Prerequisite: ACCT 5001, or approved petition.

### ACCT 5010 Accounting for Managers (3)

Introduction to the basic concepts of financial and managerial accounting. Emphasis is placed upon conceptual foundations, financial statement presentation and cost behavior which are essential to accounting as an information system for management. Major topics include accounting process, income determination, financial reporting, foundations of managerial accounting, operations planning and control, and performance evaluation

### ACCT 5120 Financial Accounting for Corporations (3)

Focuses on the application of Generally Accepted Accounting Prin. to corporate financial statements. Topics covered include the income statement of cash flows, analysis of currents items on the balance sheet, fixed and other long-term assets, long-term liabilities, stockholder equity plus earnings per share, and the impact of recent pronouncements by the Financial Accounting Standards Board and the Securities and Exchange Commission. Emphasis will be placed on the use of spreadsheets in solving financial accounting problems. Prerequisite: Two courses in Accounting or permission of instructor type of course.

### ACCT 5140 Managerial and Cost Accounting (3)

Focuses on the development of computerized accounting systems and control. Emphasis is placed on the interaction of cost-volume-profit analysis, budgetary systems, standard costing, and variance analysis. Costing systems such as job-cost, activity-based costing, and just-in-time costing will be studied on an applied basis, using computerized cost accounting systems. Prereq-

quisite: ACCT 5120, or permission of instructor.

### **ACCT 5160 Taxation of Corporations and Partnerships (3)**

Focuses on the tax law for corporations and partnerships, and limited liability companies taxed either as a corporation or a partnership. The course will also focus on performing tax research both utilizing hard copy tax reference materials and CD-ROM interactive research media. The course will culminate with the preparation of two comprehensive tax returns: one for a corporation and one for a partnership. Some limited attention will be dedicated to New Jersey Corporation and partnership taxation issues. Corporate organizations, reorganizations, acquisition and liquidations are covered. Other issues include "S Corporation" status, personal holding corporations, accumulated earnings tax, and classification of distributions. Prerequisite: ACCT 3230.

### **ACCT 5170 Computerized Federal Income Tax Research and Return Preparation (3)**

Designed to provide graduate students with the skills needed to research federal income tax issues and commit the result of their research into a professional work product. The research skills will be developed utilizing computer resources, such as CD-ROMS or Internet online resource services. The students will also be asked to break up into groups and present complicated tax issues in a "mock court" setting. One group will represent the IRS and the other will represent the taxpayer. The other students act as the jury and the instructor acts as the judge. The coursework will be completed with the computerized preparation of one or two income tax returns on situations presented by the instructor. Prerequisite: ACCT 3231 or equivalent.

### **ACCT 5180 Government and Nonprofit Accounting (3)**

Examines two major areas of non-corporate accounting: (1) state and local government, and (2) nonprofit organizations, such as hospitals, colleges and universities, health and welfare organizations, plus churches and fraternal organizations. The course compares and contrasts the accounting principles that affect publicly sponsored institutions and privately sponsored institutions. Prerequisite: ACCT 3220

### **ACCT 5190 Law, Ethics, and Professional Accounting Practice (3)**

This course is intended to (1) prepare students with and understanding of the legal concepts with which the accounting professional must be familiar, (2) help the student make effective ethical decisions in public and corporate accounting practice as well as understand what is required to develop and strengthen ethical organizational culture, (3) aid student understanding of professional regulations and legal liability affecting the accounting practitioner. Prerequisite: MGS 3051 Four graduate accounting courses at the 5100 level or above, previous to this course.

### **ACCT 5230 Auditing Information Systems (3)**

Emphasizes internal and external auditing as it applies to corporate computerized accounting systems and management information systems in general. Considers external auditing standards (A.I.C.P.A.) and internal auditing standards (C.I.A.) that requires compliance when audits of corporate electronic data processing are conducted. Techniques such as the use of data and statistical analysis are studied in depth. Use of microcomputers in conducting audits is a significant part of the course. ACCT 5120, ACCT 5140

### **ACCT 5235 Case Studies in Auditing (3)**

The course will explore the auditing profession through the study of real life cases that illustrate the importance of audited financial statements and their role in the credibility of business financial statements. Discussions will include classic cases that have lead the development of auditing standards as well as current cases illustrating the proper and improper use of auditing standards. The students will learn how to properly audit in performing a vital function in the business environment.

### **ACCT 5240 Accounting Information Systems (3)**

Examines the principles and components governing the design, development, implementation, operation, and audit of accounting information systems within the organization. Topics include an introduction to hardware and software components of accounting information systems, security and control of accounting information systems, and the systems development life-cycle. Emphasis is placed on the description of the revenue, expenditures, resource

management and product conversion applications. Prerequisite: ACCT 3240

### **ACCT 5250 International Accounting and Taxation (3)**

A wide-ranging interdisciplinary course touching on all aspects of international accounting including: (1) the international financial environment, (2) social, economic, and cultural influences on the development of national accounting standards, (3) international accounting standards, (4) international taxation issues and transfer pricing, (5) accounting in inflationary environments, and (6) accounting of companies with international holdings. Students will acquire a comprehensive understanding of international accounting issues and how multinational financial statements are prepared and analyzed. Prerequisite: ACCT 5120

### **ACCT 5260 Taxation of Individuals, Estates, Trusts, Pension and Retirement Plans (3)**

Focuses on tax planning for individuals. Emphasis will be on pension and retirement issues, trusts and estate plans. Traditional and computerized tax research methods will be used to examine these aspects of current tax practice. Prerequisite: ACCT 3230

### **ACCT 5270 Accounting Research (3)**

The objective of this course is to expose the student to an entire body of accounting literature, in particular, journal articles dealing with accounting and auditing research issues not dealt with in earlier courses. Topics such as the following will be discussed: usefulness of financial statements to various users, the relationship between earnings and stock market returns, voluntary disclosure, the benefits of cash flow versus accrual accounting, foreign accounting standards, earnings manipulation, and impact of auditing standards.

### **ACCT 5280 Accounting and Business Strategy (3)**

This course links accounting theory, procedures to strategic decision making by managers. Financial pronouncements and their applications, investment decision making (both short and long-term), and financial structure decisions (i.e. debt and equity financing) will constitute an integral part of this course. This course seeks to determine the impact that accounting pronouncements have had on business strategies, and also to

what extent business has shaped financial standards and financial reporting.

### **ACCT 5290 Seminar in Current Accounting Topics (3)**

This course focuses on the emergence of new accounting standards and principles as they result from the deliberations of the Financial Accounting Standards Board (for auditing practice) plus significant standards recently promulgated by other significant accounting standards setting bodies such as the Governmental Accounting Standards Board. Emphasis will be placed on both the background to such pronouncements and their applications to current accounting practice. Prerequisite: Final semester of student's graduate program.

### **ACCT 5990 Research Seminar in Public Accounting and Auditing Practice (3)**

Course deals with the core, personal, and broad business based competencies that are expected of today's accounting professional. A case-study approach is used to show students how the various fields of accounting and other business disciplines must be integrated so that the accounting professional can advise, consult, provide assurance services and participate in strategic decision-making by businesses, non-profits institutions, and government in both domestic and global settings. The assessment of communication skills, both oral and written as well as of a student cross-functional accounting related knowledge is an integral part of this course. Prerequisite: Seven graduate accounting courses at the 5100 level or above, previous to, or concurrent with this course.

### **ECO 5020 Managerial Economics (3)**

Managerial Economics is an application of microeconomic theory to decision making in the firm. Topics include: demand, production and cost estimation, price and output determination in pure competition, monopolistic competition, oligopoly behavior, and government regulation. Prerequisites: Principles of Microeconomics-ECO 1021 and MATH 2411-Calculus I.

### **FIN 5300 Business Finance (3)**

Business Finance is the entry-level graduate finance course. The course offers introduction to modern financial theory and practice in the corporate finance decision-making process. In particular, the course

will explore topics such as fundamental objectives of financial management, financial management, financial statement analysis, working capital management, capital budgeting analysis, trade-off between risk and return, valuation of corporate securities, capital structure decisions, and corporate dividend policies.

### **GMBA 5065 Global Marketing Strategy (3)**

The course provides an advance understanding of the global environment of business and its potential effects on marketing strategy in cross-cultural markets. Specifically, students will be given an understanding of world cultures and their impact on product, pricing, distribution and promotion planning.

### **GMBA 5075 International Management (3)**

This course focuses on strategic management in the multinational organization. It covers organizational performance assessment, strategic planning, international competition, and management leadership in modern integrated and technology-enabled organizations.

### **GMBA 5350 Multinational Financial Management (3)**

A graduate finance course, which has the objective of studying problems and complexities that may arise when trade and investments are made overseas. The course will enable students to understand core areas of international finance such as financing international trade, exchange rate risk, risk exposure management, international capital structure, cost of capital and multinational capital budgeting.

### **GMBA 5360 Foreign Exchange Markets and Financial Institutions (3)**

The course examines the international capital and money markets as well as the challenges and opportunities it presents for international financial managers. The course focus on foreign exchange rate determination and the workings of foreign exchange markets, international capital and money markets, and international financial institutions.

### **GMBA 5365 Global Risk Management (3)**

This course is a graduate finance course, which offers effective risk management approaches via use of derivative instru-

ments for managers working in multinational corporations with firm value maximization as the primary corporation objective. The course will cover topics on the relationship between risk management and firm value, types of risk exposure a typical multinational firm should identify and manage, derivative products such as forward, futures, options, swaps, and exotic options, and how to implement risk-minimizing hedging strategies using these derivative instruments.

### **GMBA 5370 Global Investment Analysis (3)**

This investments course is focused on contemporary investment analysis and corporate financial management influenced by globalization and technology. In particular, the course will explore the principles of international investments, as well as impact of exchange rates, international taxation, and political risk on corporate financial decision-making for multinational corporations.

### **GMBA 5380 Global Financial Engineering and Derivatives (3)**

This course is an advanced graduate finance course, which covers detailed discussions on major financial derivative products such as forward, futures, swaps, and options. The course will enable students to gain a general view of financial engineering, to thoroughly understand major types of financial derivative products, and to develop skills in basic pricing analysis, use of pricing models, and practical trading and hedging strategies of using derivatives.

### **GMBA 5510 Business Process Innovation & Management (3)**

The course addresses the methods and techniques required to analyze, design, implement, automate, and evaluate business processes. Students will learn to assess the efficiency and effectiveness of an organization from a process perspective and conduct process improvement projects.

### **GMBA 5520 Global E-Business Strategies (3)**

This course introduces state-of-the-art concepts and applications which are emerging in the field of electronic commerce and e-business and emphasizes the advantages and limitations of e-commerce, and use of e-commerce as a strategic tool to improve global business processes.

**GMBA 5530 Enterprise-wide Resource Management (3)**

This course introduces managerial practices and integrated information systems for enterprise-wide resources management and emphasizes the knowledge regarding selecting and implementing information systems for enterprise resource management.

**GMBA 5540 Knowledge Management in the Global Environment (3)**

This course surveys Knowledge Management issues in the global environment and introduces KM technologies. Students will research methods of knowledge organization and analyze and design KM processes and systems.

**GMBA 5660 Ethical and Legal Issues in Operating Globally (3)**

This course identifies and discusses differences and similarities in ethical values and principles found in the practice of organizations conducting business around the globe. Strategic opportunities and challenges emerging from cultural, religious and/or gender differences will be developed to guide ethical decision making in organizations conducting business in the global marketplace.

**GMBA 5680 Management and Leadership in the Global Environment (3)**

The course provides the students with a comprehensive understanding of the responsibilities of managers and leaders in private and public global organizations. In particular, competencies for leaders and managerial and leadership skills that are required to be an effective manager in the era of globalization will be explored.

**GMBA 5710 Global Business Travel/Learn (3)**

The course provides students with a real-life business experience and training on global business issues, problems, and opportunities. These objectives are achieved through: first, studying the business opportunities and risk of a specific international region/country; second, a two week, organized travel-learn trip to that region/country. The trip includes relevant lecture, visits in local businesses and appropriate cultural activities.

**GMBA 5750 Global Consulting Project (3)**

This course provides students with a real-world global business experience through

global consulting projects for client firms from the US or abroad. The student will acquire the knowledge and skills to conduct global business research, collection and analysis of relevant data, identification of global business problems and develop and justify suggested actions for the client firm.

**GMBA 5760 Global Internship I (3)**

The course offers students the opportunity to work in a firm, in the US or abroad, with significant operations in international markets and/or in cross-border investments around the world. The course provides students with a first-hand, international work experience. Graduate interns work under supervision on projects or an assignment that have strong global business components. The students must complete 150 hours of work (20 working days) in the assigned company. Prerequisite: Completion of at least 18 credits of graduate work in the Global MBA program, and permission from the program director and the faculty advisor of the internship.

**GMBA 5761 Global Internship II (3)**

The course offers students the opportunity to work in a firm, in the US or abroad, with significant operations in international markets and/or in cross-border investments around the world. The course provides students with a first-hand, international work experience. Graduate interns work under supervision on projects or an assignment that have strong global business components. The students must complete 150 hours of work (20 working days) in the assigned company. Prerequisite: Completion of GMBA 5760—Global Business Internship I. Permission from the program director and the faculty advisor of the internship.

**GMBA 5785 Advanced Seminar in Cross-Cultural Management Issues (3)**

Contemporary issues and current research on the subject of multicultural management in the global environment will be covered. The students will be required to choose a specific topic and explore it in depth by leading a discussion in class and a final presentation of a research project or paper.

**GMBA 5790 Cross-Cultural Immersion (3)**

The course intends to provide a structure to analyze, understand and communicate the cross cultural experiences the students had during a planned academic program abroad

(a minimum of one month). To be a part of the course the student must show evidence of an upcoming type of a study abroad program. Prerequisite: at least 18 credits of graduate work in the Global MBA program and/or permission from the program director and the faculty advisor.

**GMBA 5885 Strategic Management of Global Information Systems (3)**

The course will introduce the students to the main issues in global information system management and how managers can use IT on a global basis to achieve strategic business advantage. The focus will be on the management of information systems and technology in a global context in terms of planning, infrastructure, applications, business processes, and IT operations.

**GMBA 5900 Global Business Simulation (3)**

This course enables students through participation in a realistic global business simulation game to evaluate a firm's global competitive environment, develop strategic alternatives, and make effective decisions at both business and functional levels (i.e., marketing, operations, finance, and accounting). Prerequisites: To be taken only in last semester prior to graduation or approval by the program coordinator.

**MGS 5010 Strategic Management (3)**

This course examines how firms use strategic management concepts for competitive advantage in local and global markets. Students adopt a top management team perspective and gain experience in strategy analyses and implementation relying primarily on case analyses. Topics include analysis of the environment (competitive, institutional, and technological), firms' resources and value chains, corporate diversification, strategic alliances, and organizational structure and governance. Although required for students in MBA program, this course is also a useful survey of strategy concepts for students in related graduate programs. Prerequisite: Admission to a graduate program or permission of graduate school. Students should be able to apply accounting, finance, and marketing concepts (which will be reviewed at the beginning of the course) to case analyses.

**MGS 5030 Management in Human Resources (3)**

This course is designed to understand, explore, assess, and analyze the management

of human resources within an organization and its importance to organizational success. Major philosophies, policies and functions of human resources management are understood, including forecasting of HR demand and supply, recruitment and selection, employee development, evaluation, and compensation and benefits. Students are expected to evaluate and design HRM systems by applying the key HRM concepts to the various organizations and understand cross-cultural components of human resource management systems with other developed countries.

### **MGS 5035 Management and Labor Relations in the Global Environment (3)**

This course is designed to explore, understand, and analyze the respective roles and interaction of management and labor unions from both a theoretical and practical perspective. Beginning with understanding of the nature of work and power relations in the work place, development of collective bargaining and collective bargaining process, impact of diversity in the workplace, comparative industrial relations, and globalization and its impact on labor relations will be discussed.

### **MGS 5040 Introduction to E-Business (3)**

Topics in Electronic Commerce (E-Commerce) and Electronic Business (E-Business) are covered. Both managerial and technical issues are included. The impact of this new resource to increase the efficiency and effectiveness of an organization's processes, add value to current business practices, aid in the development of new products and services, and improve dealings with the organization's stakeholders are all addressed.

### **MGS 5110 Quantitative Methods in Management Science (3)**

Presentation of quantitative techniques and models in order to solve managerial problems. Topics include; probability distributions, decision theory, game theory, forecasting, linear programming, waiting lines and transportation models. Prerequisites: Calculus I.

### **MGS 5120 Supply Chain Management (3)**

Supply Chain Management (SCM) has been critical to the survival and the success of a firm in today's global markets where competition has become fierce more than ever. In addition, rapid information and

technological changes and heightened requirements and expectations from customers require firms to improve and transform their traditional functions such as purchasing, productions, logistics, information systems, marketing and finance. The supply chain consists of all procedures and activities that are necessary for a firm to bring products and/or service to customers. The objective of SCM is to coordinate and integrate all the aforementioned processes and activities to meet customers' expectations in the most efficient and effective way. On the other hand, firms encounter substantial challenges and competitions from the supply chain. These challenges are originated from a) complex supply chain structures; b) higher expectations and a variety of competitions; and c) profits and utilities are usually optimized locally individual firm, rather than globally whole supply chain. The challenges also bring significant opportunities. Many global companies have gained substantial competitive advantage by implementing advanced supply chain design and integration strategies. In the meantime, technology advancement, industrial innovation, and research have led to rapid growth in our knowledge of how to manage supply chains effectively. This course covers advanced SCM topics and techniques. We will learn important concepts, principles, and strategies of SCM as well as advanced tools and techniques to solve real supply chain problems. We focus on practice-orientated learning process and enhancing analytical and problem-solving skills through discussing and analyzing innovations and cutting edge research as well as real business cases in SCM. Students are also expected to conduct independent research on real supply chain issues and problems, and provide solutions through independent research projects.

### **MKT 5400 Marketing Management (3)**

In-depth study of strategic marketing and its proper management. Applying the fundamental principles of management: planning, organizing, controlling, measuring, and evaluating (both internally and externally) to the total marketing effort of the organization. Marketing cases are used to analyze the managerial problems of the marketing concept, product development, promotional strategy, physical distribution, pricing, and demand analysis. Prerequisite: MKT 3410.

### **MKT 5410 Marketing Research (3)**

An integrated approach to understand the function of research in making marketing decisions. The research process, scientific method, analysis and interpretation of research findings. Specific topics include: project planning and design, organizing for research, development of marketing information systems, experimental design, tests of hypotheses, analysis of data, model building, cost/benefit analysis, managerial evaluation of marketing research. Prerequisites: MKT 3410 and 2120.

### **MKT 5420 Consumer Behavior (3)**

An integrative study of the conceptual foundations of consumer behavior drawing on the significant contributions made by the behavioral sciences. Application of the basic behavioral science concepts to the understanding of the consumer decision proves: social stratification, reference group and subcultural influences, family influence, learning theory, attitudes, personality, consumer purchase decision-making, brand loyalty and diffusion of innovations. Prerequisite: MKT 3410.

### **MKT 5430 Services Marketing (3)**

To provide IS people with the knowledge of dealing with internal and external customers of their service/product, and the importance of being customer oriented. The tools and methods to achieve higher customer satisfaction will be presented. Prerequisite: Introductory undergraduate course in Management or Marketing Instructor permission.

### **MKT 5450 Internet Marketing (3)**

By completing course requirements students will understand the marketing principles, strategies, and tactics associated with each of the five major Internet marketing models: (1) Business-to-consumer web marketing that stresses direct sales to the consumer (e.g. Amazon.com); (2) Consumer-to-business web marketing that aggregates consumer demand to bid down the prices of consumer goods (e.g. Price-Line); (3) Business-to-business web marketing that focuses on implementing exchanges, auctions, and e-procurement solutions among firms (e.g. Ariba), (4) Consumer-to-consumer web marketing that facilitates direct exchanges and interactions among consumers (e.g. E-bid); and (5) Business-to-employee web marketing that creates internal intranet platforms for communication and collaboration among employees (e.g. Novell).

## Faculty

**Samuel D. Bornstein, Assistant Professor**

B.M.E., City College of New York  
M.B.A., New York University

**James J. Capone, Jr., Professor**

A.B., Georgetown University  
M.B.A., Rutgers Univ.  
J.D., Rutgers Univ

**Katherine V. Hader, Lecturer**

B.S., Monmouth College  
M.B.A., Monmouth College

**Peggy Ann Hughes, Ph.D., Lecturer**

B.A., Kean University  
M.A., Kean University  
MBA in Finance, UNC Chapel Hill  
Ph.D. in Accounting, Rutgers University

**Ramiro Serrano-García, Assistant Professor**

B.B.A., University Autónoma of Madrid, Spain  
M.B.A., University Autónoma of Madrid, Spain  
Ph.D., University of Alcalá, Spain

**Gary R. Schader, Associate Professor**

B.A., Rutgers University  
M.B.A., University of Pennsylvania

**Bert A. Wailoo, Professor**

B.B.A., M.B.A., Pace Univ, C.P.A., C.M.A



# DEPARTMENT OF GRADUATE MANAGEMENT STUDIES

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## Degrees Offered

Master of Business Administration

- MBA in Global Management
- Executive MBA in Global Management Option

## Option: MBA in Global Management

### Program Description

Kean's MBA in Global Management program is a specialized MBA degree program that prepares managers to succeed in a global business environment. It offers a wide and deep selection of global-focused courses, experiences, and training in global business issues. In addition, it has an extensive global experience requirement that sets it apart from other programs.

The MBA in Global Management program has seven distinctive components that together provide graduates with the specialized knowledge and skills necessary to manage multicultural and multinational workforces effectively in a rapidly changing global business environment:

- Prequalification Requirement
- Core Knowledge in Key Business Disciplines
- Advanced Knowledge in Global Management
- Global Experience
- Specialized Area
- Global Business Simulation
- Second Language Requirement

### Program Requirements

Completion of 42-60 graduate credits depending on an applicant's undergraduate and graduate course work.

## Degree Requirements

### Prequalification Requirement

Before starting the GMBA graduate courses, students have to fulfill the pre-qualification requirements. Students can either show that they took these or similar

courses in their undergraduate studies and received at least a B grade or take these courses at Kean University before starting the graduate courses. No credits toward the degree will be given. Students must pass these courses with a "B" or better.

COMM 3590: Business and Professional Communication	3
ECO 2120: Statistics for Business and Economics	3
MATH 1044: Pre-Calculus for Business	3
MGS 3032: Organizational Behavior	3
MGS 3040: Management Information System	3

### Core Knowledge in Key Business Disciplines 18

The core knowledge courses cover the basic functional areas of business. While covering the basic areas, each course has a strong emphasis on the global environment. The purpose of the core knowledge courses is to develop analytical competencies and to relate the specific skill set associated with the functional areas of business management: accounting, economics, finance, management, and marketing. These courses ensure a common body of knowledge, which provides students with a rigorous exposure to theoretical concepts, analytical techniques, and competencies essential to understanding business and organizational processes in the global environment.

ACCT 5010: Accounting for Managers	3
ECO 5020: Managerial Economics	3
FIN 5300: Business Finance	3
MGS 5010: Strategic Management	3
MGS 5110: Quantitative Methods in Management Science*	3
MKT 5400 Marketing Management	3
*PA 5031 Quantitative Methods for Public Management may be substituted for MGS 5110	

### Advanced Knowledge in Global Management 24

These courses are designed to build on the strong foundation of the core knowledge courses. While the core knowledge courses provide the student with a strong base of theories and tools in the various functional

areas of business, the advanced knowledge courses are designed to develop the understanding how these theories and tools can be applied in the global business environment.

### Advanced Knowledge Required Courses 18

GMBA 5065: Global Marketing Strategy	3
GMBA 5075: International Management	3
GMBA 5660: Ethical and Legal Issues in Operating Globally	3
GMBA 5680: Management and Leadership in the Global Environment	3
GMBA 5785 Advanced Seminar in Cross-Cultural Management Issues	3
GMBA 5885 Strategic Management of Global Information Systems	3

### Advanced Knowledge Elective Courses 6

Choose two graduate courses (6 credits) that concentrate on global aspects of business functions that you are interested in and that are not covered in the required courses. Prior faculty advisement is recommended.

### Required Global Experience 6

An important part of the GMBA program is the global experience requirement, such as internships and global projects. In order to fulfill the global experience requirement, students need to take at least one of these courses abroad. It is recommended that students consult with their academic advisor before registering for any of the global experience courses. Post-experienced students are exempt from this requirement due to their professional experience. However, some of them choose this option.

Students must choose one course from each sub-category:

GMBA 5710: Global Business Travel/Learn	3
GMBA 5790: Cross-Cultural Immersion	3
GMBA 5750: Global Consulting Project	3
GMBA 5760: Global Internship I	3

GMBA 5761: Global Internship II 3

### **Specialized Area**

Students are required to take nine credits in a business area in which they would like to gain profound knowledge. Additional specialization areas may be offered after advisement. The students choose three courses from each area. Additional specialization area such as Communication and Non-profit Business Management can be chosen by students after consulting with the faculty advisors. In certain situations, with the approval of the program director, hybrid specialization areas might be approved.

### **Accounting**

ACCT 5140: Managerial and Cost Accounting 3  
ACCT 5190: Law, Ethics and the Professional Accounting Practices 3  
ACCT 5250: International Accounting and Taxation 3  
ACCT 5280: Accounting and Business Strategy 3

### **Finance**

GMBA 5350: Multinational Financial Management 3  
GMBA 5360 Foreign Exchange Markets and Financial Institutions 3  
GMBA 5370: Global Investment Analysis 3

### **Information Management**

GMBA 5510: Business Process Innovation & Management 3  
GMBA 5520: Global E-Business Strategies 3  
GMBA 5530: Enterprise-wide Resource Management 3  
GMBA 5540: Knowledge Management in the Global Environment 3

### **Management**

MGS 5030: Management in Human Resources 3  
MGS 5035: Management and Labor Relations in the Global Environment 3  
MGS 5040: Introduction to E-Business 3  
MGS 5120: Supply Chain Management 3

### **Marketing**

MKT 5410: Marketing Research 3  
MKT 5420: Consumer Behavior 3  
MKT 5430: Services Marketing 3  
MKT 5450: Internet Marketing 3

**Global Business Simulation** 3

This is an integrative course required of all students in their final semester. The course is based on a global business simulation program. Students work in groups and integrate all the knowledge they acquired by making decisions in a simulated global environment in all functional areas. Students compete with participants from all over the globe.

GMBA 5900: Global Business Simulation 3

### **Second Language Requirement**

The GMBA program expects students to demonstrate proficiency in a second language at the end of the program (graduation requirement). The ability to communicate orally in a foreign language is central for doing business globally. Since traditional language courses mainly focus on written language skills, they provide no guarantee of a person's ability to speak in a foreign language. The GMBA program **cannot** accept the completion of language courses as proof of proficiency in a foreign language.

There are three ways a student can satisfy the Second Language Proficiency requirement for the MBA in Global Management Degree:

- Enroll in one of the study abroad language immersion programs offered by the GMBA program and pass the language exam with a minimum level of intermediate/low. The certificates issued by the partners of the GMBA program are accepted as proof of proficiency of a foreign language.
- Take an international accredited language test (e.g., the Oral Proficiency Interview offered by Language Testing International) and achieve a minimum level of intermediate/low.
- Students whose native language is not English can submit their official TOEFL score reports. A minimum score of 83 on the internet-based test must be achieved as proof of proficiency in a second language.

Please note that this requirement does not involve any course credit, that is, it is only a "graduation requirement." In order to ensure that students find viable ways to gain proficiency in a second language, students are strongly encouraged to consult with the language coordinator of the GMBA program at the beginning of their studies.

## **Option: Executive MBA in Global Management Program Description**

Kean's MBA in Global Management is a specialized MBA degree program that prepares managers to succeed in a global business environment. It offers a wide and deep selection of global-focused courses, experiences, and training in global business issues. The program's Executive Option is designed for executives and business professionals who already have substantial business experience and knowledge.

The Executive Option of the MBA in Global Management program has five distinctive components that together provide graduates with the specialized knowledge and skills necessary to manage multicultural and multinational workforces effectively in a rapidly changing global business environment:

- Prequalification Requirement
- Core Knowledge in Key Business Disciplines
- Advanced Knowledge in Global Management
- Specialized Area
- Global Business Simulation

Students holding degrees in disciplines other than management or business are encouraged to apply with the understanding they may be required to successfully complete the undergraduate prerequisites before becoming fully matriculated in the MBA program in Global Management.

\*Lower GPA and GMAT scores may be considered based on strength of overall application, including business experience.

### **Program Requirements**

- Completion of 42-48 graduate credits depending on an applicant's undergraduate and graduate course work.

### **Degree Requirements**

#### **Prequalification Requirement**

Before starting the GMBA graduate courses, students have to fulfill the prequalification requirements. Students can either show that they took these or similar courses in their undergraduate studies and received at least a B grade or take these courses at Kean University before starting the graduate courses. No credits toward the

degree will be given. Students must pass these courses with a “B” or better.

COMM 3590: Business and Professional Communication	3
ECO 2120: Statistics for Business and Economics	3
MATH 1044: Pre-calculus for Business	3
MGS 3032: Organizational Behavior	3
MGS 3040: Management Information System	3

### **Core Knowledge in Key Business Disciplines 18**

The core knowledge courses cover the basic functional areas of business. While covering the basic areas, each course has a strong emphasis on the global environment. The purpose of the core knowledge courses is to develop analytical competencies and to relate the specific skills set associated with the functional areas of business management: accounting, economics, finance, management, and marketing. These courses ensure a common body of knowledge, which provides students with a rigorous exposure to theoretical concepts, analytical techniques, and competencies essential to understanding business and organizational processes in the global environment.

ACCT 5010: Accounting for Managers	3
ECO 5020: Managerial Economics	3
FIN 5300: Business Finance	3
MGS 5010: Strategic Management	3
MGS 5110: Quantitative Methods in Management Science*	3
MKT 5400: Marketing Management	3

\*PA 5031 Quantitative Methods for Public Management may be substituted for MGS 5110

### **Advanced Knowledge in Global Management 18**

These courses are designed to build on the strong foundation of the core knowledge courses. While the core knowledge courses provide the student with a strong base of theories and tools in the various functional areas of business, the advanced knowledge courses are designed to develop the understanding how these theories and tools can be applied in the global business environment.

GMBA 5065: Global Marketing Strategy	3
GMBA 5075: International Management	3
GMBA 5660: Ethical and Legal Issues in Operating Globally	3

GMBA 5680: Management and Leadership in the Global Environment	3
GMBA 5785: Advanced Seminar in Cross-Cultural Management Issues	3
GMBA 5885: Strategic Management of Global Information Systems	3

### **Specialized Area 9**

Students are required to take nine credits in a business area in which they would like to gain profound knowledge. Additional specialization areas may be offered after advisement. The students choose three courses from each area. Additional specialization areas such as Communication and Non-profit Business Management can be chosen by students after consulting with the faculty advisors. In certain situations, with the approval of the program director, hybrid specialization areas may be approved.

### **Accounting**

ACCT 5140: Managerial and Cost Accounting	3
ACCT 5190: Law, Ethics and the Professional Accounting Practices	3
ACCT 5250: International Accounting and Taxation	3
ACCT 5280: Accounting and Business Strategy	3

### **Finance**

GMBA 5350: Multinational Financial Management	3
GMBA 5360: Foreign Exchange Markets and Financial Institutions	3
GMBA 5370: Global Investment Analysis	3

### **Information Management**

GMBA 5510: Business Process Innovation & Management	3
GMBA 5520: Global E-Business Strategies	3
GMBA 5530: Enterprise-wide Resource Management	3
GMBA 5540: Knowledge Management in the Global Environment	3

### **Management**

MGS 5030: Management in Human Resources	3
MGS 5035: Management and Labor Relations in the Global Environment	3
MGS 5040: Introduction to E-Business	3
MGS 5120: Supply Chain Management	3

### **Marketing**

MKT 5410: Marketing Research	3
MKT 5420: Consumer Behavior	3
MKT 5430: Services Marketing	3
MKT 5450: Internet Marketing	3
GMBA 5710: Global Business Travel/Learn	3
GMBA 5790: Cross-Cultural Immersion	3

### **Global Business Simulation 3**

This is an integrative course required of all students in their final semester. The course is based on a global business simulation program. Students work in groups and integrate all the knowledge they acquired by making decisions in a simulated global environment in all functional areas. Students compete with participants from all over the globe.

GMBA 5900: Global Business Simulation	3
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## **Course Descriptions**

### **ACCT 5010 Accounting for Managers (3)**

Introduction to the basic concepts of financial and managerial accounting. Emphasis is placed upon conceptual foundations, financial statement presentation and cost behavior, which are essential to accounting as an information system for management. Major topics include accounting process, income determination, financial reporting, foundations of managerial accounting, operations planning and control, and performance evaluation.

### **ACCT 5140 Managerial and Cost Accounting (3)**

Focuses on the development of computerized accounting systems and control. Emphasis is placed on the interaction of cost-volume-profit analysis, budgetary systems, standard costing, and variance analysis. Costing systems such as job-cost, activity-based costing, and just-in-time costing will be studied on an applied basis, using computerized cost accounting systems. Prerequisite: ACCT 5120, or permission of instructor.

### **ACCT 5190 Law, Ethics, and Professional Accounting Practice (3)**

This course is intended to (1) prepare students with an understanding of the legal

concepts with which the accounting professional must be familiar, (2) help the students make effective ethical decisions in public and corporate accounting practice as well as understand what is required to develop and strengthen ethical organizational culture, (3) aid student understanding of professional regulations and legal liability affecting the accounting practitioner. Prerequisite: MGS 3051 Four graduate accounting courses at the 5100 level or above, previous to this course.

### **ACCT 5250 International Accounting and Taxation (3)**

A wide-ranging interdisciplinary course touching on all aspects of international accounting including: (1) the international financial environment, (2) social, economic, and cultural influences on the development of national accounting standards, (3) international accounting standards, (4) international taxation issues and transfer pricing, (5) accounting in inflationary environments, and (6) accounting of companies with international holdings. Students will acquire a comprehensive understanding of international accounting issues and how multinational financial statements are prepared and analyzed. Prerequisite: ACCT 5120

### **ACCT 5280 Accounting and Business Strategy (3)**

This course links accounting theory procedures to strategic decision making by managers. Financial pronouncements and their applications, investment decision making (both short and long-term), and financial structure decisions (i.e. debt and equity financing) will constitute an integral part of this course. This course seeks to determine the impact that accounting pronouncements have had on business strategies and also to what extent business has shaped financial standards and financial reporting.

### **ECO 5020 Managerial Economics (3)**

Managerial Economics is an application of microeconomic theory to decision making in the firm. Topics include: demand, production and cost estimation, price and output determination in pure competition, monopolistic competition, oligopoly behavior, and government regulation. Prerequisites: Principles of Microeconomics-ECO 1021 and MATH 2411-Calculus I.

### **FIN 5300 Business Finance (3)**

Business Finance is the entry-level graduate finance course. The course offers introduction to modern financial theory and practice in the corporate finance decision-making process. In particular, the course will explore topics such as fundamental objectives of financial management, financial management, financial statement analysis, working capital management, capital budgeting analysis, trade-off between risk and return, valuation of corporate securities, capital structure decisions, and corporate dividend policies.

### **GMBA 5065 Global Marketing Strategy (3)**

The course provides an advance understanding of the global environment of business and its potential effects on marketing strategy in cross-cultural markets. Specifically, students will be given an understanding of world cultures and their impact on product, pricing, distribution and promotion planning.

### **GMBA 5075 International Management (3)**

This course focuses on strategic management in the multinational organization. It covers organizational performance assessment, strategic planning, international competition, and management leadership in modern integrated and technology-enabled organizations.

### **GMBA 5350 Multinational Financial Management (3)**

A graduate finance course, which has the objective of studying problems and complexities that may arise when trade and investments are made overseas. The course will enable students to understand core areas of international finance such as financing international trade, exchange rate risk, risk exposure management, international capital structure, cost of capital and multinational capital budgeting.

### **GMBA 5360 Foreign Exchange Markets and Financial Institutions (3)**

The course examines the international capital and money markets as well as the challenges and opportunities it presents for international financial managers. The course focus on foreign exchange rate determination and the workings of foreign exchange markets, international capital and money markets, and international financial institutions.

### **GMBA 5365 Global Risk Management (3)**

This course is a graduate finance course, which offers effective risk management approaches via use of derivative instruments for managers working in multinational corporations with firm value maximization as the primary corporation objective. The course will cover topics on the relationship between risk management and firm value, types of risk exposure a typical multinational firm should identify and manage, derivative products such as forward, futures, options, swaps, and exotic options, and how to implement risk-minimizing hedging strategies using these derivative instruments.

### **GMBA 5370 Global Investment Analysis (3)**

This investments course is focused on contemporary investment analysis and corporate financial management influenced by globalization and technology. In particular, the course will explore the principles of international investments, as well as impact of exchange rates, international taxation, and political risk on corporate financial decision-making for multinational corporations.

### **GMBA 5380 Global Financial Engineering and Derivatives (3)**

This course is an advanced graduate finance course, which covers detailed discussions on major financial derivative products such as forward, futures, swaps, and options. The course will enable students to gain a general view of financial engineering, to thoroughly understand major types of financial derivative products, and to develop skills in basic pricing analysis, use of pricing models, and practical trading and hedging strategies of using derivatives.

### **GMBA 5510 Business Process Innovation & Management (3)**

The course addresses the methods and techniques required to analyze, design, implement, automate, and evaluate business processes. Students will learn to assess the efficiency and effectiveness of an organization from a process perspective and conduct process improvement projects.

### **GMBA 5520 Global E-Business Strategies (3)**

This course introduces state-of-the-art concepts and applications which are emerging in the field of electronic commerce and e-

business and emphasizes the advantages and limitations of e-commerce, and use of e-commerce as a strategic tool to improve global business processes.

**GMBA 5530 Enterprise-wide Resource Management (3)**

This course introduces managerial practices and integrated information systems for enterprise-wide resources management and emphasizes the knowledge regarding selecting and implementing information systems for enterprise resource management.

**GMBA 5540 Knowledge Management in the Global Environment (3)**

This course surveys Knowledge Management issues in the global environment and introduces KM technologies. Students will research methods of knowledge organization and analyze and design KM processes and systems.

**GMBA 5660 Ethical and Legal Issues in Operating Globally (3)**

This course identifies and discusses differences and similarities in ethical values and principles found in the practice of organizations conducting business around the globe. Strategic opportunities and challenges emerging from cultural, religious and/or gender differences will be developed to guide ethical decision making in organizations conducting business in the global marketplace.

**GMBA 5680 Management and Leadership in the Global Environment (3)**

The course provides the students with a comprehensive understanding of the responsibilities of managers and leaders in private and public global organizations. In particular, competencies for leaders and managerial and leadership skills that are required to be an effective manager in the era of globalization will be explored.

**GMBA 5710 Global Business Travel/Learn (3)**

The course provides students with a real-life business experience and training on global business issues, problems, and opportunities. These objectives are achieved through: first, studying the business opportunities and risk of a specific international region/country; second, a two week, organized travel-learn trip to that region/country. The trip includes relevant lecture, visits in local businesses and appropriate cultural activities.

**GMBA 5750 Global Consulting Project (3)**

This course provides students with a real-world global business experience through global consulting projects for client firms from the US or abroad. The student will acquire the knowledge and skills to conduct global business research, collection and analysis of relevant data, identification of global business problems and develop and justify suggested actions for the client firm.

**GMBA 5760 Global Internship I (3)**

The course offers students the opportunity to work in a firm, in the US or abroad, with significant operations in international markets and/or in cross-border investments around the world. The course provides students with a first-hand, inter-national work experience. Graduate interns work under supervision on projects or an assignment that have strong global business components. The students must complete 150 hours of work (20 working days) in the assigned company. Prerequisite: Completion of at least 18 credits of graduate work in the Global MBA program, and permission from the program director and the faculty advisor of the internship.

**GMBA 5761 Global Internship II (3)**

The course offers students the opportunity to work in a firm, in the US or abroad, with significant operations in international markets and/or in cross-border investments around the world. The course provides students with a first-hand, international work experience. Graduate interns work under supervision on projects or an assignment that have strong global business components. The students must complete 150 hours of work (20 working days) in the assigned company. Prerequisite: Completion of GMBA 5760–Global Business Internship I. Permission from the program director and the faculty advisor of the internship.

**GMBA 5785 Advanced Seminar in Cross-Cultural Management Issues (3)**

Contemporary issues and current research on the subject of multicultural management in the global environment will be covered. The students will be required to choose a specific topic and explore it in depth by leading a discussion in class and a final presentation of a research project or paper.

**GMBA 5790 Cross-Cultural Immersion (3)**

The course intends to provide a structure to analyze, understand and communicate the cross cultural experiences the students had during a planned academic program abroad (a minimum of one month). To be a part of the course the student must show evidence of an upcoming type of a study abroad program. Prerequisite: at least 18 credits of graduate work in the Global MBA program and/or permission from the program director and the faculty advisor.

**GMBA 5885 Strategic Management of Global Information Systems (3)**

The course will introduce the students to the main issues in global information system management and how managers can use IT on a global basis to achieve strategic business advantage. The focus will be on the management of information systems and technology in a global context in terms of planning, infrastructure, applications, business processes, and IT operations.

**GMBA 5900 Global Business Simulation (3)**

This course enables students through participation in a realistic global business simulation game to evaluate a firm's global competitive environment, develop strategic alternatives, and make effective decisions at both business and functional levels (i.e., marketing, operations, finance, and accounting). Prerequisites: To be taken only in last semester prior to graduation or approval by the program coordinator.

**MGS 5010 Strategic Management (3)**

This course examines how firms use strategic management concepts for competitive advantage in local and global markets. Students adopt a top management team perspective and gain experience in strategy analyses and implementation relying primarily on case analyses. Topics include analysis of the environment (competitive, institutional, and technological), firms' resources and value chains, corporate diversification, strategic alliances, and organizational structure and governance. Although required for students in MBA program, this course is also a useful survey of strategy concepts for students in related graduate programs. Prerequisite: Admission to a graduate program or permission of graduate school. Students should be able to apply accounting, finance and marketing concepts (which will be reviewed at the beginning of the course) to case analyses.

**MGS 5030 Management in Human Resources (3)**

This course is designed to understand, explore, assess, and analyze the management of human resources within an organization and its importance to organizational success. Major philosophies, policies and functions of human resources management are understood, including forecasting of HR demand and supply, recruitment and selection, employee development, evaluation, and compensation and benefits. Students are expected to evaluate and design HRM systems by applying the key HRM concepts to the various organizations and understand cross-cultural components of human resource management systems with other developed countries.

**MGS 5035 Management and Labor Relations in the Global Environment (3)**

This course is designed to explore, understand, and analyze the respective roles and interaction of management and labor unions from both a theoretical and practical perspective. Beginning with understanding of the nature of work and power relations in the work place, development of collective bargaining and collective bargaining process, impact of diversity in the workplace, comparative industrial relations, and globalization and its impact on labor relations will be discussed.

**MGS 5040 Introduction to E-Business (3)**

Topics in Electronic Commerce (E-Commerce) and Electronic Business (E-Business) are covered. Both managerial and technical issues are included. The impact of this new resource to increase the efficiency and effectiveness of an organization's processes, add value to current business practices, aid in the development of new products and services, and improve dealings with the organization's stakeholders are all addressed.

**MGS 5110 Quantitative Methods in Management Science (3)**

Presentation of quantitative techniques and models in order to solve managerial problems. Topics include; probability distributions, decision theory, game theory, forecasting, linear programming, waiting lines and transportation models. Prerequisites: Calculus I.

**MGS 5120 Supply Chain Management (3)**

Supply Chain Management (SCM) has been critical to the survival and the success of a firm in today's global markets where competition has become fierce more than ever. In addition, rapid information and technological changes and heightened requirements and expectations from customers require firms to improve and transform their traditional functions such as purchasing, productions, logistics, information systems, marketing and finance. The supply chain consists of all procedures and activities that are necessary for a firm to bring products and/or service to customers. The objective of SCM is to coordinate and integrate all the aforementioned processes and activities to meet customers' expectations in the most efficient and effective way. On the other hand, firms encounter substantial challenges and competitions from the supply chain. These challenges are originated from a) complex supply chain structures; b) higher expectations and a variety of competitions; and c) profits and utilities are usually optimized locally individual firm, rather than globally whole supply chain. The challenges also bring significant opportunities. Many global companies have gained substantial competitive advantage by implementing advanced supply chain design and integration strategies. In the meantime, technology advancement, industrial innovation, and research have led to rapid growth in our knowledge of how to manage supply chains effectively. This course covers advanced SCM topics and techniques. We will learn important concepts, principles, and strategies of SCM as well as advanced tools and techniques to solve real supply chain problems. We focus on practice-orientated learning process and enhancing analytical and problem-solving skills through discussing and analyzing innovations and cutting edge research as well as real business cases in SCM. Students are also expected to conduct independent research on real supply chain issues and problems, and provide solutions through independent research projects.

**MKT 5400 Marketing Management (3)**

In-depth study of strategic marketing and its proper management. Applying the fundamental principles of management: planning, organizing, controlling, measuring, and evaluating (both internally and externally) to the total marketing effort of the organization. Marketing cases are used to analyze the managerial problems of the marketing concept, product development,

promotional strategy, physical distribution, pricing, and demand analysis. Prerequisite: MKT 3410.

**MKT 5410 Marketing Research (3)**

An integrated approach to understand the function of research in making marketing decisions. The research process, scientific method, analysis and interpretation of research findings. Specific topics include: project planning and design, organizing for research, development of marketing information systems, experimental design, tests of hypotheses, analysis of data, model building, cost/benefit analysis, managerial evaluation of marketing research. Prerequisites: MKT 3410 and 2120.

**MKT 5420 Consumer Behavior (3)**

An integrative study of the conceptual foundations of consumer behavior drawing on the significant contributions made by the behavioral sciences. Application of the basic behavioral science concepts to the understanding of the consumer decision proves: social stratification, reference group and subcultural influences, family influence, learning theory, attitudes, personality, consumer purchase decision-making, brand loyalty and diffusion of innovations. Prerequisite: MKT 3410.

**MKT 5430 Services Marketing (3)**

To provide IS people with the knowledge of dealing with internal and external customers of their service/product, and the importance of being customer oriented. The tools and methods to achieve higher customer satisfaction will be presented. Prerequisite: Introductory undergraduate course in Management or Marketing Instructor permission.

**MKT 5450 Internet Marketing (3)**

By completing course requirements students will understand the marketing principles, strategies, and tactics associated with each of the five major Internet marketing models: (1) Business-to-consumer web marketing that stresses direct sales to the consumer (e.g. Amazon.com); (2) Consumer-to-business web marketing that aggregates consumer demand to bid down the prices of consumer goods (e.g. Price-Line); (3) Business-to-business web marketing that focuses on implementing exchanges, auctions, and e-procurement solutions among firms (e.g. Ariba), (4) Consumer-to-consumer web marketing that facilitates direct exchanges and interactions among

consumers (e.g. E-bid); and (5) Business-to-employee web marketing that creates internal intranet platforms for communication and collaboration among employees (e.g. Novell).

## **Faculty**

### **Min Chung (Amanda) Han, Ph.D., Assistant Professor**

B.S., Ewha University  
Master of Economics, Sungkyunkwan University  
Ph.D., Sungkyunkwan University

### **Ben Le, PhD, Assistant Professor of Finance**

Bachelor: National Economics University  
Master: Accounting, National Economics University, Hanoi, Vietnam  
PhD., Finance, University of North Carolina at Charlotte

### **Kiwan Kim, PhD. Assistant Professor**

B.A., Kyungpook National University  
M.B.A., Southern Illinois University  
Ph.D., Southern Illinois University

### **Sut Sakchutchawan, Ph.D., Assistant Professor**

Ph.D., Union Institute and University  
M.B.A., National University  
M.A., Thammasat State University  
B.A., Ramkhamhaeng State University

### **David Shani, Professor**

B.S., Technion Israel Institute of Technology, Israel  
M.B.A., Tel Aviv University, Israel  
Ph.D., Columbia University

### **Adrian Tan, Assistant Professor**

B.S., University of Maryland at College Park, Maryland, USA.  
M.B.A., National University Singapore  
Ph.D., Wilfried Laurier University, Waterloo ON, Canada

### **Veysel Yucetepe, Executive Director and Associate Professor**

B.S., Uludag University, Turkey  
M.B.A., Illinois Institute of Technology  
Ph.D., University of Illinois at Chicago



# DEPARTMENT OF CRIMINAL JUSTICE

Patrick F. McManimon, Ph.D

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## Degrees Offered

M.A. in Criminal Justice

## Program Description

The Kean University master's degree program in Criminal Justice studies the various systems within the criminal justice system, the current theoretical models explaining crime and delinquency, their practical use in addressing crime and enforcement, and the use of scientific inquiry to research and address the theoretical and practical problems facing the criminal justice system currently and in the future. The Master of Arts in Criminal Justice program is designed to ensure that students keep pace with the changing environment and are prepared to be productive, engaged contributors to the debate on policy and practice through instruction in the three major components of the system: police, courts, and corrections.

## Prerequisites

In addition to the University's admission requirements:

- A baccalaureate degree in criminal justice or a related field (including political science, sociology, psychology, and legal studies) with a minimum cumulative G.P.A. of 3.2.
- Students without an undergraduate degree in Criminal Justice may be admitted to the program at the discretion of the Criminal Justice faculty or a master's degree in another discipline or a J.D.
- Sample of scholarly work from undergraduate studies. Students who do not have a sample from their undergraduate studies will be assigned a topic by the graduate coordinator and will need to submit a 1,250 word paper.

## Degree Requirements

### Foundation Courses 12-15

CJ 5670: Theories of Crime and Delinquency	3
MATH 5500: Statistics	3

CJ 5610: Research Methods in Criminal Justice	3
CJ 5630: Ethics in Criminal Justice	3
CJ 5620: Foundations of Criminal Justice (waived for students with an undergraduate degree in Criminal Justice)	3

### Core Courses 12

CJ 5740: Policing in Society	3
CJ 5690: Corrections	3
CJ 5600: The American Legal System	3
CJ 5650: Race, Class, and Gender in the Criminal Justice System	3

### Elective Courses 9-12

*Students may take a graduate class from another discipline as an elective with the approval of the graduate coordinator. Substitution forms must be signed before a student registers for the class.*

CJ 5710: Comparative Criminal Justice Systems	3
CJ 5680: Victimology	3
CJ 5720: Internship in Criminal Justice	3
CJ 5730: Criminal Law	3
CJ 5640: Constitutional Theory	3
ID 5801: Thesis Option	6

## Course Descriptions

### CJ 5600 The American Legal System (3)

This course consists of a general survey of the legal system in the United States. It will examine and analyze the development, structure, function, and nature of the state and federal systems through common and statutory law. Additionally, this course will explore the impact of social, economic and political factors on the legal system.

### CJ 5610 Research Methods in Criminal Justice (3)

The importance of the scientific method is critical to the evolving study of the criminal justice system and the various agencies and constituencies that comprise and are dependent on the system. Students will be led through the various stages of research designs, techniques for information gathering, and their application in both policy and inquiry issues.

### CJ 5620 Foundations of Criminal Justice (3)

This course presents an overview of the criminal justice system and its complexities. It is designed to explore historical and contemporary criminal justice issues as well as the structure, processes and functions of law enforcement, corrections, and the criminal courts. Note: This course may be waived for students who possess an undergraduate degree in criminal justice. Students having the course waived must select one elective in place of this class.

### CJ 5630 Ethics in Criminal Justice (3)

This course is designed to provide students with a foundation for understanding and analyzing ethical dilemmas in the discipline of criminal justice. Application of ethical theory to ethical issues and behavior will be examined in the context of its philosophical origins.

### CJ 5640 Constitutional Theory (3)

This course examines the complex relationship between public interest and individual liberty. The nature and effectiveness of theoretical constitutional interpretation and the use of precedent as a means to adjudication will be analyzed and discussed.

### CJ 5650 Race, Class, and Gender in the Criminal Justice System (3)

This course is a study of the dimensions of stratification in society and the criminal justice system, particularly stratification on the basis of race, class and gender. The course will provide a framework in which contemporary social issues may be interpreted and analyzed. Through an in-depth study of the many different experiences of diverse groups, the student will gain an appreciation for how race, class and gender affect these experiences.

### CJ 5670 Theories of Crime and Delinquency (3)

This course presents an in depth overview and analysis of the concepts and complexities of criminological theory. The ideological and historical context of justice and the

application of established theory will be explored.

### **CJ 5680 Victimology (3)**

This course examines the scope, causes, and effects of victimization including the impact of victim vulnerability and culpability. The increasing role of the victim in the criminal justice process will be thoroughly discussed. Topics will include a focus on victimization as it relates to sexual, child, elderly and spousal abuse; victims' rights; the complex interrelationship between offender and victim; and restitution alternatives.

### **CJ 5690 Corrections (3)**

The evolving changes in the criminal justice system are manifested in the country's prison system. As society demands retribution for criminal offenses, prisons become the repository of this social demand. The need to examine the effects of sentencing enhancements on the prison population and the changing philosophies of punishment are placing an undue burden on correctional facilities across America. The operational issues exacerbated by prison crowding, reduced state budgets, and longer sentences are the focus of this course. An examination of the death penalty in the face of mounting public pressure to ensure that the innocent are not executed is also addressed in this course.

### **CJ 5710 Comparative Criminal Justice Systems (3)**

This course presents an in-depth overview and analysis of today's four major, world legal traditions: civil law, common law, socialist law, and Islamic law. Students will learn to take a global perspective in analyzing the four legal traditions. As nations' legal systems reflect their historical, cultural, and economic development, these contexts will be explored.

### **CJ 5720 Internship in Criminal Justice (3)**

This course requires the student to engage in a supervised placement in a criminal justice agency and a weekly concomitant seminar to integrate field experience and conceptual knowledge.

### **CJ 5730 Criminal Law (3)**

This course consists of a general survey of criminal law in the United States including elements of crimes, applicable defenses, and sanctions. It will examine the devel-

opment, structure, function, and nature of criminal law in the state and federal system. The theoretical framework and application of common and statutory law will be analyzed.

### **CJ 5740 Policing in Society (3)**

This course examines modern American policing and its many challenges. Topics explored include historical trends, recruitment and training, managerial approaches, patrol and investigatory strategies, discretion, misconduct, and responsiveness to the public.

### **ID 5801 Thesis Option (6)**

This course is designed to provide timely investigation of a contemporary issue within the study of criminal justice. Students are expected to design and complete an original research project under the supervision of the criminal justice department faculty.

### **Math 5500 Statistics (3)**

This course concentrates on correlations, hypothesis testing, and data analysis using computer programs for data analysis. This is a primary course in social statistics applied to the study of criminal justice. Prerequisite: Undergraduate statistics course. Students will have one academic year to successfully complete such a course. Those who have not will be admitted to the program conditionally.

## **Faculty**

### **James Drylie, Assistant Professor**

B.A., Kean College  
M.S., Jersey City State College  
M.Phil., City University of New York  
Ph.D., CUNY

### **Vanessa Garcia, Assistant Professor**

B.A., M.A., Ph.D., State Univ. NY at Buffalo

### **Connie Hasasett-Walker, Assistant Professor**

B.A. Rutgers University  
M.Pa., NYU  
Ph.D., Rutgers University

### **Thomas Lateano, Associate Professor**

B.A. Rutgers  
M.S., NJ City University  
J.D., University of San Diego

### **Patrick .F. McManimon, Assistant Professor**

B.S. Bradley University  
M.A., Ph.D., Rutgers

# DEPARTMENT OF PUBLIC ADMINISTRATION

Dr. Patricia Moore  
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Dr. Armine Lulejian  
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## Degrees Offered

M.P.A. in Public Administration

- Health Services Administration
- Non-Profit Management
- Public Administration

## Program Description

The Master of Public Administration is accredited by the National Association of Schools of Public Affairs Administration (NASPAA) and is committed to preparing graduates for managerial roles in government, health care and nonprofit sectors. We are dedicated to the provision of a curriculum that includes generalist skills, provides competence in current managerial technologies, supports ethical practice, and exhibits its commitment to diversity in its curriculum, faculty, and student body. The primary focus of the program is on in-service students seeking to undertake graduate study on a part-time basis in order to upgrade and improve their managerial and professional skills. These students come from municipal, county, state, and non-profit agencies in the region served by Kean University. Each year a small number of students are admitted without extensive government experience.

## Degree Requirements

- 42-48 credits, 21 credits in foundation courses
- 18 credits electives
- 6 credits required internship
- 3 credit culminating research seminar

## Option: Public Administration

### Required Foundation Courses

PA 5001: Global Foundations of Public Administration	3
PA 5010: Organizational Theory in the Public Sector	3
PA 5021: Fiscal Management of Government & Non-profit Organizations	3
PA 5030: Analytical Methods for Public Management	3

PA 5031: Quantitative Methods for Public Management	3
PA 5040: Public Budgeting and Financial Management	3
PA 5050: Public Law and Governmental Institutions	3
PA 5245: Management Information Systems in the Public Sector	3

### Electives

*Selected courses from below with advisement*

PA 5110: Public Personnel Systems	3
PA 5125: Collective Negotiations	3
PA 5144: Conflict Resolution in the Public Sector	3

PA 5215: Grants Process	3
PA 5225: Strategic Planning in Public Organizations	3
PA 5230: Improving Public Organization	3
PA 5235: Public Program Evaluation	3
PA 5315: Issues in Criminal Justice	3
PA 5470: Governing New Jersey: Issues in Management and Administration	3
PA 5500: Advanced Topics in Public Management	3
PA 5605: Fundamentals of Environmental Management	3
PA 5710: Introduction to Non-profit Management	3
PA 5730: Non-profit Organization Law Governance	3
PA 5805: Health Care: Organization and Structure	3
PA 5860: Issues in Modern Health Care	3
PA 5900: Health Care Facilities and Services for the Aged	3
PA 5910: Current Issues in Public Administration I	3
PA 5911: Current Issues in Public Administration II	3
PA 5985: Independent Study in Public Administration	3
ECO 5913: Health Economics	3
COMM 5650: Communicating in Organizations	3
ID 5270: Ethics and Public Policy	3

### Internship

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PA 5960: Graduate Internship in Public Administration	6
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*(Required for all students without relevant job experience in public administration, waived by petition for those students with appropriate experience)*

### Research

PA 5990: Research Seminar in Intergovernmental Relations	3
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<b>3 Total 42-48</b>	<b>42-48</b>
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## Option: Health Services Administration

Dr. Armine Lulejian  
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## Program Description

This option prepares graduates for management positions in health service organizations. The skills and knowledge required to perform effectively as health services administrators are acquired both in the classroom and in the field. This program is suitable for those currently working in health organizations and for those seeking to enter the health services administration field.

## Degree Requirements

- 42-48 credits, 27 in foundation courses
- 12 credits in electives
- 6 credits in required internship  
*(Internship waived for students with appropriate experience)*
- 3 credit culminating research seminar

### Required Foundation Courses

PA 5001: Global Foundations of Public Administration	3
PA 5021: Fiscal Management of Government & Nonprofit Organizations	3
PA 5030: Analytical Methods for Public Management	3
PA 5031: Quantitative Methods for Public Management	3
PA 5245: Management Information Systems in the Public Sector	3

PA 5810: Health Care Administration	3
PA 5820: Strategic Planning in Health and Non-profit Management	3
PA 5825: Health Services Administration and the Law	3
PA 5830: Health Services Marketing for Non-Profit Organizations	3
PA 5850: Financial Management of Health Organizations	3

### Electives

12

*Selected courses from below with advisement: those studying for the post-graduation LNHA examination must take PA 5870, 5875, 5880 and 5885.*

PA 5010: Organizational Theory in the Public Sector	3
PA 5144: Conflict Resolution in the Public Sector	3
PA 5215: Grants Process	3
PA 5225: Strategic Planning	3
PA 5550: Global Issues in Comparative Public Administration	3
PA 5605: Fundamentals of Environment Management	3
PA 5710: Introduction to Non-Profit Management	3
PA 5860: Issues In Modern Health Care	3
PA 5870: Management of Clinical Programming in Long-Term Care, Assisted Living, and Adult Day Care Settings	3
PA 5885: Regulation of Long-Term Care, Assisted Living, and Adult Day Care	3
PA 5875: Organization & Structure of Long Term Care, Assisted Living, and Adult Day Care Settings	3
PA 5880: Financial Management of Long Term Care, Assisted Living, and Adult Day Care Facilities	3

### Internship

6

PA 5960: Graduate Internship in Public Administration	6
<i>(Required for all students without relevant job experience in health administration, waived by petition for those students with appropriate experience)</i>	

### Research

3

PA 5990: Research Seminar in Intergovernmental Relations	3
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**Total** **42-48**

### Option: Nonprofit Management

Dr. Patricia Moore  
Room: W-311  
Tel: 908-737-4314/4300

E-mail: [pmoore@kean.edu](mailto:pmoore@kean.edu)

### Program Description

This concentration prepares graduates for administrative management positions in non-profit organizations and other organizations that regulate or fund non-profit organizations. We are dedicated to providing a curriculum that nurtures a commitment to public service and community involvement.

### Degree Requirements

- 42 credits; 30 in foundation courses, 9 in electives
- 3 credits culminating research seminar
- Six credits internship (*waived for students with appropriate experience*)

### REQUIRED FOUNDATION COURSES

#### Required Foundation Courses

33

PA 5001: Global Foundations of Public Administration	3
PA 5010: Organizational Theory in the Public Sector	3
PA 5021: Fiscal Management of Government & Non-profit Organizations	3
PA 5030: Analytical Methods for Public Management	3
PA 5031: Quantitative Methods for Public Management	3
PA 5245: Management Information Systems in the Public Sector	3
PA 5040: Public Budgeting and Financial Management	3
PA 5710: Introduction to Non-profit Management	3
PA 5730: Non-profit Organization Law and Governance	3
PA 5215: Grants Process	3
MGS 5030: Human Resources in Management	3

### Electives

6

*Selected courses from below with advisement:*

PA 5110: Public Personnel Systems	3
PA 5125: Collective Negotiations	3
PA 5144: Conflict Resolution in the Public Sector	3
PA 5225: Strategic Planning in Public Organizations	3
PA 5230: Improving Public Organizations	3
PA 5235: Public Program Evaluation	3
PA 5315: Issues in Criminal Justice	3
PA 5470: Governing New Jersey: Issues in Management and Administration	3

PA 5500: Advanced Topics in Public Management	3
PA 5550: Global Issues in Comparative Public Administration	3
PA 5605: Fundamentals of Environmental Management	3
PA 5700: Urban Politics and Administration	3
PA 5805: Health Care: Organization and Structure	3
PA 5860: Issues in Modern Health Care	3
PA 5900: Health Care Facilities and Services for the Aged	3
PA 5910: Current Issues in Public Administration I	3
PA 5911: Current Issues in Public Administration II	3
PA 5985: Independent Study in Public Administration	3
ECO 5913: Health Economics	3
COMM 5650: Communicating in Organizations	3
ID 5270: Ethics and Public Policy	3

### Internship

6

PA 5960: Graduate Internship in Public Administration	6
<i>(Required for all students without relevant job experience in the administration of public or nonprofit organizations)</i>	

### Research

3

PA 5990: Research Seminar in Intergovernmental Relations	3
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**Total** **48**

### Course Descriptions

#### COMM 5650 Communicating in Organizations (3)

The study of communication in managerial functions and the development of communication abilities.

#### ECO 5913 Health Economics (3)

Economic aspects of the health services industry. Microeconomic analysis of the demand for health services, productivity of health services, cost benefit analysis of health programs, the economic role of government in health and Medicare care. Prerequisite: A course in Microeconomics.

#### ID 5270 Ethics and Public Policy (3)

The process of public policy; the relationship between ethics, politics and public policy; the moral dimensions of public policy.

icy. Prerequisite: PA 5020 or permission of instructor.

### **MGS 5030 Management in Human Resources (3)**

This course is designed to understand, explore, assess, and analyze the management of human resources within an organization and its importance to organizational success. Major philosophies, policies and functions of human resources management are understood, including forecasting of HR demand and supply, recruitment and selection, employee development, evaluation, and compensation and benefits. Students are expected to evaluate and design HRM systems by applying the key HRM concepts to the various organizations and understand crosscultural components of human resource management systems with other developed countries.

### **PA 5001 Global Foundations of Public Administration (3)**

The objective of this course is to provide a graduate level foundation and overview of the history, scope, theories, and applications of the field of public administration. This course is required for all incoming M.P.A. students in their first semester.

### **PA 5010 Organizational Theory in the Public Sector (3)**

Major theoretical approaches to the study of administrative processes in public organizations; emphasis on structural and behavioral aspects, formal and informal operation; consideration of environmental influences and constraints.

### **PA 5021 Fiscal Management of Government and Non-Profit Organizations (3)**

The objective of this course is to provide a graduate level foundation and overview of macroeconomics and fiscal policies as they relate to public policy and fiscal management in public administration, policy analysis, health planning, environmental management, public safety and non-profit management.

### **PA 5030 Analytical Methods for Public Management (3)**

Introduction to statistical techniques, analytical methods, data analysis and research strategies appropriate for decision making in the public sector.

### **PA 5031 Quantitative Methods for Public Management (3)**

The application of statistical procedures to the examination of issues in public policy and government management; includes computer simulation of public policy and management issues as well as utilization of computer programs developed for social science data analysis, e.g., SPSS. Prerequisite: PA 5030.

### **PA 5040 Public Budgeting and Financial Management (3)**

Introduction to the budgetary cycle and budgetary systems used in the public sector. Emphasis on the development and implementation of operating budgets; consideration of related aspects of financial management; e.g. purchasing, risk management, treasury management. Prerequisite: PA 5000 or permission of instructor.

### **PA 5050 Public Law and Governmental Institutions (3)**

Constitutionalism and the rule of law with specific applications to administrative institutions; regulations and the regulatory process. Legal and ethical dimensions of administrative responsibility. Prerequisite: PA 5020.

### **PA 5110 Public Personnel Systems (3)**

The personnel process in the public sector; legal requirements and policy issues involving selection, termination, classification, training and development, collective bargaining, affirmative action and career advancement; issues in reform of civil service system at state and federal levels. Prerequisites: PA 5010 and 5020.

### **PA 5125 Collective Negotiations (3)**

This course is designed to help the participants learn and acquire negotiating skills that will assist in improved managerial effectiveness. It also helps the participants develop labor-management strategies that should lead to building competencies needed for modern managers.

### **PA 5144 Conflict Resolution in the Public Sector (3)**

Techniques used by labor, management, government agencies and neutrals to resolve disputes in the public sector. Focus on adjudication, arbitration, administrative

procedures, mediation, bargaining, conciliation, fact-finding and good offices.

Prerequisite: PA 5020 or permission of instructor.

### **PA 5215 Grants Process (3)**

The role of grants in the public and not-for-profit sector; grant proposals; administration of grants, including legal compliance; evaluation of grant activities. Prerequisite: PA 5020 or permission of instructor.

### **PA 5225 Strategic Planning in Public Organizations (3)**

An applied approach to developing organizational and individual strategies in public and not-for-profit organizations. Emphasis on utilizing techniques that develop and clarify organizational and individual purposes. Prerequisites: Completion of foundation courses or permission of instructor.

### **PA 5230 Improving Public Organizations (3)**

Utilization of concepts and techniques with which public managers make organizational improvements and changes. Use of ideas and technologies that can improve organizational outcomes and productivity. Focus on specific problem-solving projects. Prerequisites: Completion of foundation courses or permission of instructor.

### **PA 5235 Public Program Evaluation (3)**

Qualitative and quantitative methods, techniques and skills necessary for effective planning and evaluation of programs in the public sector. Focus on the legislative and executive agencies which perform program evaluation. Prerequisite: PA 5030, 5031 or permission of instructor.

### **PA 5245 Management Information Systems in the Public Sector (3)**

Introduction to management information systems concepts, design and implementation in government and non-profit agencies; MIS module development, software evaluation and integration and database decision systems; emphasis on public sector applications. Prerequisite: PA 5031 or permission of instructor.

### **PA 5315 Issues in Criminal Justice (3)**

Variable topics relevant to contemporary problems; theoretical frameworks developed for systematic analysis, utilization



models of justice, social utility and due process. Prerequisites: PA 5010, 5020 or permission of instructor.

**PA 5470 Governing New Jersey: Issues in Management and Administration (3)**

Analysis of governmental institutions and decision-making processes in New Jersey state government, with particular emphasis on the role of the bureaucracy. Legislative-executive interaction, policy-making in departments and agencies, current issues and controversies. Prerequisites: PA 5020 or permission of instructor.

**PA 5500 Advanced Topics in Public Management (3)**

Emphasis on new or emerging strategic management concepts as applied to the structure, operating system and processes of governmental and non-profit agencies; practical applications of management system concepts, application methodologies, technology transfer, decision support, evaluation and control system. Contents will vary depending on students needs and advances in the subject matter area. The course may be repeated for up to six credits. Prerequisites: PA 5020 and 5030 or permission of instructor.

**PA 5605 Fundamentals of Environmental Management (3)**

This course surveys the field of environmental management. The emphasis is on the political, administrative, and social dimensions of environmental and resource policies, laws and programs. A number of individual programs and policies are examined.

Prerequisite: PA 5010 or permission of instructor.

**PA 5710 Introduction to Non-profit Management (3)**

Introduces basic concepts, skills and analytical tools needed for leadership in non-profit organizations.

**PA 5730 Non-profit Organization Law and Governance (3)**

Major legal issues raised by nonprofit agencies. Focus on wide range of topics-federal taxation, governance and organization, political action and regulation. In addition this course examines the fiduciary,

ethical and legal responsibilities of non-profit boards.

**PA 5805 Health Care: Organization and Structure (3)**

Various components of the U.S. health care system, including history and background, regulatory and legal environment, analysis of the structure and relationships among components. Prerequisites: PA 5010 and PA 5020 or permission of instructor.

**PA 5810 Health Care Administration (3)**

Theory and practice of management and administration in the various health care settings. Emphasis on the adoption of standardized management tools that are modified to apply to the unique environment in which health care facilities operate.

**PA 5820 Strategic Planning in Health and Non-profit Management (3)**

The health planning process including planning techniques, data collection and analysis, setting priorities and implementation strategies. Exposure to the existing health planning environment including its socio-political and economic relationships.

**PA 5825 Health Services Administration and the Law (3)**

Major issues in the law relating to health services organizations, including contracts, affiliations, mergers, by-laws, accreditation, grievances, licensure, malpractice and negligence.

**PA 5830 Health Services Marketing for Non-Profit Organizations (3)**

An applied approach to the health services marketing process and techniques in non-profit organizations. Emphasis on conceptual and operational public sector marketing tools used in the administration of health services organizations. Topics include: The marketing process in health services organizations, major strategies and trends in health services marketing, health services market research and environmental assessment.

**PA 5850 Financial Management of Health Organizations (3)**

Basic skills required to plan, organize, interpret budgeting and to develop controls in regard to financial information as the basis for decision-making. Hands on knowledge

and applications of financial concepts/problems of health organizations such as rate setting, cost finding and cost reimbursement, accounting practices and financial statements, budgeting, prospective reimbursement mechanisms, capital financing and financial control.

**PA 5860 Issues in Modern Health Care (3)**

Critical analysis of current problems that will expose students to varying viewpoints and opinions on contemporary health issues.

**PA 5870 Management of Clinical Programming in Long-Term Care, Assisted Living, and Adult Day Care Settings (3)**

Reconcile conflicting administrative-clinical issues in the management of clients in long-term care, assisted living, and adult day care settings. Discussions of quality, policies, and ethics of long-term care resident care including environment, essential services, client's rights, role of the ombudsman, and staff-client relationships.

**PA 5875 Organization & Structure of Long-Term Care, Assisted Living, and Adult Day Care Settings (3)**

Focus is on decision-making skills in the development of organizational policies, practices and culture in the long-term care setting and the impact it has on resident autonomy. Analysis of the complexities of the human resource management of non-licensed employees who provide direct care to the vulnerable elderly population. Marketing the services of all three settings to an aged population. Best Practices and benchmarking in all three settings.

**PA 5880 Financial Management of Long-Term Care, Assisted Living, and Adult Day Care Facilities (3)**

In-depth coverage of all aspects of long-term care cost reporting and Center for Medicare and Medicaid Services Prospective Payment System. Coverage of accounting procedures specifically geared to the administration of all three settings within the regulatory environment of Medicare and Medicaid.

**PA 5885 Regulation of Long-Term Care, Assisted Living, and Adult Day Care (3)**

In-depth coverage of the regulatory environment of the physical facilities, safety codes, and insurances within all three settings, and the impact these regulations have on residents and staff.

**PA 5900 Health Care Facilities and Services for the Aged (3)**

Focus on the issues of health care provision and admiration to the aged in society. Emphasis of the administrator's perspective to the provision of health care to the aged. Prerequisite: PA 5805 or permission of instructor.

**PA 5910 Current Issues in Public Administration I (3)**

Examination of new and emerging issues in the field of public administration; identification of trends and topics of particular significance for management practice. Choice of topics each semester will vary; topics will differ from those examined in 5911. Prerequisites: PA 5010, 5020 and approval of instructor.

**PA 5911 Current Issues in Public Administration II (3)**

Examination of new and emerging issues in the field of public administration; identification of trends and topics of particular significance for management practice. Choice of topics each semester will vary; topics will differ from those examined in 5910. Prerequisites: PA 5010, 5020 and approval of instructor.

**PA 5960 Graduate Internship in Public Administration (6)**

Supervised placement in a public or non-profit agency and concomitant weekly seminar to integrate field experience and conceptual knowledge of public administration. Emphasis on acquisition of career-relevant administrative experience. Prerequisite: Completion of foundation courses or permission of instructor.

**PA 5985 Independent Study in Public Administration (3)**

Advanced study and research on topics of individual interest or career/professional relevance. Faculty approval of written proposal detailing rationale for independent

project and faculty sponsorship required. May be repeated once for credit. Prerequisites: Completion or waiver of foundation courses and permission of instructor.

**PA 5990 Research Seminar in Intergovernmental Relations (3)**

Selected topics relating to analysis of the multiple relationships among federal, state and local jurisdictions. Students are expected to complete either a major paper or research project in partial fulfillment of the course and overall program requirements. Prerequisite: 30 credits of completed graduate courses in MPA program.

**Faculty**

**Armine Lulejian, Assistant Professor**

**Craig Poulenez Donovan, Associate Professor**

B.A., University of California  
M.A., University of San Francisco  
Ph.D., University of Washington

**Jon K Erickson, Associate Professor**

B.A., Oregon State University  
M.U.P., Oregon State University  
Ph.D., Rutgers State University

**Bok Gyo Jeong, Ph.D., Assistant Professor**

B.A. Seoul National University, Korea  
M.P.A., Seoul National University, Korea  
Ph.D., University of Pittsburgh

**Morgan M. Laury, Professor**

B.S., Cheyney State College  
M.A., Cheyney State College  
M.P.A., Penn State University  
Ph.D., Penn State University

**Patricia Moore, Ph.D., Assistant Professor**

B.A., New Jersey City University  
M.P.A., Rutgers University  
Ph.D., Rutgers University



# **College of Education**

Anthony A. Pittman, Ph.D.  
Acting Dean

## **Degrees Offered**

### **Certification Programs**

Bilingual Education  
Early Childhood Education P-3  
Teacher of Reading  
Teacher of Students with Disabilities  
Teaching English as a Second Language

### **Masters Degrees**

Early Childhood Education – Administration in Early Childhood and Family Studies (M.A.)  
Early Childhood Education – Advanced Curriculum and Teaching (M.A.)  
Early Childhood Education – Classroom Instruction P-3 (M.A.)  
Exercise Science (M.S.)  
Hindu and Urdu Language Pedagogy (M.A.)  
Instruction and Curriculum – Bilingual/Bicultural Education (M.A.)  
Instruction and Curriculum – Teaching English as a Second Language (M.A.)  
Reading Specialization – Reading Specialist (M.A.)  
Special Education – Autism and Developmental Disorders (M.A.)  
Special Education – Learning and Behavioral Disorders (M.A.)

### **Non-Degree Programs**

Alternate Route ESL  
Alternate Route P-3  
EMSE Alternate Route  
Post-Master's Plus-30

### **Post-Master's Certifications**

Applied Behavioral Analysis  
Learning Disabilities Teacher Consultant (LDTC)  
Reading Specialization

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name.

# EARLY CHILDHOOD EDUCATION PROGRAM

Dr. Gilda Del Risco, Executive Director  
Room: J-330  
Tel: 908-737-3900  
Email: gdelrisc@kean.edu

Dr. Nurka Nieves, Coordinator  
Room: HH-423  
Tel: 908-737-3781  
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## Degrees Offered

M.A. in Early Childhood Education

Options:

- Administration in Early Childhood & Family Studies
- Advanced Curriculum and Teaching
- Classroom Instruction with initial P-3 Certification

Certification Programs

- P-3 Certification

Non-Degree Programs

- P-3 Modified Alternate Route Non-Degree Program

## Program Description

This program is designed for individuals who wish to assume teaching or administrative positions in the primary grades, child care centers or nursery schools, Head Start, infant/toddler settings or family life education programs. Students are offered three options for programs leading to the M.A. degree: Administration in Early Childhood & Family Studies; Advanced Curriculum and Teaching; and Classroom Instruction with Initial P-3 Certification.

## Option: Administration in Early Childhood and Family Studies

### Option Description

This option is designed to develop qualified administrators for child care programs or public and private schools. Emphasis is placed on leadership skills for directors, head teachers, and other administrative or supervisory personnel.

Certified teachers can obtain a supervision endorsement by taking additional courses, with advisement, in the Department of Instruction and Educational Leadership and applying directly to the State Certification Office for evaluation.

## Degree Requirements

- 36 credits

- 6 credits advanced seminar

### Required Courses

EC 5000: Foundations of Early Childhood and Family Studies*	3
EC 5260: Research in Early Childhood and Family Studies	3
EC 5300: Organization and Administration of Early Childhood Centers	3
EC 5310: Strategies for Supervision, Staff Development, and Program Planning in Early Childhood Centers	3
EC 5320: Creating Partnerships with Families*	3
EC 5581: Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education	3
EL 5606: School Supervision and Organizational Theory	3
EC 5590: Theory into Practice: Observation, Interpretation & Integration	3

### Electives

Select two courses from the following or other courses with the approval of the coordinator:

EC 5100: Language, Reading and Thought in the Young Child: Theory and Practice*	3
EC 5200: Innovative Programs in Early Childhood and Family Studies	3
EC 5210: Infant/Toddler Child Care Programs: Educational Component	3
EC 5230: Developmental Theory for Teaching in Early Childhood and Family Studies*	3
EC 5270: Teaching in a Pluralistic Society: Pre-K through Third Grade	3
EC 5275 Integrated Curriculum Development*	3
EC 5500: Integrating Technology into the Early Childhood Curriculum*	3

\* Required for N.J. Certification, P-3

### Research

EC 5598: Advanced Seminar in Early Childhood and Family Studies I	3
EC 5599: Advanced Seminar in Early Childhood and Family Studies II	3

**Total** **36**

## Option: Advanced Curriculum and Teaching

### Option Description

This option provides students with opportunities to examine the principles and processes of curricular development, assessment and program evaluation for young children. Emphasis is placed on strategies applicable to the classroom and the development of master teachers. This option does not lead to initial teacher certification.

## Degree Requirements

- 36 credits
- 6 credits advanced seminar

### Required Courses

EC 5000: Foundations of Early Childhood and Family Studies*	3
EC 5100: Language, Reading and Thought in the Young Child: Theory and Practice*	3
EC 5260: Research in Early Childhood and Family Studies	3
EC 5581: Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education	3
PSY 5110: The Developmental Study of Children	3
EC 5320: Creating Partnerships with Families*	3
EC 5590: Theory into Practices: Observation, Interpretation & Integration	3

### Electives

Select one course from the following:	3
EC 5200: Innovative Programs in Early Childhood and Family Studies	3
EC 5210: Infant/Toddler Child Care Programs: Educational Component	3
EC 5230: Developmental Theories for Teaching in Early Childhood and Family Studies*	3
EC 5245: Creative and Critical Thinking in Early Childhood Education	3
EC 5250: Science for Early Childhood Teachers	3
EC 5270: Teaching in a Pluralistic Society: Pre-K through Third Grade	3

EC 5275: Integrated Curriculum Development*	3
EC 5290: Mathematics for Early Childhood Teachers	3
EC 5500: Integrating Technology into the Early Childhood Curriculum*	3
EC 5597: Action Research Seminar	3
EC 5820: Learning Experiences in International Settings	3
EC 5900: Early Childhood and Family Studies Conference	3

\*Required for N.J. Certification, P-3

**General Electives** 6  
Two courses selected with advisement of coordinator from graduate offerings within or outside Early Childhood and Family Studies.

**Research** 6  
EC 5598: Advanced Seminar in Early Childhood and Family Studies I 3  
EC 5599: Advanced Seminar in Early Childhood and Family Studies II 3

**Total** 36

## Option: Classroom Instruction with Initial P-3 Certification

### Option Description

The Master of Arts in Early Childhood Education, Classroom Instruction Option with Initial P-3 Certification leads to certification and a master's degree for liberal arts graduates seeking to become teachers at the pre-school through third grade (P-3) level. Students who successfully complete Level I are eligible for Provisional Teaching Certification.

### Prerequisites

- Completion of a liberal arts major
- Passing score on the Early Childhood Content Knowledge PRAXIS (5025)
- Competency in oral and written English communication as evidenced in a departmental interview with a writing sample
- Students must document sufficient experience in the field or may complete additional hours (minimum of 40 hours) during Level I of the program prior to student teaching.

### Degree Requirements

- Development of a teaching portfolio
- 24 credits required for certification

- 45 credits required for the degree
- 6 credits Advanced Seminar

### Required Courses

**Level I:** 24  
EC 5000: Foundations of Early Childhood and Family Studies\* 3  
EC 5100: Language, Reading and Thought in the Young Child: Theory and Practice\* 3  
EC 5230: Developmental Theories for Teaching in Early Childhood and Family Studies\* 3  
EC 5275: Integrated Curriculum Development\* 3  
EC 5320: Creating Partnerships with Families\* 3  
EC 5500: Integrating Technology into the Early Childhood Curriculum 3  
EC 5565: Teaching Practicum and Seminar 3  
*Note: Certification will be recommended at the completion of Level I*

**Level II:** 15  
EC 5120: Supporting Emergent Literacy at Home and at School 3  
EC 5250: Science for Early Childhood Teachers 3  
EC 5260: Research in Early Childhood and Family Studies 3  
EC 5290: Mathematics for Early Childhood Teachers 3  
EC 5590: Theory into Practice: Observation, Interpretation & Integration 3  
*Note: EL 5590 requires credits at Level II including EC 5260. EL 5590 required to advance to Level III.*

**Level III:** 6  
EC 5598: Advanced Seminar in Early Childhood and Family Studies I 3  
EC 5599: Advanced Seminar in Early Childhood and Family Studies II 3  
**Total** 45

## Preschool through Third Grade (P-3) (Certification)

### Program Description

Designed for certified teachers, this program fulfills requirements for endorsement as Teacher of Pre-School through Third Grade (P-3) in the State of New Jersey.

### Prerequisites

- New Jersey instructional certificate

- Passing score on the Early Childhood Content Knowledge PRAXIS (5025)
- Passing score on the PLATO Test or submission of an acceptable writing sample

### Degree Requirements

- 15 credits required for certification

**Required Courses** 15  
EC 5100: Language, Reading and Thought in the Young Child: Theory and Practice  
EC 5230: Developmental Theories for Teaching in Early Childhood and Family Studies 3  
EC 5275: Integrated Curriculum Development 3  
EC 5320: Creating Partnerships with Families 3  
EC 5900: Early Childhood and Family Studies Conference or acceptable substitute (EC 5000, EC 5500, EC 5581 are acceptable) 3

**Total** 15

## P-3 Modified Alternate Route (Non-Degree Program)

### Program Description

Program is designed for students holding a B.A. or B.S. degree who wish to be certified P-3 teachers.

Upon completing this program, students may request a letter of completion from the Office of the Registrar.

### Prerequisites

- In addition to the University's admission requirements:
  - Letter verifying full time employment as a head teacher from a child care center or school
  - Baccalaureate degree in liberal arts or sciences
- A certificate of eligibility for P-3 certification from the New Jersey Department of Education

### Degree Requirements

- 15 credits of classroom course work required for certification
- All candidates are required to complete a one-year mentoring arranged through their school district before becoming fully certified.

## Required Courses

EC 5000: Foundations of Early Childhood	3
EC 5100: Language, Reading and Thought in the Young Child: Theory and Practice	3
EC 5230: Developmental Theories for Teaching in Early Childhood and Family Studies	3
EC 5275: Integrated Curriculum Design	3
EC 5320: Creating Partnerships with Families	3

**Total 15 Credits**

## Course Descriptions

### **EC 5000 Foundations of Early Childhood and Family Studies (3)**

Examination and evaluation of philosophical, historical, psychological, and social foundations of early childhood and family studies, their implications for policy and practice and their impact on current trends and issues effecting young children and their families.

### **EC 5100 Language, Reading and Thought in the Young Child: Theory and Practice (3)**

In-depth study of language development and reading as a cognitive and affective process. Current research and strategies for developing language arts/reading programs for young children.

### **EC 5120 Supporting Emergent Literacy at Home and at School (3)**

The course examines culturally responsive support and assessment strategies for language/literacy acquisition in young children.

### **EC 5200 Innovative Programs in Early Childhood and Family Studies (3)**

Students study selected innovative programs and analyze them with reference to theoretical foundation, organizational techniques, teacher role and the existent research.

### **EC 5210 Infant/Toddler Child Care Programs: Educational Component (3)**

For educational and administrative personnel in infant/toddler centers to gain the competencies necessary to plan and implement a nurturing program for care and education of infants and toddlers.

### **EC 5230 Developmental Theories for Teaching in Early Childhood and Family Studies (3)**

An examination of major child and family development theories and their applications for planning programs and activities for young children and their families.

### **EC 5245 Creative and Critical Thinking in Early Childhood Education (3)**

Exploration of creative expression and critical thinking in early childhood education through the use of appropriate materials and strategies.

### **EC 5250 Science for Early Childhood Teachers (3)**

Emphasis on content mastery as well as the design and presentation of learning experiences in science for the pre-school, kindergarten and the early primary grades.

### **EC 5260 Research in Early Childhood and Family Studies (3)**

A basic research course designed to initiate the graduate student into the processes of educational research and its specialized designs and methodologies. Primarily for graduate students in Early Childhood Education pre-kindergarten through third grade.

### **EC 5265 Leadership, Empowerment and School Reform for Early Childhood Educators (3)**

An examination and application of the major theories and practices in the areas of leadership, empowerment, and school reform and their applications to early childhood settings.

### **EC 5270 Teaching in a Pluralistic Society: Pre-K Through Third Grade (3)**

To assist teachers in pre-primary and primary grades in the development of knowledge, skills, and values of the various American cultures which impact on our schools.

### **EC 5275 Integrated Curriculum Development (3)**

Development of skills and strategies for planning and teaching integrated curriculum for young children.

### **EC 5280 Learning Experiences in International Settings (3)**

Travel to a selected international location and focused study of educational approaches and programs in this setting.

### **EC 5290 Mathematics for Early Childhood Teachers (3)**

A content mastery as well as introduction to mathematics concepts appropriate for teachers, with an emphasis on design and presentation of learning experiences in mathematics for the preschool, kindergarten, and the early primary grades.

### **EC 5300 Organization and Administration of Early Childhood Centers (3)**

This course explores and evaluates theory and practice in organization and administration of early childhood centers.

### **EC 5310 Strategies for Supervision, Staff Development, and Program Planning in Early Childhood Centers (3)**

Designed for educators responsible for the professional development of early childhood staff in different early childhood settings, emphasizing staff development, supervision, and program planning. Observations in an early childhood program are required

### **EC 5320 Creating Partnerships with Families (3)**

Using an ecological systems perspective, this course prepares professionals in pre-school, school, and community settings to design and implement partnership programs with diverse family groups.

### **EC 5500 Integrating Technology into the Early Childhood Curriculum (3)**

Exploration of developmentally appropriate use of technology by young children in early childhood settings. Emphasis is on computer and Internet technologies.

### **EC 5565 Teaching Practicum and Seminar (3)**

A full semester student teaching placement in a primary setting (grades 1-3) under the guidance and direction of a cooperating teacher and a university supervisor.

### **EC 5566 Supervised Clinical Experience and Seminar (3)**

A full year of teaching placement will be required. In each course, three observations and critiques will be enhanced by three seminars that address student concerns.

**EC 5581 Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education (3)**

Issues in curriculum and teaching in early childhood, based on exploration of theories of developmental learning.

**EC 5590 Theory into Practice: Organization, Interpretation, & Integration (3)**

Students complete graduate portfolio that demonstrates their ability to organize and interpret their learning in the graduate program. Emphasis on integration of theory and reflective practice, and application of academic writing conventions. Prerequisite: Completion of 21 graduate credits, including all required courses

**EC 5597 Action Research Seminar (3)**

Experience in practical research and an in-depth action research project, based on early childhood and family studies issues and trends.

**EC 5598 Advanced Seminar in Early Childhood and Family Studies: Part I (3)**

Development of an action research project, grant proposal, or master teacher portfolio, including identification of a topic of interest and methodology. Prerequisite: Successful completion of EC 5590

**EC 5599 Advanced Seminar in Early Childhood and Family Studies: Part II (3)**

The development of an action research project in early childhood and family studies, including design of study, collection and analysis of data, and formation of conclusions and summary. This research project is a continuation of the project started in EC 5598. Prerequisites: Successful completion of EC 5598: Advanced Seminar in Early Childhood & Family Studies

**EC 5820 Learning Experiences in International Settings (3)**

This course involves travel to a selected international site for in-depth examination of another culture's approach to educational policy and practice. It provides the student with first-hand experience and dialogue and the opportunity to assess implications for United States teaching in early childhood and family studies.

**EC 5900 Early Childhood and Family Studies Conference (3)**

In depth study of a problem or issue in early childhood or family studies, based on the specialized content of a conference.

**EL 5606 School Supervision and Organizational Theory (3)**

Application of organizational and leadership theories to school supervision. Emphasis is placed on management of human resources in a professional setting, identification of personal leadership style, and major models and techniques of teacher evaluation. Prerequisite: Graduate Status.

**PSY 5110 The Developmental Study of Children (3)**

Theories and research in child development. Principles applied to working with children from conception to puberty in contemporary society.

**Faculty**

**Rosen, Dina B, Assistant Professor**

B.A., Smith College,  
M.A., Wagner College  
Ph.D., NY University

**Sonja Kim, Assistant Professor**

B.A., State University College  
M.S., State University College  
Ph.D., NY University

**Nieves, Nurka, Coordinator**

B.A., Rutgers University  
M.A., St. Peter's University  
Ed.S., Seton Hall University  
Ed.D. Seton Hall University

**Jun Li (Jennifer) Chen, Associate Professor**

B.A., Barnard College, Columbia University  
M.A., Teachers College, Columbia University  
M.A., Harvard University  
Ed.D., Harvard University

# EXERCISE SCIENCE PROGRAM

Dr. Jessica Adams, Executive Director  
Room: D 221  
Tel: (908) 737-0654  
Email: jadams@kean.edu

Dr. Walter Andzel, Coordinator  
Room: D 221  
Tel: (908) 737-0662  
Email: wandzel@kean.edu

## Degrees Offered

M.S. in Exercise Science

## Program Description

The Master of Science program in Exercise Science is designed to prepare students to work as professionals in corporations, wellness centers, hospitals, sports medicines centers, amateur and professional athletics, health clubs, resorts and spas, community associations such as the YMCA and YWCA, colleges, universities, school districts, and rehabilitation centers. More specifically, the program will provide students with the knowledge and skills to enable them to function as exercise specialists, technicians, strength coaches, and personal and athletic trainers. Finally, the program will provide the opportunity for individuals who are currently employed in these professional areas to enhance their ability to advance to such positions as coordinators and/or directors and head athletic trainers. The program offers two concentrations: Exercise Physiology and Athletic Training.

## Prerequisites

In addition to the University's admission requirements:

- PED 3510 Exercise Physiology (*all students*)
- PED 2520 Introduction to Athletic Training (*students electing the Athletic Training Concentration*)

## Degree Requirements

- 33 credits
- Research component
- Comprehensive examination
- Thesis

## Required Courses

15

PED 5101: Physiological Foundations of Exercise Training and Rehabilitation 3  
PED 5102: Fitness and Health Promotion 3  
PED 5103: Nutrition for Fitness, Health and Athletic Performance 3  
PED 5104: Sports and Fitness Management in Exercise Science 3

PED 5105: Prevention and Rehabilitation of Special Needs Populations in Exercise Science 3

## Exercise Physiology Concentration 9

PED 5106: Advanced Exercise Physiology 3  
PED 5107: Advanced Exercise Physiology Laboratory and Research 3  
PED 5108: Advanced Exercise Testing, Prescription and Interpretation 3

or

## Athletic Training Concentration 9

PED 5109: Advanced Prevention and Rehabilitation of Sports Injuries 3  
PED 5110: Advanced Evaluation of Sports Injuries 3  
PED 5111: Advanced Sports Therapeutic Modalities 3

## Research, Statistical Methods and Thesis Concentration 9

PED 5112: Research and Design in Exercise Science 3  
PED 5113: Application of Quantitative Methods and Computers in Exercise Science 3  
PED 5114: Thesis Seminar in Exercise Science 3

**TOTAL 33**

## Course Descriptions

### PED 5101 Physiological Foundations of Exercise Training and Rehabilitation (3)

Application of physiological principles to research for exercise, training and rehabilitation. Prerequisites: PED 3510

### PED 5102 Fitness and Health Promotion (3)

This course will study the effects on dynamic health, as reflected in measures of physical performance and organic function. Prerequisites: PED 3510

### PED 5103 Nutrition for Health, Fitness and Athletic Performance (3)

This course will study the science of nutrition and its relationship to health, fitness and athletic performance.

### PED 5104 Sport and Fitness Management in Exercise Science (3)

This course examines the principles and practices necessary for the organization and administration of an effective exercise science program.

### PED 5105 Prevention and Rehabilitation of Special Needs Populations in Exercise Science (3)

This course will examine the principles and practices for the prevention and rehabilitation of cardiovascular disease, pulmonary diseases, metabolic diseases and disorders, neurological diseases and disorders, and muscular skeletal diseases, disorder and injury.

### PED 5106 Advanced Exercise Physiology (3)

This course will examine the advanced theories and training applications in Exercise Science. Prerequisites: PED 3510

### PED 5107 Advanced Exercise Physiology Laboratory and Research (3)

The students will study the fundamentals of laboratory and research methods with special emphasis on its application to exercise testing. It covers the physiologic and metabolic aspects of exercise testing including assessment of fitness parameters, interpreting biophysical measures and evaluating functional and clinical aspects of the physiological system. Prerequisites: PED 3510

### PED 5108 Advanced Exercise Testing, Prescription and Interpretation (3)

The students will examine the use of exercise to evaluate and improve fitness. Emphasis is placed on (1) appraising fitness, (2) the application of individualized exercise prescription for rehabilitation of disease, (3) the formulation of fitness programs, and (4) a critical evaluation of re-

search on the physiologic adaptation to exercise. Prerequisites: PED 3510

**PED 5109 Advanced Prevention and Rehabilitation of Sports Injuries (3)**

A petition course for Athletic Training concentration Masters students. Includes biomechanics, kinesiological and systemic principles that are involved in advanced prevention and rehabilitation techniques of musculoskeletal athletic injuries. Strategies for designing and procedures for implementing rehabilitation programs. Includes the discussion of contemporary surgical procedures. Prerequisites: PED 2520, PED 3510

**PED 5110 Advanced Evaluation of Sports Injuries (3)**

An in-depth study of the mechanics of both acute and chronic musculoskeletal athletic injuries and the evaluation of those injuries. Includes comparison of standard and special tests, diagnostic tools. Prerequisites: PED 2520, PED 3510

**PED 5111 Advanced Sports Therapeutic Modalities (3)**

Examination and comparison of the theoretical and clinical application of the therapeutic modalities used in the treatment of musculoskeletal injuries to athletes. Prerequisites: PED 2520, PED 3510

**PED 5112 Research and Design in Exercise Science (3)**

Fundamental research design and method techniques in the various disciplines of exercise science are presented. Prerequisites: Completion of Core Courses and Concentration Courses

**PED 5113 Application of Quantitative Methods and Computers in Exercise Science (3)**

Application of descriptive and inferential statistical methods used in exercise science research. Prerequisites: Completion of Core Courses and Concentration Courses

**PED 5114 Thesis Seminar in Exercise Science (3)**

This course will focus on investigating, designing, implementing and evaluating a research problem in Exercise Science. Prerequisites: Completion of 30 hours in Master of Exercise Science Program

## Faculty

**Walter D. Andzel, Professor**

B.S., Murray State University  
M.S. Murray State University  
EdD. Columbia University

**Josh Palgi, Professor**

B.S., Adelphi University  
M.S., Adelphi University  
EdD. Columbia University



# SCHOOL FOR GLOBAL EDUCATION & INNOVATION

Dr. Michael Searson, Executive Director

Room: J 305

Tel: (908) 737-0550

Email: msearson@kean.edu

## Degree Offered

M.A. in Hindi and Urdu Language Pedagogy

## Program Description

The Master's Degree Program in Hindi/Urdu Language Pedagogy is designed for cohorts of Native/Advanced speakers (or higher) of Hindi/Urdu that reside in the U.S., possess a Bachelor's Degree, and desire to teach Hindi/Urdu at the K-12/post-secondary level or continue study and research on Second Language Acquisition and foreign language pedagogy at the graduate level.

## Prerequisites

- The U.S. equivalent of a BA Degree
- Teaching experience

## Degree Requirements

- 30 credits
- Thesis/Action Research Project

## Required Courses and Suggested Sequence

### Summer Year 1 Onsite Courses

4.5

GLOB 5905: Introduction to Global Project-Based Learning for Teaching World Languages 1.5

GLOB 5920 Methods I: Pedagogy for Implementing the World Readiness Standards for Learning Languages 3

### Fall Semester Year 1 On-Line Courses

6

GLOB 5945 Language, Acquisition: Theory and Research L1,L2, Bilingual/Heritage Learner Development 3

HIND5800 Introduction to Hindi and Urdu Language, Culture and Society 3

### Spring Semester Year 1 Online Courses

6

HIND 5820 Hindi and Urdu Language Structures for Teaching 3

HIND 5830 Hindi Literature: Language, Style & Genre 3

OR

URDU 5840 Urdu Literature: Language, Style and Genre 3

### Summer Session Year 2 Onsite Courses

4.5

GLOB 5910 Global Project-Based Learning II 1.5

GLOB 5930 Methods II: Assessment of Language Performance 3

### Fall Semester Year 2 Online Courses

6

HIND 5850: The Hindi/Urdu Community and Heritage Language

GLOB5995: Action Research; Inquiries and Projects

### Spring Semester Year 2

3

HIND5860 Issues in Hindi and Urdu Sociolinguistics 3

### TOTAL

30

## Course Descriptions

### GLOB 5905: Introduction to Global Project-Based Learning for Teaching World Languages (1.5)

This course offers contemporary theories of learning as the framework for project-based instruction and the development of global competencies, and the opportunity to connect theory with practice through

field-based observations and micro-teaching.

### GLOB 5920 Methods I: Pedagogy for Implementing the World Readiness Standards for Learning Languages (3)

This course utilizes the World-Readiness Standards for Learning Languages (ACTFL, 2014) and corresponding Hindi-specific standards as the organizing framework for learning and teaching with a focus on proficiency-oriented/learner-centered instructional approaches.

### GLOB5945 Language, Acquisition: Theory and Research L1,L2, Bilingual/Heritage Learner Development (3)

This course surveys current theory/research in second language acquisition, and relevant aspects of related fields, thereby creating a balanced and coherent framework for understanding the implications of major learning theories for second/foreign language learners of Hind/Urdu.

### HIND5800 Introduction to Hindi and Urdu Language, Culture and Society (3)

This course provides background knowledge on the development/relationship between Hindi/Urdu language/society, the linguistic expression of ethnic, regional and other identities, and Hindi/Urdu language in literature, media and film.

### HIND 5820 Hindi and Urdu Language Structures for Teaching (3)

This course provides background knowledge on the development/relationship between Hindi/Urdu language/society, the linguistic expression of ethnic, regional and other identities, and Hindi/Urdu language in literature, media and film.

**HIND 5830 Hindi Literature: Language, Style & Genre (3)**

This course is designed to further develop students' language proficiency/cultural knowledge through reading/ analyzing selected texts in Braj Bhasha and Awadhi dialects, and in modern standard Hindi in a range of literary genres.

**URDU 5840 Urdu Literature: Language, Style and Genre (3)**

This course is designed to further develop students' language proficiency/cultural knowledge through reading/analyzing selected texts in Urdu from a range of literary genres.

**GLOB5910 Global Project-Based Learning II (1.5)**

This course provides a forum for gaining an in-depth understanding of the principles for teaching for global competence and the connection to research-based best practices in language learning/ teaching through coursework, field-based observations and micro teaching.

**GLOB 5930 Methods II: Assessment of Language Performance (3)**

This course focuses on the role of assessment in planning and instruction, setting realistic expectations for student performance, and meaningful assessment of language performance in context.

**HIND 5850 The Hindi/Urdu Community and Heritage Language (3)**

This course focuses on the principles of heritage language teaching/learning and includes hands-on application of best practices with Hindi/Urdu heritage learners of varying language backgrounds.

**GLOB5995 Action Research; Inquiries and Projects (3)**

This capstone course requires application of theoretical understandings of research and the knowledge/skills gained through emergence as practitioner researchers in educational settings to conduct an action research project in foreign language pedagogy related to the teaching of Hindi/Urdu.

**HIND5860 Issues in Hindi and Urdu Sociolinguistics (3)**

This course is designed to provide insights into the Hindi/Urdu languages with regard to social context, language variation and change in the Hindi/Urdu speech communities to inform instructional practice/research.

**Faculty**

**Michael Searson, Ph.D**

**Gregory Shepherd, Ph.D**

# SCHOOL OF CURRICULUM AND TEACHING

Dr. Gilda Del Risco, Executive Director

Room: J-330

Tel: (908) 737-3902

Email: gdelrisc@kean.edu

## Degrees Offered

M.A. Instruction & Curriculum

- Bilingual/Bicultural Education
- Teaching English as a Second Language

Certification Programs:

- Bilingual Education
- Teaching English as a Second Language

Non-Degree Programs:

- Alternate Route ESL
- Alternate Route Early, Middle, and Secondary Education (EMSE)

## Program Overview

This program enables a variety of approaches to achieve increased understanding and skills in teaching as well as a broadened view of current trends and problems. Specialization in particular area of education is also available. Two options are available within this program and are listed below. Admission and retention requirements vary by option, and applicants should contact the listed coordinators for specific information.

### Option: Bilingual/Bicultural Education

Dr. Gail Verdi, Program Coordinator

Room: J-330

Tel: 908-737-3908

E-mail: [gverdi@kean.edu](mailto:gverdi@kean.edu)

### Program Description

The Master of Arts in Instruction and Curriculum - Bilingual/Bicultural Education Option is designed to prepare certified teachers (P3, K-6, K-6/5-8, K-12) for work in bilingual settings. Our goal is for bilingual/multilingual professionals to acquire a foundation in language and literacy and teaching methodologies that assist them in accommodating the needs of diverse learners from various educational, linguistic and cultural backgrounds. This option requires

two-semesters of thesis work that begins in the fall of a candidate's final year.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Instructional Certificate in P-3, K-5, 5-8, or K-12 subject area

### Degree Requirements

- 33 credits; 24 credits in specialization, 3 credits in electives
- Passing score on appropriate test of English and a second language before the end of the first semester
- Two semesters of advanced seminar courses

### Specialization

EMSE 5401: Bilingual Multicultural Education in American Schools	3
EMSE 5403: The Bilingual Child in American Society	3
EMSE 5404: Historical & Cultural Background of the Limited English Proficient Student	3
EMSE 5410: Developing Language and Reading Skills in a Bilingual Setting	3
EMSE 5411: Teaching Content Areas in a Bilingual Setting	3
EMSE 5420: Basic Theory and Practice of Teaching English as a Second Language	3
EMSE 5421: Advanced Theory and Practice of Teaching English as a Second Language	3
EMSE 5810: Systematic Observation and Field Experience in Bilingual/ Multicultural Schools	3

### Electives

Select one course from the following:

EL 5030: Educational Research	3
EMSE 5310: Literature of Children and Youth	3
EMSE 5320: Computers in School Curriculum I	3
HIST 5810: Impact of Science and Technology on Culture	3
PSY 5610: Advanced Social Psychology	3
SPAN 5105: Comparative Romance Linguistics	3
SPAN 5110: History of Spanish Language	3

SOC 5300: Racial & Cultural Minorities	3
ENG 5105: General Linguistics	3

### Research

EMSE 5098: Advanced Seminar I: Research in Educational Practices	3
EMSE 5099: Advanced Seminar II: Research in Educational Practices	3
or	
ID 5800 Thesis Option	3
ID 5800 Thesis Option	3

**Total** **33**

### Option: Teaching English as a Second Language

Dr. Michael Searson, Executive Director

Room: J 305D

Tel: 908-737-0556

E-mail: [msearson@kean.edu](mailto:msearson@kean.edu)

### Program Description

The Master of Arts in Instruction and Curriculum, Teaching English as a Second Language Option is designed to prepare teachers of English as a Second Language (ESL), grades K-12, and adults. It leads to ESL certification and/or the master's degree. Students who do not possess an initial teaching certificate should contact the Program Coordinator or the Office of University Admissions.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Standard Instructional Certificate
- Writing sample of approximately one hour to be done at interview

### Degree Requirements

- 33-34 credits
- One course (3 credits) in a foreign language at the undergraduate or graduate level
- Two semesters of Advanced Seminar
- Comprehensive examination
- Passing scores on state-madated test of oral and written English proficiency.

Call (908) 737-3909 or email [TESL@kean.edu](mailto:TESL@kean.edu) for more information.

### Historical and Cultural Backgrounds of English Language Learners 3

EMSE 5404: Historical & Cultural Backgrounds of the Limited English Proficient Student 3

### Techniques of Teaching English Language Learners 6

EMSE 5420: Basic Theory and Practice of Teaching English as a Second Language 3

EMSE 5810: Systematic Observation and Field Experiences in Bilingual/ Multicultural Schools 3

### Specialized Instructional Content of ESL 18-19

ENG 5105: General Linguistics 3

ENG 5120: Language Acquisition 3

ENG 5130: Phonology and Structure of American English 3

ENG 5159: Introduction to ESL Assessment \* 1

ENG 5160: Assessment of Second Language Proficiency 3

ENG 5180: Seminar in Contemporary Research in Applied Linguistics 3

ENG 51XX : One additional course chosen from linguistics courses:

ENG 5140, 5170, or 5171 3

*\*Not required of those not seeking certification.*

### Research 6

EMSE 5098\*: Advanced Seminar I: Research in Educational Practices 3

EMSE 5099\*: Advanced Seminar II: Research in Educational Practices 3

*\*Petition required*

**Total 33-34**

### Option: Bilingual Education (Certification only)

Dr. Gail Verdi, Coordinator

Room: J330G

Tel: 908-737-3908

E-mail: [gverdi@kean.edu](mailto:gverdi@kean.edu)

### Program Description

The Graduate Certification Program in Bilingual/Bicultural Education is designed to prepare certified teachers (P3, K-6, K-6/5-8, K-12) for work in bilingual settings. Our

goal is for bilingual/ multilingual professionals to acquire a foundation in language and literacy and teaching methodologies that assist them in accommodating the needs of diverse learners from various educational, linguistic and cultural backgrounds.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Instructional Certificate in P-3, K-5, 5-8, or K-12 subject area

### Program Requirements

- 15-18 credits
- Passing score on appropriate test of English and a second language before the end of the first semester

### Certification Courses

EMSE 5403: The Bilingual Child in American Society 3

EMSE 5404: History & Culture of the Limited English Proficient Student 3

EMSE 5410: Developing Language and Reading Skills in a Bilingual Setting 3

EMSE 5411: Teaching Content Areas in a Bilingual Setting 3

EMSE 5420: Basic Theory and Practice in Teaching 3

EMSE 5810\*: Systematic Observation and Field Experiences in Bilingual/ Multicultural schools 3

*\*May be waived for experience in teaching LEP students in Bilingual program.*

**TOTAL 18**

### Option: Teaching English as a Second Language (Certification only)

Dr. Michael Searson, Executive Director

Room: J 305D

Tel: 908-737-0556

E-mail: [msearson@kean.edu](mailto:msearson@kean.edu)

### Program Description

The Graduate Certification Program in Teaching English as a Second Language Option is designed to prepare teachers of English as a Second Language (ESL), grades K-12, and adults.

### Degree Requirements

- 19 credits

- One course (3 credits) in a foreign language at the graduate or undergraduate level
- Passing score on the appropriate test of oral and written English proficiency. Please call 908-737-3909 or email [TESL@kean.edu](mailto:TESL@kean.edu) for more information

### Certification Courses 25

EMSE 5404: Historical & Cultural Background of the Limited English Proficient Student 3

EMSE 5420: Basic Theory and Practice of Teaching ESL 3

EMSE 5810: Systematic Observation and Field Experiences in Bilingual/ Multicultural schools 3

EMSE 5105: General Linguistics 3

EMSE 5120: Language Acquisition 3

EMSE 5130: Phonology and Structure of American English 3

EMSE 5159: Introduction to ESL Assessment 1

**TOTAL 19**

### Option: Alternate Route: Teaching English as a Second Language (Non-Degree)

Dr. Michael Searson, Executive Director  
Room: J 305D

Tel: 908-737-0556

E-mail: [msearson@kean.edu](mailto:msearson@kean.edu)

### Program Description

The Kean University Alternate Route program for Teaching English as a Second Language enables candidates to be employed as ESL teachers while they are completing their training in the subject matter of ESL. In order to enter the Alternate Route in ESL, candidates must first obtain a Certificate of Eligibility (CE) from the State. They must then secure a teaching position in a school district. The district is then responsible for providing candidates with the appropriate mentoring and pedagogical training, and for recommending them to the State for certification when they have completed all requirements, including an approved university program.

This program provides to those who hold a CE in ESL the specialized content to complete an Alternate Route certification in ESL. Those who successfully complete

all requirements may request a Letter of Completion from Kean, which can be presented by a school district on behalf of a candidate to the State in partial fulfillment of the requirements for ESL certification through the Alternate Route. Kean is not responsible for recommending these students to the State for certification.

## Degree Requirements

- One course (3 credits) in a foreign language at the undergraduate or graduate level
- Two semester advanced seminar course
- Passing score on state-mandated tests of oral and written English proficiency. Call 908-737-3909 or email TESL@kean.edu for information

## Course Requirements 25

### Historical and Cultural Backgrounds of ELL Students 3

EMSE 5404: Historical & Cultural Background of the Limited English Proficient Student 3

## Techniques of Teaching ELL Students 6

EMSE 5420: Basic Theory and Practice of Teaching ESL 3  
EMSE 5810: Systematic Observation and Field Experiences in Bilingual/ Multicultural schools 3

## Specialized Instructional Content of ESL 10

EMSE 5105: General Linguistics 3  
EMSE 5120: Language Acquisition 3  
EMSE 5130: Phonology and Structure of American English 3  
EMSE 5159: Introduction to ESL Assessment 1

**TOTAL 19**

## Option: Alternate Route: Early, Middle, and Secondary Education (EMSE) (Non-Degree)

### Program Description

The Alternate Route program is designed for employed public school teachers seeking teacher certification in K-5, K-5 & 5-8,

and K-12. Qualification for this program requires employment by a school district within the alternate route program. Students must submit proof of employment via an official letter from the school district.

### Program Requirements

Aside from completing all coursework, all candidates are required to complete a one-year mentoring prerequisite arranged through their school district before becoming fully certified.

### Course Requirements for Alternate Route for Elementary Education Teachers – Track A (K-5)

*These courses will fulfill the 200 hours + 90 hours for the Alternate Route Program*

EMSE 5560: Introduction to Education: Teaching Theory and Practice 6  
EMSE 5314: Introduction to Language Arts and Reading in Pre-School and Elementary Teaching 3  
EMSE 5320: Computers in the School Curriculum I 3  
EMSE 5323: Theory & Practice in Teaching Mathematics 3  
SPED 5005: Foundations in Special Education 3  
EMSE 5561: Foundations of Education 3

**Total 21**

### Course Requirements for Alternate Route for Secondary Education Teachers – Track B (K-12)

*All students following Track B are required to complete the following 5 courses: (15 credits) These courses will fulfill the 200 hours*

EMSE 5315: Introduction to Language Arts & Reading in Teaching Content Areas 3  
EMSE 5320: Computers in the School Curriculum I 3  
EMSE 5561: Foundations of Education 3  
PSY 5120: Social Psychology of Adolescence\* 3  
SPED 5005: Foundations in Special Education 3

*Choose one of the 3 following courses depending on area of specialty: (3 credits)*

EMSE 5220: Teaching the Mathematics Curriculum 3  
EMSE 5230: Teaching the Science Curriculum 3  
EMSE 5240: Teaching the Social Studies Curriculum 3

*Choose one of the 5 following courses depending on area of specialty: (3 credits)*

EMSE 5311: Current Theory & Practice in Teaching Language Arts 3  
EMSE 5323: Current Theory & Practice in Teaching Mathematics 3  
EMSE 5341: The Structure of the Social Sciences and the Curriculum 3  
EMSE 5561: Foundations of Education 3  
EMSE 5330: Foundations in Teaching Science 3

*\*For those without equivalent undergrad level course)*

**Total 21**

### Course Requirements for Alternate Route for Elementary and Middle School Education Teachers – Track C (K-5/5-8)

*These courses will fulfill the 200 hours + 90 hours for the Alternate Route Program*

EMSE 5560: Introduction to Education: Teaching Theory and Practice 6  
EMSE 5314: Introduction to Language Arts and Reading in Preschool and Elementary Teaching 3  
EMSE 5323: Theory & Practice in Teaching Mathematics 3  
SPED 5005: Foundations in Special Education 3  
PSY 5120: Social Psychology of Adolescence\* 3  
EMSE 5320: Computers in the School Curriculum I 3  
EMSE 5561: Seminar in Teaching 3  
*\* For those without equivalent undergrad level course*

**Total 21**

## Course Descriptions

### EL 5030 Educational Research (3)

Familiarization with the steps necessary to carry out action research and evaluation in producer and consumer aspects of research in educational settings. Stresses issues of design, analysis, interpretation, and development of research. Prerequisite: Graduate Status

### EMSE 5033 Experiences in Teaching Physical Science in Technology (3)

A study of the basic concepts of physical science with emphasis on integrating technology in the classroom. Computers and

computer aided laboratories as well as the use of World Wide Web will be utilized.

**EMSE 5098 Advanced Seminar: Research in Education Practicum (3)**

Advanced seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of graduate specialization. Enrollment is limited to fully matriculated students who are nearing completion of their program. The course consists of reading, research, and practicum sessions. Required: For MA on Instruction and Curriculum All options except Classroom Instruction.

**EMSE 5099 Advanced Seminar II: Research in Education Practicum (3)**

Advanced seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of graduate specialization. Enrollment is limited to fully matriculated students who are nearing completion of their program. The course consists of reading, research, and practicum sessions. Prerequisites: Completion of minimum 24 semester hours. Required: For MA in Instruction and Curriculum all Options except Classroom Instruction.

**EMSE 5220 Teaching the Mathematics Curriculum (3)**

Exploration of curriculum patterns in mathematics K-12, with emphasis on grades 5-12, field-oriented experiences with instructional strategies for teaching mathematics. Prerequisite: Graduate Status

**EMSE 5230 Teaching the Science Curriculum (3)**

Investigation of the philosophy and research related to science programs for K-12. Current curricula and teaching practices will be examined. Students will learn a variety of science teaching techniques geared towards middle school and high school students.

**EMSE 5240 Teaching the Social Studies Curriculum (3)**

Overview of current values, objectives, curriculum and methodology of K-12. Social Studies instruction development of teaching skills, through micro teaching and production of instruction material for classroom use. Prerequisite: Graduate Status.

**EMSE 5310 Literature Across the Curriculum (3)**

A survey of literature for children and adolescents and its impact on learning. A cross-section of genre, thematic unit development and literature circles across cultures and curricula.

**EMSE 5311 Current Theory & Practice in Teaching Language Arts (3)**

A study of recent developments in the language arts and its theoretical base, including recent developments in teaching integrated, literature-based language arts, implementing language arts strategies across the curriculum and applying national and state standards. Prerequisites: Graduate Status

**EMSE 5314 Introduction to Language Arts and Reading in Preschool and Elementary Teaching (3)**

Introduction to the theory and practice of teaching listening, speaking, writing and viewing as part of an integrated, literature/content area based language arts program. Consideration will be given to how children develop as language arts learners. Prerequisite: Graduate Status and Approved Petition Required.

**EMSE 5315 Introduction Language Arts & Reading Teaching Content (3)**

Introduction to the basic theories and practices needed by content area teachers for teaching language arts across disciplines (math, science, history, language arts) to middle and secondary school students.

**EMSE 5320 Computers in School Curriculum (3)**

Study of (1) the implications of computing technology for education, (2) the nature and use of computer language in education and (3) the application of computers in classroom instruction in mathematics, sciences, language arts, and social studies.

**EMSE 5323 Theory/Practice Teaching Mathematics (3)**

Study of structure and number systems and intuitive geometry; application of theory to creative strategies for teaching content in a school setting; computer enhancements.

**EMSE 5330 Theory and Practice of Teaching Science (3)**

Examination of strategies and techniques for teaching science in elementary school

(K-8). Emphasis will be on inquiry science involving problem solving, hands-on and critical thinking theory and concepts will be examined and applied to methodology. Prerequisite: Graduate Status.

**EMSE 5341 The Structure of the Social Sciences and the Curriculum (3)**

An examination of the major concepts, generalization and methodology of the social sciences and their incorporation in the curriculum. Prerequisites: EMSE 5240 Teaching the Social Studies Curriculum

**EMSE 5401 Bilingual/Multicultural Education in American Schools (3)**

Study and evaluation of the history of bilingual-multicultural education and the role of the materials and existing programs in bilingual-multicultural education.

**EMSE 5403 Bilingual Child in American Society (3)**

Examination and analysis of the adjustments that the bilingual-bicultural child makes in the process of adapting to American schools and society. Prerequisites: Graduate Status.

**EMSE 5404 Historical & Cultural Background of the Limited English Proficient Student (3)**

An in-depth study of the history, language, and cultural heritage the bilingual/bicultural child. Examination of the ethnography of communication. Prerequisite: Graduate Status.

**EMSE 5410 Developing Language and Reading Skills in a Bilingual Setting (3)**

A comparison of the process of acquiring language and reading skills for bilingual/bicultural students in one's native language and the process of learning them in a second language. Prerequisite: Familiarity with a second language.

**EMSE 5411 Teaching Content Areas in a Bilingual Setting (3)**

Analysis and modeling of innovative approaches for teaching the content areas in bilingual/multicultural programs, including integration of content areas and language learning.

**EMSE 5420 Basic Theory and Practice of Teaching English as a Second Language (3)**

Provides study and practice in the methods, materials, and technological tools utilized

to teach English as a second language to English language learners. Prerequisite: ENG 5105 or Consent of Instructor.

**EMSE 5421 Advanced Theory and Practice of Teaching English as a Second Language (3)**

Principles underlying language teaching methodologies, as well as testing and curriculum design in the English as a Second Language Classroom. Prerequisites: EMSE 5420 and English 5105

**EMSE 5560 Introduction to Education: Teaching Theory and Practices (6)**

Seminar in curriculum and methodology emphasizing an understanding of pedagogical practices, patterns of growth and development, organization and classroom management, interactive teaching strategies and methods of assessment. Prerequisite: Bachelor's degree.

**EMSE 5561 Foundations of Education (3)**

An introduction to the historical, philosophical, social, psychological, political, economics, legal, and cultural foundations of education. Particular emphasis on the application of this foundation for the practice of teaching.

**EMSE 5810 Systematic Observation and Field Experience in Bilingual/ Multicultural Schools (3)**

Individualized study of teaching based on systematic observation and analysis of actual bilingual/multicultural classroom teacher performance using established category and observation systems.

**ENG 5105 General Linguistics (3)**

An introduction to the systematic study of language and its subsystems: phonology, morphology and syntax.

Prerequisite: Graduate standing or permission of instructor.

**ENG 5120 Language Acquisition (3)**

Application of linguistic theory and methodology to the study of first and second language acquisition and literacy. Prerequisite: ENG 5105 or permission of instructor

**ENG 5130 Phonology and Structure of American English (3)**

Seminar in the structure of American English. Emphasis on the relationship between

the phonological and systems as well as on the differences between spoken and written English. Prerequisite: ENG 5105 or permission of instructor

**ENG 5159 Introduction to ESL Assessment (1)**

An overview of issues and resources in the assessment of English language learners. Apply principles of assessment to familiar ESL contexts. Prerequisite: ENG 5105, ENG 5120, and ENG 5130.

**ENG 5160 Assessment of Second Language Proficiency (3)**

An applied linguistic perspective on assessment of second language ability: recent history and current trends. Preparation and evaluation of assessment instruments. Emphasis on English as a second language. Prerequisites: ENG 5105, ENG 5120, and ENG 5130

**ENG 5180 Contemporary Research in Applied Linguistics (3)**

The application of linguistic concepts to language learning research. Practice in designing and using research studies. Prerequisite: ENG 5160

**HIST 5810 Impact of Science and Technology on Culture (3)**

Study of the modern scientific and technological impact upon the development and transformation of world cultures. The resultant common social, economic, political and educational problems - from urban crisis to student unrest and intellectual anxiety. These problems and probable solutions discussed. Stress on need for anticipating probable consequences of scientific and technological innovations. Introduction to growing number of serious studies of world, futurists and their organizations. Should not be taken by those who have had HIST 4882 Philosophy, Science and Civilization II.

**ID 5800 Master's Thesis (3)**

Designed to provide timely investigation of a particular contemporary issue. As subject and content change each semester the course number also changes.

**PSY 5120 Social Psychology of Adolescence (3)**

Current issues and related theory and research in the social psychology of adolescence. Personality and cognitive development, the peer group and parent-youth rela-

tionships, socio-political action, the disadvantaged youth, the role of the educational institution in adolescent development.

**PSY 5610 Advanced Social Psychology (3)**

In-depth consideration of selected major theories and findings of social behavior. Topics chosen from among: aggression, interpersonal perception, attitudes, communication, group pressure and conformity, role behavior and patterns of social psychopathology. Prerequisites: Twelve credits of psychology, undergraduate or graduate (including course in social psychology).

**SOC 5300 Racial & Cultural Minorities (3)**

A comparative study of society-wide systems of differentiated opportunity based on color, religion or culture. A critical analysis of conflict, accommodations and assimilation in majority-minority relations.

**SPAN 5105 Contemporary Romance Linguistics (3)**

The course is designed to acquaint students with the origin, evolution, and contemporary status of the Romance languages with special emphasis on developments affecting Spanish. Course conducted in Spanish.

**SPAN 5110 History of the Spanish Language (3)**

An introduction to the historical development of Spanish to its present day usage. Course conducted in Spanish.

**SPED 5005 Foundations in Special Education (3)**

Etiologies, characteristics and prevalence of a wide range of disabilities, as well as attitudes and reactions toward persons with disabilities are covered. Role playing, case studies and field experience to learn specialized techniques are incorporated into course.



## Faculty

**Pablo Pintado-Casas, Assistant Professor**

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B.S., Ohio University  
M.E., Ohio University  
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M.A., New York University  
M.A., Seton Hall University  
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**Nieves, Nurka, Lecturer**

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# READING SPECIALIZATION PROGRAM

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Dr. Diane H. Tracey, Coordinator  
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## Degrees Offered

M.A. in Reading Specialization  
• Reading Specialist

Post-Master's Certification  
• Reading Specialization

Certification Program  
• Teacher of Reading

## Option: Reading Specialist

### Program Description

The Master of Arts in Reading Specialization, Reading Specialist Option is designed to provide the skills and techniques necessary to work with pupils who have reading problems and to work with teachers in the prevention of reading disabilities. Students completing all requirements are eligible for New Jersey certification as a reading specialist.

### Prerequisites

In addition to the University's admission requirements:  
• New Jersey Instructional Certificate

### Degree Requirements

- Two years teaching experience required by end of program to be eligible for certification
- Practicum
- Research seminar
- Prerequisite: Language Arts/Reading in Preschool/Elementary Curriculum or approved equivalent.

### Required Courses

CS 5480: Psychological and Theoretical Foundations of Reading 3  
CS 5410: Developmental Reading: Curriculum and Techniques 3  
CS 5411: Reading in Secondary Education 3  
CS 5412: Reading Disabilities 3  
CS 5415: Clinical Practices in the Diagnosis and Correction of Reading Disabilities I 3

CS 5416: Clinical Practices in the Diagnosis and Correction of Reading Disabilities II 3  
CS 5460: Administration and Supervision of Reading Programs 3  
CS 5493: Practicum in Reading 3

### Electives

*One course selected with advisement from the following:*  
CS 5470: Materials and Methods of Instruction for Teachers of Young Children  
CS 5471: Current Theory and Practice in the Teaching of Reading 3  
CS 5600: Remediation of Basic Skills 3

### Research

CS 5498: Advanced Seminar: Research in Reading Specialization I 3  
CS 5499: Advanced Seminar: Research in Reading Specialization II 3

**Total** 33

## Option: Reading Specialization (Post-Master's Certification)

### Program Description

This program fulfills requirements for New Jersey certification as a reading specialist and provides the skills and techniques necessary for work with pupils who have reading problems and for work with teachers in the prevention of reading disabilities. Students completing all requirements are eligible for New Jersey Certification as a Reading Specialist.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Standard Instructional Certificate
- Master's degree

### Degree Requirements

- 30 credits; 24 required; 6 electives
- Practicum

### Required Courses

CS 5410: Developmental Reading: Curriculum and Techniques 3  
CS 5411: Reading in Secondary Education 3

CS 5412: Reading Disabilities 3  
CS 5415: Clinical Practices in the Diagnosis and Correction of Reading Disabilities I 3  
CS 5416: Clinical Practices in the Diagnosis and Correction of Reading Disabilities II 3  
CS 5460: Administration and Supervision of Reading Programs 3  
CS 5480: Psychological and Theoretical Foundations of Reading 3  
CS 5493: Practicum in Reading 3

### Electives

*(Two courses selected with advisement from the following)*  
CS 5470: Methods and Materials of Instruction for Teachers of Young Children 3  
CS 5471: Current Theory and Practice in the Teaching of Reading 3  
CS 5600: Remediation of Basic Skills 3

**Total** 30

## Option: Teacher of Reading (Certification)

### Program Description

This program fulfills requirements for New Jersey certification as teacher of reading and focuses on the skills of prevention, remediation, and reading development. The Praxis Examination is required for certification.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Instructional Certificate

### Degree Requirements

- 30 credits
- Praxis Exam in Reading

### Required Courses

CS 5480: Psychological and Theoretical Foundations of Reading 3  
CS 5410: Developmental Reading: Curriculum and Techniques 3  
CS 5411: Reading in Secondary Education 3  
CS 5412: Reading Disabilities 3

CS 5470: Methods and Materials of Instruction for Teachers of Young Children	
CS 5481: Diagnostic/Prescriptive Teaching of Basic Skills	3
CS 5493: Practicum in Reading	3
CS 5600: Remediation in Basic Skills	3

#### Electives

(Two courses selected with advisement from the following)

CS 5471: Current Theory and Practice in the Teaching of Reading	3
EC 5100: Language, Reading and Thought in the Young Child	3
EMSE 5310: Literature Across the Curriculum	3

<b>Total</b>	<b>30</b>
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## Course Descriptions

### CS 5410 Developmental Reading: Curriculum and Techniques (3)

Focuses on the complications of the contemporary theoretical concepts of the reading process for classroom instruction. Emphasis will be placed on instructional methods and materials for the teaching of reading and the related language arts in the elementary grades.

### CS 5411 Reading in Secondary Education (3)

Study of the reading curriculum in grades 7 through 12. Course includes a review of linguistics and psychological bases for instruction through grades 6 as well as a brief examination of the material used. A teaching model, fusing content and process, will be developed as the basis for skill development, reading improvement and construction of a teaching guide. Current issues affecting reading instruction in the secondary school are examined.

### CS 5412 Reading Disabilities (3)

A consideration of the neurological, physical, mental and emotional aspects of the child which may impede learning. Attention is focused on understanding and interpreting standardized tests and testing instruments, their validity and reliability, and on classroom diagnosis and remediation of specific reading disabilities. Prerequisite: CS 5410.

### CS 5415 Clinical Practices in the Diagnosis and Correction of Reading Disabilities I (3)

A study of clinical practices in diagnosing failure in reading and in improving remedial instruction. Students administer, score and interpret various tests, compile case records and plan individual programs. Prerequisites: CS 5410, 5412.

### CS 5416 Clinical Practices in the Diagnosis and Correction of Reading Disabilities II (3)

A laboratory approach to the correction of reading disabilities with major emphasis on identification and instructional procedure involved in specific reading difficulties. Corrective instruction with pupils in need of such help. Additional hours required to be spent in working with a child, arranged at the convenience of the student. Prerequisite: CS 5415.

### CS 5460 Administration and Supervision of Reading Programs (3)

The role of the administrator and reading specialist in reading programs. Procedures designed to achieve different purposes: supervision of classroom teaching; creation of new developmental programs; parental and public relations; reorganization of current programs and survey of academic and fiscal needs of program planning. Prerequisites: CS 5410, 5415 and 5416.

### CS 5470 Methods and Materials of Instruction in Reading for Teachers of Young Children (3)

To investigate the nature and purposes of various reading programs in order to ascertain their appropriateness and effectiveness in teaching young children to read. Consideration will be given to current issues related to children with diverse backgrounds. Required: for Teacher of Reading Certificate; elective for other options.

### CS 5471 Current Theory and Practice in the Teaching of Reading (3)

Basic foundations course on teaching reading in elementary school for the non-reading specialist. Integration of reading with all areas of curriculum given practical classroom application.

### CS 5480 Psychological and Theoretical Foundations of Reading (3)

An investigation of the psychological and physical aspects of reading. A study of models of the reading process. An examina-

tion of the reading process in terms of growth areas and their relationship to reading disability.

### CS 5481 Diagnostic-Prescriptive Teaching in Basic Skills (3)

A study of diagnostic-prescriptive teaching in basic skills for children and adults. Emphasis will be on the development and implementation of prescriptive strategies applicable to the individual student's needs.

### CS 5493 Practicum in Reading (3)

A minimum of 75 hours of experience in developmental, corrective and remedial instruction in a school setting under the supervision of a cooperating reading specialist and a university supervisor. Hours are arranged cooperatively with the student. Prerequisite: CS 5416, CS 5460.

### CS 5498 - 5499 Advanced Seminar in Reading Specialization I & II (3, 3)

This is reading research practicum for advanced graduate students in Reading Specialization. Each student explores the literature in the field of reading and completes a major research project to prove this proficiency in collecting and analyzing data, as well as relating the findings to the research of others. Current problems in reading are explored. Prerequisites: 24 semester hours completed in Reading Specialist Program. Required for Reading Specialization.

### CS 5600 Remediation of Basic Skills (3)

Designed for graduate students who wish to increase their effectiveness in the teaching of basic skills to children requiring remedial assistance. Emphasis placed on causal diagnosis followed by remediation of the various skills.

### EC 5100 Language, Reading and Thought in the Young Child: Theory and Practice (3)

In-depth study of language development and reading as a cognitive and affective process. Current research and strategies for developing language arts/reading programs for young children.

### EMSE 5310 Literature Across the Curriculum (3)

A survey of literature for children and adolescents and its impact on learning. A cross-section of genre, thematic unit development and literature circles across cultures and curricula.

# SCHOOL OF SPECIAL EDUCATION AND LITERACY

Dr. Joan Kastner, Executive Director  
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Dr. Beverly Kling, Coordinator  
Room: HH-312  
Tel: 908-737-3845  
E-mail: [bkling@kean.edu](mailto:bkling@kean.edu)

## Degrees Offered:

M.A. in Special Education

- Autism and Developmental Disabilities
- Learning and Behavioral Disabilities

Post-Master's Certification

- Learning Disabilities Teacher Consultant
- BCBA-Board Certified Behavioral Analyst

Certification Program:

- Teacher of Students with Disabilities

## Option: Autism and Developmental Disabilities

### Program Description

The Master of Arts in Special Education, Autism and Developmental Disabilities prepares students to work in settings in which specialized assessments, practices in Applied Behavioral Analysis are implemented. Students with Autism and Developmental Disabilities are those individuals who have more severe/lifelong disabilities. Coursework actively involves students in critical thinking activities, where they examine and analyze theories and practices in teaching students in this domain. It also provides a foundation for candidates who may choose to pursue post-Master's BCBA. Students may apply to receive New Jersey Certification as a Teacher of Students with Disabilities after the completion of the required 21 credits.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Instructional Certificate

### Degree Requirements

- 36 credits (without co-requisite); 39 credits (with co-requisite)
- Two semesters of advanced seminar
- Professional Development Portfolio

## Core Courses

SPED 5005: Foundations in Special Education <sup>1,2</sup>	3
SPED 5020: Educational Strategies for Students with Disabilities <sup>2</sup>	3
SPED 5050: Assessment in Special Education <sup>2</sup>	3
SPED 5023: Computer Applications in Special Education <sup>2</sup>	3
SPED 5024: Differentiating Instruction in the Inclusive Classroom <sup>2</sup>	3
SPED 5068: Transition in Special Education <sup>2</sup>	3

<sup>1</sup>Waived for students certified in Special Education and students who have approved introductory coursework

<sup>2</sup>Courses must be completed to apply for NJ Certification as a Teacher of Students with Disabilities. In addition, one concentration course (in selected area), must be completed for NJ Certification as Teacher of Students with Disabilities. The targeted courses are marked \*.

## Concentration Courses

SPED 5701: Assessment of Students with Autism and Developmental Disabilities	3
SPED 5702: Educational Programming for Students with Autism and other Developmental Disorders	3
SPED 5705: Basic Applied Behavior Analysis for Autism and Developmental Disorders	3

## Electives

(One elective, either from another option, from offered electives in Special Education Graduate Program, or from another subject, with advisor approval)

## Research

SPED 5197: Problems and Issues in Special Education Research*	3
SPED 5198: Advanced Seminar: Research in Special Education I	3
SPED 5199: Advanced Seminar: Research in Special Education II	3

\*Note: SPED 5197 must be taken prior to SPED 5198-99

**Total** **36-39**

## Option: Learning and Behavioral Disabilities

### Option Description

The Master of Arts in Special Education, Learning and Behavioral Disabilities provides students with an in-depth background in working with students who are learning disabled and/or have emotional/behavioral disabilities. Students learn about the physiological causes of learning disabilities, enabling them to gain a more holistic perspective of their students. Students plan, implement, and assess instruction for individuals with learning disabilities in their clinical experience in an approved field site. Coursework actively involves students in critical thinking activities, where they examine and analyze theories and practices in teaching students in this domain, with a strong emphasis on best practices in behavior management.

Students may apply to receive New Jersey Certification as a Teacher of Students with Disabilities after the completion of the required 21 credits.

### Prerequisites

In addition to the University's admission requirements:

- New Jersey Instructional Certificate

### Degree Requirements

- 36 credits (without co-requisite); 39 credits (with co-requisite)
- Two semesters of advanced seminar
- Professional Development Portfolio

## Required Courses

SPED 5005: Foundations in Special Education <sup>1,2</sup>	3	18
SPED 5020: Educational Strategies for the Exceptional Child <sup>2</sup>	3	
SPED 5050: Assessment in Special Education <sup>2</sup>	3	
SPED 5023: Computer Applications in Special Education <sup>3</sup>	3	

SPED 5024: Differentiating Instruction in the Inclusive Classroom <sup>2</sup>	3
SPED 5068: Transition in Special Education <sup>2</sup>	3

<sup>1</sup>Waived for students certified in Special Education

<sup>2</sup>Courses must be completed to apply for NJ Certification as a Teacher of Students with Disabilities. In addition, one concentration course (in selected area), must be completed for NJ Certification as Teacher of Students with Disabilities. The targeted courses are marked\*.

### Concentration: Learning Disabilities 9

SPED 5410: Learning and Behavioral Disabilities and Literacy*	
SPED 5412: Strategies to Address Students with Learning and Behavioral Disabilities	3
SPED 5000: Physiological Basis of Learning and Behavior	3

### Electives 3

One elective, either from another option, from offered electives in the Special Education Graduate Program, or from another subject, with advisor approval

### Research 9

SPED 5197: Problems and Issues in Special Education Research*	3
SPED 5198: Advanced Seminar: Research in Special Education I	
SPED 5199: Advanced Seminar: Research in Special Education II	3

\*Note: SPED 5197 must be taken prior to SPED 5198-99

**Total 36-39**

### Learning Disabilities Teacher Consultant (Post Master's - Certification only)

Dr. Donna Strigari, Coordinator  
HH 311  
908-737-3844  
Email: dstrigar@kean.edu

### Program Description

This is a program leading to certification as a Learning Disabilities Teacher Consultant and is designed for the experienced teacher who wants to advance to a position on a Child Study Team. Its purpose is to train competent, capable, completely prepared professional Learning Disabilities Teacher Consultants to effectively function in a variety of settings diagnosing, assessing, and

remediating individuals who require special services. The program's design includes specific competencies presented sequentially in light of the background and experience of the professional entering the program. The process is self-reflective, integrating past experiences and knowledge with current practices, while determining skills for the future professional. Ethical considerations for clients as well as the value of each individual are highlighted. This program meets the standards of the NJ Department of Education Services.

### Prerequisites

In addition to the University's admission requirements:

- Master's degree
- Standard NJ or out-of-state instructional certificate
- Furnish an appropriate scholarly writing sample
- SPED 2025 Human Exceptionality or equivalent

### Degree Requirements

- 24 credits
- Practicum and Internship
- Minimum three years teaching experience with a valid NJ teaching certificate required for certification

### Specialization 324

CS 5600: Remediation in Basic Skills	3
PSY 5320: Learning Theory and Application	3
SPED 5000: Physiological Bases of Learning and Behavior	3
SPED 5005: Foundations in Special Education	3
SPED 5050: Assessment in Special Education	3
SPED 5415: Diagnosis of Learning Disabilities*	3
SPED 5416: Correction of Learning Disabilities*	3
SPED 5490: Internship for Learning Disabilities Specialist*	3

\*Must be taken as the culmination of this program.

**Total 24**

### Teacher of Students with Disabilities (Certification)

Dr. Beverly Kling, Coordinator

Room: HH-312

Tel: 908-737-3845

E-mail: bkling@kean.edu

Track A: Candidates seeking special education certification who are general education certification candidates under the Alternate Route Program

### Program Description

This is a program leading to certification as a Teacher of Students with Disabilities for those individuals who received primary certification through employment as a teacher and attendance at an Alternate Route Center established by the State of New Jersey.

### Prerequisites

In addition to the University's admission requirements:

- Certificate of Eligibility

### Degree Requirements

SPED 5005: Foundations in Special Education	3
SPED 5020: Educational Strategies for Students with Disabilities	3
SPED 5050: Assessment in Special Education	3
SPED 5023: Computer Applications in Special Education	3
SPED 5024: Differentiating Instruction in the Inclusive Classroom	3
SPED 5068: Transition in Special Education	3
SPED 5071: Addressing Literacy for Students with Special Needs	3
SPED 5078: Collaboration in the Inclusive Classroom	3

**Total 24**

Track B: Candidates who already hold a Certificate of Eligibility with Advanced Standing (CE-AS) or a Standard certificate for teaching in New Jersey

### Program Description

This is a program leading to certification as a Teacher of Students with Disabilities for those individuals who hold a standard certificate or certificate of eligibility with advanced standing for teaching in the State of New Jersey.

## Prerequisites

In addition to the University's admission requirements:

- NJ standard instructional certificate or CEAS

## Degree Requirements

SPED 5005: Foundations in Special Education	3
SPED 5020: Educational Strategies for Students with Disabilities	3
SPED 5050: Assessment in Special Education	3
SPED 5023: Computer Applications for Special Education	3
SPED 5024: Differentiating Instruction in the Inclusive Classroom	3
SPED 5068: Transition in Special Education	3
SPED 5071: Addressing Literacy for Students with Special Needs	3

**Total** **21**

## Post-Master's Certification

### Option: Applied Behavior Analysis: Autism and Developmental Disabilities

Dr. John Burke, Advisor

## Program Description

This Post-Master's program in Applied Behavior Analysis (ABA) is designed for educators and other professionals. It provides in-depth knowledge and skills in the application of behavioral analytic assessments and intervention strategies for students with Autism Spectrum Disorders. The goal of this program is also to provide the required coursework while bridging between the implementation of behaviorism with other disciplines using a transdisciplinary model.

## Program Requirements

- 18 credit course sequence
- 6 credits of program practicum

The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.

## Required Courses and Practicum

SPED 5701: Assessment of Individuals with Autism and other Developmental Disabilities	3
SPED 5702: Educational Programming for Students with Autism and other Developmental Disabilities	3
SPED 5705: Basic Applied Behavior Analysis for Students with Autism and other Developmental Disabilities	3
SPED 7901: Single Subject Assessment Methodology	3
SPED 7902: Autism: Collaborative APA Trans-Disciplinary Intervention	3
SPED 7903: Ethics and Professional Standards in Applied Behavioral Analysis	3

## Additional Required Practicum for Completion of Post Master's Certification

SPED 7904: Practicum in ABA	3
SPED 7905: Advance Practicum in ABA	3

**Total** **24**

## Course Descriptions

### CS 5600 Remediation of Basic Skills (3)

Designed for graduate students who wish to increase their effectiveness in the teaching of basic skills to children requiring remedial assistance. Emphasis placed on causal diagnosis followed by remediation of the various skills.

### PSY 5320 Learning Theory and Applications (3)

Major contemporary learning models and their behavioral applications especially in schools. Required for School Psychology, Psychological Services, Learning Disabilities. Prerequisites: Nine hours in psychology, either graduate or undergraduate.

### SPED 5000 Physiological Bases of Learning and Behavior (3)

This course provides a basic knowledge of the neurological causes of learning disabilities along with development of skills in recognizing neurological causes of learning disorders. As students engage in research, they are encouraged to develop values in brain-based research.

### SPED 5005 Foundations in Special Education (3)

Etiologies, characteristics and prevalence of a wide range of disabilities, as well as attitudes and reactions toward persons with

disabilities are covered. Role playing, case studies and field experience to learn specialized techniques are incorporated into course.

### SPED 5020 Educational Strategies for Students with Disabilities (3)

Theories and techniques that pertain to special education are applied to specific instructional, social, and emotional domains. Current legislation, special education processes and trends are covered.

### SPED 5023 Computer Applications in Special Education (3)

This hands-on course is intended for professionals who work with special populations. They learn how to utilize adaptive devices and to modify applications software to assist in incorporating computers into the curriculum.

### SPED 5024 Differentiating Instruction in the Inclusive Classroom (3)

This course examines the essential elements of inclusive education. Strategies to differentiate instruction in inclusive settings are explored.

### SPED 5050 Assessment in Special Education (3)

Formal and informal assessment tools will be examined in cognition, achievement, special aptitudes and interests and emotional/social functioning. Current trends are examined as students explore and apply test instruments in the classroom setting.

### SPED 5068 Transition in Special Education (3)

Legal and historical influences on transition, along with agency and programs factors that drive this process will be covered. Skills needed for individuals with disabilities to successfully transition into adult life will be explored.

### SPED 5071 Addressing Literacy for Students with Special Needs (3)

This course will explore special issues and approaches to teach literacy to students, with an emphasis placed upon students with special needs. Theory, research, and practice are explored in the field of literacy.

### SPED 5078 Collaboration in the Inclusive Classrooms (3)

This course concentrates on the elements of collaboration essential to inclusive classrooms. History of collaborative practices,

strategies for collaboration, and case studies will be explored.

**SPED 5197 Problems and Issues in Special Education Research (3)**

Students design research proposals with an emphasis placed upon action research. Evaluation of special education research emphasizes historical and current perspectives. Prerequisite: Completion of 18 credits in MA in Special Education Program.

**SPED 5198 Advanced Seminar: Research in Special Education I (3)**

In this first part of a two semester course, students design and implement a research project, resulting in a thesis. Students are encouraged to apply results in classroom setting and/or publish findings. SPED 5198 is a prerequisite for SPED 5199. Prerequisites: SPED 5197, Problems and Issues in Special Education Research. Students must have completed 21 semester hours in the program.

**SPED 5199 Advanced Seminar: Research in Special Education II (3)**

In this second part of a two-semester course, students design and implement a research project, resulting in a thesis. Students are encouraged to apply results in classroom setting and/or publish findings. SPED 5198 is a prerequisite for SPED 5199. Prerequisites: SPED 5197, Problems and Issues in Special Education Research. Students must have completed 21 semester hours in the program.

**SPED 5410 Learning and Behavioral Disabilities and Literacy (3)**

Theories and practices in psycho educational diagnosis and remediation of learning disabilities are covered. The areas of perception, cognition, language and motivation are explored in relation to academics and classroom performance.

**SPED 5412 Strategies to Address Students with Learning and Behavioral Disabilities (3)**

The strategies instruction model is emphasized, with specific theories and application of techniques derived from the model. The course required students to participate in a 10-12 hour clinical experience in a setting in which is approved.

**SPED 5415 Diagnosis of Learning Disabilities (2)**

An overview of the nature and causes of learning disabilities as they involve intellectual and linguistic competencies, visual and auditory perception, social and physiological function, learning strategies and motivational parameters. Methods and techniques used in the assessment of the above and ways of communication diagnostic findings. Prerequisites: SPED 2051 Introduction to Education of the Handicapped. SPED 5000 and 5050; PSY 5230. Limited to students matriculated in Learning Disabilities Teacher Consultant program.

**SPED 5416 Correction of Learning Disabilities (3)**

An overview of historical development of remediation theories along with consideration of specific theories and the application of techniques derived from these theories. Prerequisite: SPED 5415, must be matriculated in Learning Disabilities Teacher Consultant Program..

**SPED 5490 Intern I Learning Disability (3)**

150 hours supervised experience in educational assessment, educational planning, team participation, teacher consultation and in-service program development; meets State L.D.T.C. 90 hour practicum requirements. Prerequisite: Permission of learning disabilities advisor. Limited to students matriculated in Learning Disabilities Teacher Consultant program.

**SPED 5495 National Certification for Educational Diagnosticians Test Preparation (3)**

Course provides materials essential for passing the National Certification Examination. Learning characteristics, assessment practices, laws, and administration and interpretation of tests are examined. Prerequisites: Completed certification for LDT/C or presentation of state certification.

**SPED 5701 Assessment of Individuals with Autism and Developmental Disabilities (3)**

Both functional and traditional assessment procedures are explored for individuals with autism and developmental disabilities across home, school and community settings for the purpose of program planning, IEP development and articulation with service agencies.

**SPED 5702 Educational Programming for Students with Autism and Developmental Disabilities (3)**

Current issues and educational practices relevant to work with students with developmental disabilities and autism emphasize programming over the life span.

**SPED 5705 Basic Applied Behavior Analysis for Autism and Developmental Disabilities (3)**

Applied Behavior analysis strategies in school settings will be emphasized, in addition to strategies to conduct functional behavioral assessments and provide behavioral supports for children with autism and academic and behavioral difficulties.

**SPED 7901: Single Subject Assessment Methodology (3)**

The focus of this course is on the fundamentals of behavior-analytic evaluation single-case time series methods used within clinical and research settings. Participants will learn to utilize these designs while assessing intervention programs for students.

**SPED 7902: Autism: Collaborative ABA Trans-disciplinary Intervention (3)**

Students examine research based approaches used with students with autism to increase attention, communication, social, academic skills and involvement in group activities. Emphasis will be on methods for promoting both acquisition and generalization across disciplines.

**SPED 7903: Ethics and Professional Standards in Applied Behavior Analysis (3)**

Students will gain an in-depth understanding of ethical and professional conduct standards for behavior therapists based on the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts.

**SPED 7904 Practicum in ABA (3)**

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. One to one and small group supervision will be provided on a weekly basis. Students will apply the content of the Post Master's ABA program.



### **SPED 7905 Advance Practicum in ABA (3)**

Students will participate in an advanced practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Weekly one to one and small group supervision will continue. Students will implement an approved research study.

### **Faculty**

**Barbara Lee, Associate Professor**  
Ph.D. Temple University

**Beverly Kling, Professor**  
Ed.D. Rutgers University

**Susan Polirstok, Professor**  
Ed.D. Columbia University

**Donna Strigari, Assistant Professor**  
Ed.D. Seton Hall University

**Patricia Higgins, Lecturer**  
Ed.D. Arcadia University

**Michele Havens, Lecturer**  
Ed.D., Rutgers University

**John Burke, Assistant Professor**  
Ph.D., University of California Santa Barbara and UCSF Medical School.  
Fellowship at Johns Hopkins University

**Denise Ensslin, Lecturer**  
M.A.

**Victoria Rey, Associate Professor**  
Ed.D.

**Ethel E. Young, Professor**  
Ph.D.

**Davida R. Schuman, Professor**  
Ph.D.

**Joan Kastner, Executive Director**  
Ph.D.

# **College of Humanities and Social Sciences**

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Suzanne Bousquet, Ph.D.  
Dean

## **Degrees Offered**

### **Masters Degrees**

Communication Studies (M.A.)  
English and Writing Studies (M.A.)  
Holocaust and Genocide Studies (M.A.)  
Psychology – Forensic Psychology (M.A.)  
Psychology – Human Behavior and Organizational Psychology (M.A.)  
Psychology – Psychological Services (M.A.)

### **Professional Diplomas**

Marriage and Family Therapy

### **Post-Baccalaureate Certificates**

Conflict Resolution and Communications  
Leadership and Communications  
Public Relations and Journalism  
Public Speaking and Presentation  
Teaching Holocaust and Prejudice Reduction

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name.

# SCHOOL OF COMMUNICATION, MEDIA AND JOURNALISM

Dr. Wenli Yuan, Program Coordinator

Room: CAS-426

Tel: 908-737-0471

E-mail: [wyuan@kean.edu](mailto:wyuan@kean.edu)

## Degrees Offered

M.A. in Communication Studies

Post-Baccalaureate Certificate:

- Conflict Resolution and Communication
- Leadership and Communication
- Public Speaking and Presentation Training
- Public Relations and Journalism

- Nine (9) credits required core courses
- Eighteen (18) credits elective courses
- Six (6) thesis credits

Non-Thesis Option – 33 credits

- Nine (9) credits required core courses
- Twenty-four (24) credits elective courses
- Comprehensive Examination (no credit received)

## Program Description

The Master of Arts in Communication Studies links the process of human communication with organizational behavior, interpersonal relationships, leadership, culture, and management practices within a diverse and changing society. Students are provided the opportunity to engage in a multifaceted course of study that integrates both theoretical frameworks and practical approaches. Our program not only prepares students for advanced doctoral education, but also equips them with competent communication skills needed in a workplace.

In addition to the master's degree, we also offer four certificate programs in conflict resolution, leadership, public speaking, and public relations/journalism. Further, our mediation course is a state-certified training course for mediators.

## Degree Requirements

*Students must complete 33 credit hours culminating in either a thesis option or a non-thesis option.*

### Required Coursework

COMM 5002: Quantitative Research Methods*	3
or	
COMM 5005: Interpretive Research Methods*	3
COMM 5004: Organizational Communication Theory	3
COMM 5006: Organizational Culture	3

\*Take Either COMM 5002 or COMM 5005

### Non-Thesis vs. Thesis Option

Thesis Option – 33 credits

### Elective Coursework:

COMM 5001: Advanced Theories in Interpersonal Communication	3
COMM 5003: Strategic Communication Consulting	3
COMM 5007 Current Issues in Organizational Communication	3
COMM 5009: Public Relations Theory, Strategy and Management	3
COMM 5010 Current Issues in Communication and Culture	3
COMM 5011: Corporate Communication Management	3
COMM 5012: Small Group Communication and Decision Making and Leadership	3
COMM 5013: Motivational Speaking Practices	3
COMM 5014: Speech Writing and Presentation Coaching	3
COMM 5016: Current Issues in Applied Communications	3
COMM 5020: Communication and Leadership	3
COMM 5021: Communication Training and Development	3
COMM 5216: International Business Communication	3
COMM 5225: Corporate Advertising Principles	3
COMM 5425: Nonverbal Communication	3
COMM 5510: Communication and Popular Culture	3
COMM 5525: Communication and Technology	3
COMM 5535: Crisis Communication in Organizations	3
COMM 5540 Communication and Conflict Resolution	3
COMM 5550: Media Management	3

COMM 5590: Business and Technical Presentations	3
COMM 5610: Communication and Law	3
COMM 5620: Convergent Journalism	3
COMM 5615: Communication and Mediation	3
COMM 5625: Communication and Negotiation	3
COMM 5626: Multicultural Communication in International Conflict Resolution	3
COMM 5630: Gender, Language and Communication	3
COMM 5635: Persuasion	3
COMM 5640: Public Relations Cases	3
COMM 5660: Public Relations	3
COMM 5665: Public Relations Writing	3
COMM 5675: Corporate Advertising	3
COMM 5900: Digital Communication	3
ID 5800: Thesis (required for Thesis Option)	6
<b>Total</b>	<b>33</b>

## Course Descriptions

### COMM 5001 Advanced Theories in Interpersonal Communication (3)

An intensive evaluation and application of theories and research within interpersonal Communication. Selected problems and contemporary research will be emphasized.

### COMM 5002 Quantitative Research Methods (3)

An intensive study of quantitative research designs with an emphasis on assessing strengths and limitations of the various approaches. Individual research projects are planned, conducted, and reported.

### COMM 5003 Strategic Communication Consulting (3)

In-depth examination of research conducted on Communication consulting and training; design of consulting and training programs for use in organizational environments. Examination of organizational communication systems and the design of communication audit procedures.

**COMM 5004 Organizational Communication Theory (3)**

Analysis of traditional and contemporary theories of communication in context of modern complex organizations. The theoretical relationship between Communication and organizations through the study of discourse, meanings, symbols, and information flow.

**COMM 5005 Interpretive Research Methods (3)**

An intensive study of interpretive and critical research methods in communication. Emphasis will be on specific interpretive methods such as discourse analysis, textual analysis, interviews and focus groups.

**COMM 5006 Organizational Culture (3)**

An investigation of the intersection between organizational culture and communication. This course will cover various facets of culture that influence Communication in an assortment of organizational settings.

**COMM 5007 Current Issues in Organizational Communication (3)**

Intensive study of a selected topic from the theoretical and research literature of organizational communication; critique of research findings and methodologies.

**COMM 5009 Public Relations Theory, Strategy and Management (3)**

Examination of public relations theory and strategies for shaping organizational goals. Emphasis on managing corporate communication campaigns.

**COMM 5010 Current Issues in Communication and Culture (3)**

Intensive study of a selected topic from the theoretical and research literature of communication and culture; critique of research findings and methodologies.

**COMM 5011 Corporate Communication Management (3)**

Examination of organizational communication strategies and management. Analysis of the corporate and organizational communication manager in shaping organizational goals and policy.

**COMM 5012 Small Group Communication and Decision Making and Leadership (3)**

Examination of small group communication theory, decision making, and leader-

ship. Analysis of how small groups function in organizational settings with emphasis on improving communication.

**COMM 5013 Motivational Speaking Practices (3)**

A focus on a broad study of formal and informal speaking and listening skills within business, corporations public and governmental agencies, including creating a professional image and corporate strategies and tactics

**COMM 5014 Speech Writing and Presentation Coaching (3)**

Writing and delivering written texts using rhetorical devices and dealing with communication apprehension in the delivery of presentations. How to encourage others to deliver speeches.

**COMM 5016 Current Issues in Applied Communication (3)**

Intensive study of a selected topic from the theoretical and research literature of applied communication; critique of research findings and methodologies.

**COMM 5020 Communication and Leadership (3)**

Advanced concepts, theories, and skills related to communication and leadership. In-depth analysis focusing on various communication strategies and approaches for leading organizations and managing individuals and teams. Examination of leadership related to decision-making, organizational problem solving and change management.

**COMM 5021 Communication Training and Development (3)**

Examination of organizational communication systems and the design of communication audit procedures. Emphasis on practical experience in applied communication, including supervised fieldwork in which students use their theoretical knowledge in actual organizational communication settings.

**COMM 5216 International Business Communication (3)**

This course focuses on theories and practices of effective communication in international/ cross-cultural business environments.

**COMM 5225 Corporate Advertising Principles (3)**

Advanced examination of the basic theories and principles used in developing corporate advertising. Examination of the relationship between companies, public relations, and ad agencies in the development of communication campaigns.

**COMM 5425 Nonverbal Communication (3)**

An examination of the concepts of nonverbal communication including the study of space, touch, body movements, as well as visual interaction, facial and vocal expression. Emphasis on integrating theory, research, and practical knowledge of nonverbal communication.

**COMM 5510 Communication and Popular Culture (3)**

The advanced study of contemporary rhetorical tools of criticism as applied to ideological messages in speech, art, music, television, radio and drama. Analysis of current research related to the topic.

**COMM 5525 Communication and Technology (3)**

An examination of new technology's impact within various communication contexts.

**COMM 5535 Crisis Communication in Organizations (3)**

Analysis of the stages of a crisis, development of plans and dealing with the media in public and interpersonal settings.

**COMM 5540 Communication and Conflict Resolution (3)**

In-depth study and analysis of communication messages that create, build, maintain and resolve conflict on an interpersonal or societal level. Examination of current research.

**COMM 5550 Media Management (3)**

This course examines various concepts of management principles and theories relevant to electronic media management of personnel, programming, sales, and promotion.

**COMM 5590 Business and Technical Presentations (3)**

An introduction to the principles, practice and importance of oral presentations within business and professional settings. Appli-

cation of presenting informative and persuasive reports and research.

### **COMM 5610 Communication and Law (3)**

An examination of the communication of lawyers, judges, litigants and jurors in the criminal and civil justice system. Survey of communication as it applies to the legal context.

### **COMM 5615 Communication and Mediation (3)**

Advanced practical training and theoretical understanding of mediators and mediation. Understanding the tradition, history, and theory behind mediation, as well as implications of/for alternative dispute resolution, and practical hands on training in the Communication processes of mediation.

### **COMM 5620 Convergent Journalism (3)**

Advanced application of television and media journalism techniques, and the handling of news and information in society. Analysis of various advanced reporting and editing strategies.

### **COMM 5625 Communication and Negotiation (3)**

Communication skills to negotiate personal, Community and high stake disputes. Constructive problem solving approaches to find solutions to meet the needs of all disputants.

### **COMM 5626 Multicultural Communication in International Conflict Resolution (3)**

Explores international Communication to address conflict and resolutions in mediated, interpersonal, organizational, and multicultural interactions. Highlights applied uses of Communication in various workplace, legal, educational and Community settings across borders and cultures.

### **COMM 5630 Gender, Language and Communication (3)**

Advanced analysis of communication processes and behaviors that create and recreate gender roles for both women and men. An in-depth examination of gender issues in media and technology, education, workplace, and interpersonal relationships. Analysis of current research related to the topic.

### **COMM 5635 Persuasion (3)**

Advanced examination of the nature of persuasion in human interaction and decision

making. Explores various definitions, models, theories, and research in persuasion. Examines ethical perspectives of persuasion and how to create effective persuasive messages.

### **COMM 5640 Public Relations Cases (3)**

Advanced critique and analysis of effective public relations principles, practices, and strategies in a legal and ethical context. Examination of current research related to the topic.

### **COMM 5660 Public Relations (3)**

An advanced examination of the principles and practices of public relations. Analysis of current strategies and research related to the topic.

### **COMM 5665 Public Relations Writing (3)**

Advanced preparation of public relations documents and portfolio. Analysis of current research related to the topic.

### **COMM 5675 Corporate Advertising (3)**

An in-depth study of the concepts and processes of media advertising focusing on the economic, regulatory, global and social forces that impact the management of advertising campaigns in the radio, television, cable, and telecommunication industries.

### **COMM 5900 Digital Communication (3)**

A production-oriented course designed to integrate principles and practices of digital media communication. Students will prepare and present digital media productions.

### **ID 5800/5801 Thesis**

The thesis option (ID 5800) may be taken in some programs, with permission of the program coordinator, in lieu of the Advanced Seminar. Students considering completion of a graduate thesis must have successfully completed 21 graduate credits in their program with a minimum grade point average of 3.0. Students must also possess a strong background in research methodology and writing, extensive knowledge of the field in which the work is to be undertaken, and a clear concept of the problem to be investigated. Prior approval must be obtained from the program coordinator as well as the consent of the graduate faculty member who will serve as sponsor, along with approval of the appropriate College Dean. The approved application must be submitted (for final approval) to the Office of the Registrar prior to registration

for the thesis. Completion of the thesis requires six credits, which may be taken over a two semester sequence, or in one semester.

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## **Post-Baccalaureate Programs**

### **Program Requirements**

*Choose any four (12 credits) from the following.*

COMM 5012 Small Group Communication & Decision Making  
COMM 5535 Crisis Communication  
COMM 5540 Communication and Conflict Resolution  
COMM 5610 Communication and Law  
COMM 5615 Communication and Mediation  
COMM 5625 Communication and Negotiation  
COMM 5626 Multicultural Communication in International Conflict Resolution

Students who opt to take the courses for credit may apply them toward a Master of Arts in Communication Studies if they have earned a grade of B or better in each course.

### **Post- Baccalaureate Certificate in Conflict Resolution and Communication (12 credits)**

Individuals with professional expertise in resolving conflicts are in high demand. Whether you are looking to add conflict resolution to your professional skills or are interested in becoming a conflict resolution professional, Kean University's Certificate Program in Conflict Resolution and Communication provides both the highest level of skill development in conflict-resolution methods and the communication skills required to successfully apply these methods.

### **Post- Baccalaureate Certificate in Leadership and Communication (12 credits)**

Designed with the working professionals in mind, this certificate program provides basic and advanced strategies and techniques to become an effective leader. It helps students develop the highest level of skills in communication and leadership.

## **Post- Baccalaureate Certificate in Public Speaking and Presentation Training (9 credits)**

Public presentation is one of the basic skills in the workplace and in the community.

Giving a presentation involves learning to think on one's feet. Awareness of verbal and nonverbal tools enhances a speaker's credibility and skills. Critical thinking and analysis of the public discourse of other communicators help to shape the eloquent communicator. Communication is an ethical act that involves responsible interaction between the communicator and the wider community. This skill will help communicators in whichever field they decide to pursue.

## **Post- Baccalaureate Certificate in Public Relations and Journalism (12 credits)**

In a constantly changing media landscape, radio, television, print and electronic journalism are converging to create new ways for people to find information. At the same time public relations specialists are in increasing demand as organizations seek to get their messages out to stakeholders and the wider community. The concrete skills of writing, reporting and research never go out of style. This certificate is unique in that it is the only program of its kind in New Jersey.

## **Faculty**

### **Courtney Atkins, Lecturer**

B.A., Monmouth University  
M.A. Kean University

### **Bailey Baker, Associate Professor**

B.A., Cal State University  
M.A., Ph.D., Purdue University

### **Fred Fitch, Assistant Professor**

B.A. Asbury College  
M. Div., Asbury Theological Seminary,  
ThM., Trinity International University  
Ph.D., University of Kentucky

### **William Kolbenschlag, Lecturer**

B.A., M.A., Monmouth University

### **Pat Winters Lauro, Assistant Professor**

B.A., Fordham University  
M.S. Columbia

### **Cathleen Londino, Professor**

B.S., M.A., Northern Illinois University  
Ph.D., University of Michigan

### **Christopher Lynch, Associate Professor**

B.A., Assumption College  
M.A., M. Div., St. John's University  
Th.M., Princeton Theological School,  
Ph.D., Temple University

### **Scott McHugh, Assistant Professor**

B.A., LaSalle University  
M.S. Colorado State University  
Ph.D., Penn State University

### **Kristine Mirrer, Associate Professor**

B.S., Northwestern University,  
M.A., Ph.D., University of Michigan

### **Brian Oakes, Assistant Professor**

B.F.A., Eastern Michigan University  
M.F.A., University of Southern California

### **Jack Sargent, Associate Professor**

B.A., Drake University  
M.A. Washington State  
Ph.D., University of Nebraska-Lincoln

### **Jerimiah Sullivan, Lecturer**

B.A., M.A., Seton Hall University

### **Janet Yedes, Assistant Professor**

B.A., M.A., Indiana University  
Ph.D., Temple University

### **Wenli Yuan, Associate Professor**

B.A., Beijing Institute of Business  
M.A. Western Kentucky University  
Ph.D., University of Kentucky

# DEPARTMENT OF ENGLISH-WRITING STUDIES

Dr. Maria Zamora

Room: CAS-329

Tel: 908-737-0385

Email: [mzamora@kean.edu](mailto:mzamora@kean.edu)

## Degrees Offered

M.A. in English-Writing Studies

## Program Description

The Master of Arts in English-Writing Studies offers both a rigorous overview of writing scholarship and flexible, programmatic choices that support students in following their own professional, practical, and creative aspirations. The program was designed for individuals who want to pursue both an in-depth exploration of writing studies as a discipline, and an individualized course of study tailored to their particular interests and employment needs.

## Prerequisites

Minimum of 12 undergraduate credits in English or an area of study related to the degree (Communication, Literacy Studies, etc.), excluding freshman composition or first-year writing

## Degree Requirements

### Core Courses

ENG 5002: Composition Studies: Research and Methods 3  
ENG 5020: Writing Theory and Practice 3

### Elective Courses

ENG 5000: Advanced Writing Poetry 3  
ENG 5010: Graduate Writing Workshop 3  
ENG 5017: Writing Creative Non-Fiction 3  
ENG 5030: Topics in Composition Practice 3  
ENG 5031: Topics in Composition Theory 3  
ENG 5070: Writing Center Theory and Practice 3  
ENG 5071: Topics in Writing Center Development and Administration 3  
ENG 5075: Topics in Writing Program Administration 3  
ENG 5081: Introduction to Electronic Literature 3  
ENG 5085: Composition Theory and New Media 3  
ENG 5090: Issues and Research in Writing 3  
ENG 5092: Grant Writing 3

ENG 5125: Language and Society 3  
ENG 5130: The Language of Race and Ethnic Identity 3  
ENG 5150: African American English 3  
ENG 5171: Pragmatics: Language in Use 3  
(6 credits can be completed outside the program with advisement)

### Thesis

ENG 5698: Advanced Seminar I: Research in Writing Studies and  
ENG 5699: Advanced Seminar II: Research in Writing Studies 3  
or  
ID 5800 Thesis (two semesters at 3 credits each) 6  
or  
ID 5801 Thesis (one semester at 6 credits) 6  
**Total 30**

## Course Descriptions

### ENG 5000 Advanced Writing Poetry (3)

Intensive writing of poetry leading to book-length manuscript. Special attention to voice, prosody, models, crafting, and theory of writing poetry. Multi-media mixes. Community outreach and publishing.

### ENG 5002 Composition Studies: Research and Methods (3)

Provides a representative overview of composition studies approaches to research and methods.

### ENG 5010 Graduate Writing Workshop (3)

Graduate writing workshop intensive with special emphasis on writing process, discourse, and style. Analysis of professional models, strategies, and standards. Students develop skills necessary for graduate level course work.

### ENG 5017 Writing Creative Non-Fiction (also offered as TravelLearn) (3)

A course on writing creative nonfiction devoted to in-depth, practical and theoretical experimentation with one or more sub-genres of creative nonfiction, such as

Memoir, Humor and Satire, Self-Help, Travel, Science, Politics, Spirituality and Religion, or Nature.

### ENG 5020 Writing Theory and Practice (3)

Introduction to the major principles and issues related to the teaching of writing, emphasizing practical application across the disciplines. This course cannot count as graduate credit if taken for an undergraduate degree.

### ENG 5030 Topics in Composition Practice (3)

Focused study of specific aspects of composition practice. Topics, such as the Writing Process, Assessment, or Revision, will vary each time the course is offered. Course may be taken for credit more than once if topics differ.

### ENG 5031 Topics in Composition Theory (3)

Intensive examination, analysis, and application of theories explaining how people produce texts. Topics, such as Social Constructivism, Post-Process Models, and Current-Traditional Approaches, will vary each time the course is offered. Course may be taken for credit more than once if topics differ.

### ENG 5070 Writing Center Theory and Practice (3)

Introduction to writing center theory and practice. The course will provide experience with theory surrounding writing center work, composition research associated with writing centers, and best practices for conducting writing center sessions.

### ENG 5071 Topics in Writing Center Development and Administration (3)

Examine and critique current models for developing and administering writing centers. Students will develop administrative protocols, budgets, vision statements, tutor training programs and other documents necessary for the operation and on-going development of a writing center at institution(s)



where they (expect to) work. This course may be taken for credit more than once if the topics studied differ.

### **ENG 5075 Topics in Writing Program Administration (3)**

Critically engage current models for developing and administering writing programs. Students will develop administrative protocols, curricula, vision statements, budgets, and other documents appropriate for the operation and on-going development of writing program(s) appropriate to the grade level, students, and context of the institution(s) where they (expect to) work.

### **ENG 5081 Introduction to Electronic Literature (3)**

Evolution and theory of electronic literature including hypertext fiction, network fiction, interactive works, and digital poetry. Students will read, analyze and compose works representative of the emerging canon of electronic literature.

### **ENG 5085 Composition Theory and New Media (3)**

Changes in composition theory and practice in light of emerging technologies for writing. Special topics may include visual rhetorics, politics of the interface; theories of multimedia composing, the digital divide, and other topics and may focus on primary, secondary, or post-secondary levels. The course may be taken for credit more than once if topics studied differ.

### **ENG 5090 Issues and Research in Writing for the Workplace (3)**

Readings, discussion, and writing projects focused on theory, research methods, and practice in professional writing. Topics include authorship and ethical responsibilities; professional, cultural, and political dynamics; technological opportunities and challenges; and print and electronic publication.

### **ENG 5092 Grant Writing (3)**

Intensive examination of and practice in the process, structure, and skills for professional proposal writing that address the basics of gaining foundation, corporate, and government funding. Students will complete and submit a grant proposal.

### **ENG 5125 Language and Society (3)**

Analysis of language as a reflection of society and language use in specific social contexts. Introduction and application of re-

search tools for English language studies. Focus on written and transcribed text.

### **ENG 5150 African American English (3)**

An examination of the historical evolution of Black English and its linguistic features. An analysis of issues specific to African-American English speakers in selected socio-cultural settings with particular emphasis on education. An examination of strategies for resolution of linguistic conflicts.

### **ENG 5130 The Language of Race and Ethnic Identity (3)**

Examination of representations of race and ethnicity and how the relationship between language and power influences the socio-rhetorical construction of identity—one's own and others'.

### **ENG 5171 Pragmatics: Language in Use (3)**

The study of meaning in context: the application of pragmatics in a variety of contexts, such as literary analysis, second and foreign language learning, professional-client interaction, dispute resolution, translating, and gender interaction.

### **Thesis**

#### **ENG 5698, 5699 Advanced Research Seminar I & II: Research in Writing Studies**

Designed to bring graduate students together for the purpose of exploring significant concepts or issues in their area of graduate specialization, these courses consist of reading, research, writing, and practice, culminating in the completion of a thesis evidencing competence in the field. Enrollment open to matriculated students nearing completion of their degree only. Prerequisites: 21 graduate English credits.

### **Thesis**

#### **ID 5800/5801**

The thesis option (ID 5800) may be taken in some programs, with permission of the program coordinator, in lieu of the Advanced Seminar. Students considering completion of a graduate thesis must have successfully completed 21 graduate credits in their program with a minimum grade point average of 3.0. Students must also possess a strong background in research methodology and writing, extensive knowledge of the field in which the work is to be undertaken, and a clear concept of the problem to be investigated. Prior approval

must be obtained from the program coordinator as well as the consent of the graduate faculty member who will serve as sponsor, along with approval of the appropriate College Dean. The approved application must be submitted (for final approval) to the Office of the Registrar prior to registration for the thesis. Completion of the thesis requires six credits, which may be taken over a two semester sequence, or in one semester.

## **Faculty**

### **Sally Chandler, Associate Professor**

B.A., The College of Wooster,  
M.A., Wayne State University  
Ph.D., Wayne State University

### **Ruth Griffith, Associate Professor**

B.A., Rutgers State University  
M.A., Columbia University  
Ed.D. Rutgers University

### **Charles Nelson, Associate Professor**

B.A., University of Texas  
B.S., North Texas State University  
M.A., University of Texas  
Ph.D., University of Texas

### **Susanna Rich, Professor**

B.A., Montclair State University  
M.A., University of North Carolina at Chapel Hill  
Ph.D., NY University

### **Mark Sutton, Assistant Professor**

B.A., University of North Carolina at Chapel Hill  
M.A., University of South Carolina  
Ph.D., University of South Carolina

### **Mia Zamora, Associate Professor**

B.A., Hamilton College  
M.A., University of Wisconsin  
Ph.D., University of Wisconsin

# M.A. IN HOLOCAUST AND GENOCIDE STUDIES

Dr. Dennis Klein

Room: T 117F

Tel: 908-737-0256

Email: [dklein@kean.edu](mailto:dklein@kean.edu)

## Degrees Offered

M.A. in Holocaust and Genocide Studies

## Program Description

The Master of Arts in Holocaust and Genocide Studies is an interdisciplinary program exploring genocide in a comparative perspective and its aftermath. The core curriculum comprises courses on the Holocaust, the event that produced the grammar of genocide studies.

The program is one of three of its kind in the United States. Its proximity to New York City offers the advantage of a considerable human rights working environment, augmented by Kean University's acclaimed Human Rights Institute. It is poised to inspire leaders in education, public policy, human rights, and other growing professional fields.

The program views genocide through the disciplines of history, theology, philosophy, ethics, political science, literature, psychology, sociology, and law. A core curriculum of 18 credits deals with the Holocaust era and its preconditions; six credits in the study of two other cases of genocide; a required course in comparative genocide; and six credits in electives.

The thesis broadens knowledge of the issues raised in courses. It may be tailored to fit the professional interests of teachers, scholars, or activists.

Graduates successfully compete for school positions that favor teachers who could serve as master instructors in Holocaust and Genocide studies to guide schools in New Jersey and throughout the United States toward meeting state requirements. Additionally, in a world of peoples and nations whose memories of extreme regional assault constitute their central narratives, our graduates meet the demand for informed global policymakers, social entrepreneurs, public affairs advisers to traditional and social media, human rights advocates, and leaders in religion, government, and global corporations.

## Degree Requirements

### Core Courses (Required)

MAHG 5000: History of the Holocaust: Part 1	3
MAHG 5001: History of the Holocaust: Part 2: 1939 - 1945	3
MAHG 5002: Survival Strategies in Modern Jewish History	3
MAHG 5003: History of Anti-Semitism	3
MAHG 5004: The Holocaust: Representations in Literature and Film	3
MAHG 5018: Comparative Genocide: Towards a Synthesis	3

### Required Courses in Genocide (choose 2)

MAHG 5011: Genocide in African History	3
MAHG 5012: Native-American Genocide	3
MAHG 5013: Genocide in Latin America	3
MAHG 5014: The Armenian Genocide	3
MAHG 5015: Genocide in Asian History	3
MAHG 5016: The Ukrainian Famine and Genocide	3

### Elective Courses in the Holocaust and Genocide (choose 2)

MAHG 5019: Philosophical, Theological, and Legal Aspects of Holocaust and Genocide	3
MAHG 5020: The Churches and the Holocaust	3
MAHG 5025: Travel Learn: Genocide in Multinational Context	3
EMSE 5342: Teaching the Holocaust	3
EMSE 5343: Teaching Prejudice Reduction	3
<i>(EMSE courses are recommended for MA candidates who are presently New Jersey teachers.)</i>	
MAHG 5026: Fieldwork and Internship Seminar	3

### Thesis

ID 5800: Thesis (2 semesters)	6
or	3
ID 5801: Thesis (1 semester)	6

**Total** **36**

## Course Descriptions

### EMSE 5342 Teaching the Holocaust (3)

This course will balance historical information with Holocaust teaching pedagogy. Historical content will be determined by the depth of class background in the subject matter. The Holocaust will be viewed from the perspective of the perpetrator, the victim, and the bystander. Emphasis will be placed on issues such as Anti-Semitism, the nature of evil, and the responsibility of individuals and institutions such as governments and religious organizations. Participants will look to first understand the Holocaust and its lessons themselves, and then find instructional methods to support their students in doing the same. Strategies for teaching the subject at all grade levels will be explored and age appropriate curricular materials will be examined and developed. A connection will also be made between the lessons of the Holocaust and the human rights issues of recent times. The format will include brief lectures, class discussions, survivor testimony, a visit to the US Holocaust Memorial Museum, and perusal of literature, videotapes/DVDs, and print material. This course also serves as a required course in the Certificate in Teaching the Holocaust & Prejudice Reduction.

### EMSE 5343 Teaching Prejudice Reduction (3)

This course will draw significantly upon the experiences and background of the class. The nature of the subject matter will engender active and usually intense discussions. Among the topics examined during this semester will be race, ethnicity, multiculturalism, the nature of prejudice, discrimination, stereotyping, bullying, and scapegoating. Issues of gender, class, disabilities, homophobia, and the minority experience in America, past and present, will be focal points of discussion. Teaching strategies which aim to reduce the role of prejudice in students' lives today and in the future will be extensively emphasized. Curricular materials, age appropriate, will be examined as well as videotapes/DVDs, and guest speakers. This course also serves as a required

course in the Certificate in Teaching the Holocaust & Prejudice Reduction.

**ID 5800 Thesis Research/Writing (3)**

The thesis option (ID 5800) may be taken in some programs, with permission of the program coordinator, in lieu of the Advanced Seminar. Students considering completion of a graduate thesis must have successfully completed 21 graduate credits in their program with a minimum grade point average of 3.0. Students must also possess a strong background in research methodology and writing, extensive knowledge of the field in which the work is to be undertaken, and a clear concept of the problem to be investigated. Prior approval must be obtained from the program coordinator as well as the consent of the graduate faculty member who will serve as sponsor, along with approval of the appropriate College Dean. The approved application must be submitted (for final approval) to the Office of the Registrar prior to registration for the thesis. Completion of the thesis requires six credits, which may be taken over a two semester sequence, or in one semester.

**MAHG 5000 History of the Holocaust: Part 1 (3)**

A historical investigation of totalitarian Germany under Hitler, its political and cultural precursors, and its violent expressions within Germany from the beginning of World War I to the beginning of World War II.

**MAHG 5001 History of the Holocaust: Part 2: 1939 - 1945 (3)**

The persecution and murder of the Jews and other victims, beginning with Germany's invasion of Poland, Western Europe, and the Soviet Union. Focus on the incarceration of Jews in ghettos, deportations to death camps, the death marches near the end of the war, and liberation. Examination of Hitler's other victims, the issue of resistance, and the roles played by perpetrators, bystanders, and rescuers

**MAHG 5002 Survival Strategies in Modern Jewish History (3)**

Examination of the modern development and growth of a distinctive Jewish culture, as well as significant threats to the culture, from European Jews' 18th century emancipation from ghetto isolation to the rise and virulence of racial Anti-Semitism.

**MAHG 5003 History of Anti-Semitism (3)**

An historical analysis of articulated hatred toward Jews. The course will study examples from antiquity and classical Christianity through modern times. Expressions of Anti-Semitism in the contemporary world, as well as Jewish reactions will be considered.

**MAHG 5004 The Holocaust: Representations in Literature and Film (3)**

Students will examine works of fiction and drama, diaries, survivor testimonies, autobiographies, and films, both documentary and fictional.

**MAHG 5011 Genocide in African History I (3)**

Examines selected episodes of attempted or consummated genocide in colonial and post-colonial African history. Attention is given to the course of events, structures of intellectual interpretation, and the expressive problem of communicating truthfully about ultimate horror.

**MAHG 5012 Native-American Genocide (3)**

In-depth study of the genocide of native peoples of the Americas, from the invasions by the Spanish, English and other Europeans until the present day. Uses documentary evidence, including journalistic and historical accounts plus accounts by the native peoples themselves.

**MAHG 5013 Genocide in Latin America (3)**

Explores the contested definitions of genocide and their applicability to Latin America. Examines genocide from the conquest to the modern age. Emphasis on national case studies, including examples such as the Tainos of the Caribbean, the Mayan of Guatemala, the Araucanians of Argentina, and various indigenous communities of the Amazon, such as the Yamomami. Phenomena, often wrongly identified such as genocide, are addressed. Concepts as ecocide, politicide, and mass political killings will also be explored.

**MAHG 5014 The Armenian Genocide (3)**

Study of the conditions of the Armenian population in the Ottoman Empire; struggle between the Empire and the Great Powers of Europe; dissolution of the Empire and the rise of the Young Turks and Pan-

Turkism; genocide of the Armenian population; world reaction to the genocide, particularly that of the United States. Will explore documentary evidence, literature, journalistic accounts, and diaries.

**MAHG 5015 Genocide in Asian History (3)**

Exploration of the contested notion of genocide through selected examples of mass death in Asian history. Examination of the events and their impact on perpetrators, victims and bystanders. Discussion of history and memory, commemoration, reparations and restitution, especially in context of international law and notions of universal rights.

**MAHG 5016 Ukrainian Famine-Genocide (3)**

Study of the condition of the Ukrainian population under Stalin, 1932-1933; historical background leading to the conflicts; the struggle between the peasants and Soviet collectivization; the struggle between Ukrainian nationalism and Stalin's regime; the resulting famine-genocide of Ukrainians; Western response to the genocide, effects of the genocide; recovery. Exploration of documentary evidence, literature, journalistic accounts, and memoirs.

**MAHG 5018 Comparative Genocide: Towards a Synthesis**

The course interrogates common and dissimilar conceptions of genocide articulated in international treaties and conventions, witnesses' accounts, scholarly inquiries, visual representations, and popular preconceptions. Several case studies will be considered and assessed.

**MAHG 5019 Philosophical, Theological, and Legal Aspects of Holocaust and Genocide (3)**

Critical consideration of the philosophical, religious, moral, and legal significance of the intentional destruction of European Jewry by Nazi Germany and its allies. This course will examine various theological and philosophical responses to intentional murder particularly from Jewish and Christian sources, especially the impact on Judeo-Christian values.

**MAHG 5020 The Churches and the Holocaust (3)**

Critical consideration of the silent Christian communities, their role in facilitating the Holocaust (*Shoah*), and their legacy of pas-

sivity and complicity in the face of evil. The course will probe the contradiction between the ethical, religious, and theological teachings of Christianity and the hermeneutics contributing to a climate of Anti-Semitism that culminated in the *Shoah*.

### **MAHG 5025 Travel Learn: Genocide in Multinational Context (3)**

An educational tour of designated countries' sites of genocidal assault and contemporary commemoration, with an emphasis on learning through supervised on-site visits with local officials and jurists, witnesses and survivors, journalists, curators, scholars, and other local observers who establish or revise the historical record as well as shape and contest the public's memory. Tour duration approximately 12 days.

### **MAHG 5026 Field Work and Internship Seminar (3)**

An opportunity for hands-on experiences with NGOS locally, in New York City, nationally, and internationally under site and faculty supervision. Appointments often lead to promising and exciting careers.

## **Faculty**

### **Resident**

#### **Dr. Frank Argote-Freyre, Assistant Professor**

B.A., Rutgers State University  
Ph.D., Rutgers State University

#### **Dr. Frank Esposito, Professor**

B.A., Rowan University  
M.A., Rowan University  
Ph.D., Rutgers University

#### **Dr. Ruth Griffith, Assistant Professor**

B.A., Rutgers State University  
M.A., Columbia University  
Ed.D., Rutgers University

#### **Dr. Sue-Ellen Gronewold, Associate Professor**

B.A., University of Wisconsin  
M.A., Columbia University  
M.A., University of Wisconsin  
Ph.D., Columbia University

#### **Dr. Gilbert Kahn, Professor**

B.A., Columbia University  
M.A., Hunter College  
Ph.D., New York University

#### **Dr. Dennis Klein, Professor**

B.A., Hobart College  
M.A., University of Rochester  
Ph.D., University of Rochester

#### **Dr. Sidney Langer, Professor**

B.A., Yeshiva University  
Ph.D., CUNY Graduate College

#### **Dr. C. Brid Nicholson, Associate Professor**

B.A., University College Dublin  
M.A., University College Dublin  
M. Phil., Drew University  
Ph.D., Drew University

#### **Dr. Abigail Perkiss, Assistant Professor**

A.B., Bryn Mawr College  
J.D., Temple University  
Ph.D., Temple University

#### **Dr. Brian Regal, Assistant Professor**

B.A., Kean University  
M. Phil., Drew University  
M.A., Drew University  
Ph.D., Drew University

#### **Dr. Davida Schuman, Professor**

B.A., The New Jersey City University,  
M.A., The New Jersey City University,  
M.S., Yeshiva University, Ph.D. Fordham University

#### **Dr. Robert Sitelman, Professor**

B.A., Hunter College  
M.A., Columbia University  
Ph.D., Columbia University

#### **Dr. Melodie Toby, Assistant Professor**

B.A., Pace College  
M.A., Drew University  
M.B.A., Harvard University  
Ph.D., Drew University

### **Emeritus/a**

#### **Dr. Henry Kaplowitz, Professor and Director, Human Rights Institute**

B.A., Yeshiva University  
M.A., Yeshiva University  
Ph.D., Yeshiva University

#### **Dr. Joseph Preil, Professor**

BA., Brooklyn College  
M.A. Columbia University  
Ph.D., New York University

#### **Dr. Carole Shaffer-Koros, Professor**

A.B., Rutgers State University  
A.M., University of Pennsylvania  
Ph.D., University of Pennsylvania

#### **Dr. Jay Spaulding, Professor**

B.A., Bethel College  
M.A., Columbia University  
Ph.D., Columbia University

#### **Dr. Bernard Weinstein, Professor and Founding Director, MA in Holocaust and Genocide Studies**

B.A., City College of New York  
M.A., New York University  
Ph.D., New York University

### **Resident Program Advisers**

#### **Janice Kroposky, Director, Holocaust Resource Center**

B.A., University of Virginia  
M.T., University of Virginia  
M.Ed., University of Massachusetts  
M.A. Kean University

# **HOLOCAUST RESOURCE CENTER**

Janice Kropinsky, Director  
Holocaust Resource Center - L 206  
Tel: 908-737-4663  
Email: [hrc@kean.edu](mailto:hrc@kean.edu)

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## **Degree Offered**

Post Baccalaureate Certificate in Teaching  
the Holocaust and Prejudice Reduction

## **Program Description**

This 4 course, 12 credit certificate is designed for teachers and other educators in K-12 schools. It directly addresses the mandate of the New Jersey State Legislature in 1994 to teach about Holocaust, genocide, and prejudice in New Jersey public schools. The prerequisites are taught both at Kean and at local school districts and are also electives in the Kean University Master of Arts in Holocaust and Genocide Studies program.

**Options for the program:** This program is sponsored by the Holocaust Resource Foundation, a non-profit philanthropic organization and all courses are offered tuition-free. Contact the Holocaust Resource Center at [hrc@kean.edu](mailto:hrc@kean.edu) for a listing of off campus sites.

## **Prerequisites**

Teaching the Holocaust and Teaching Prejudice Reduction are pre-requisites for the Advanced Seminar courses. The pre-requisites may be taken without application to the Certificate Program.

- EMSE 5342: Teaching the Holocaust
- EMSE 5343: Teaching Prejudice Reduction

## **Required Courses**

EMSE 5342: Teaching the Holocaust	3
EMSE 5343: Teaching Prejudice Reduction	3
EMSE 5348: Advanced Seminar: Teaching the Holocaust	3
EMSE 5349: Advanced Seminar: Teaching Prejudice Reduction	3

**TOTAL** **12**

## **Course Descriptions**

### **EMSE 5342 Teaching the Holocaust (3) (Fall)**

This course will balance historical information with Holocaust teaching pedagogy. Participants will look to first understand the Holocaust and its lessons and then find instructional methods to support their students in doing the same.

### **EMSE 5343 Teaching Prejudice Reduction (3) (Spring)**

Among the topics examined during this course will be race, ethnicity, multiculturalism, the nature of prejudice, discrimination, stereotyping, bullying, and scapegoating. Teaching strategies which aim to reduce the role of prejudice in students' lives today and in the future will be extensively emphasized.

### **EMSE 5348 Advanced Research Seminar: Teaching the Holocaust (3) (Fall)**

This seminar is designed to bring together graduate students who have taken EMSE 5342 and wish to pursue an in depth examination of critical issues in Holocaust education. The seminar meetings will provide an opportunity for educators from diverse districts to network and share successful strategies and curricular materials.

### **EMSE 5349 Advanced Research Seminar: Prejudice Reduction (3) (Spring)**

This seminar will continue the collaboration begun in EMSE 5348 and focus on a critical examination of multicultural education in our school. The primary outcome of this course will be the development of a teachable curriculum for students or a professional development program regarding an issue of diversity or prejudice reduction for staff.

## **Faculty**

### **Concetta Donvito**

MA Montclair State  
EdD, Seton Hall University

### **Bernard Flashberg**

MAT Fairleigh Dickinson

### **Janice Kroposky**

BA, Bloomsburg University  
MA, Kean University

### **Karen Stark**

MAT, Rutgers University  
MIT, Graduate Program joint degree

### **Rosemarie Wilkinson**

M.A., Kean University

Jaci Mayer

### **Rebecca Novalis**

B.A., CUNY Baruch College  
M.A., Fairleigh Dickinson

### **Shana Stein**

B.A, Rutgers University  
M.A., Rutgers University



# SCHOOL OF PSYCHOLOGY

## Degrees Offered

M.A. Psychology

Options:

- Forensic Psychology
- Human Behavior and Organizational Psychology
- Psychological Services

Professional Diploma in Marriage and Family Therapy

## Option: Forensic Psychology

Dr. Richard Conti

Room: EC-230C

Tel: 908- 737-5883

Email: [rconti@kean.edu](mailto:rconti@kean.edu)

## Program Description

The Master of Psychology, Option: Forensic Psychology is designed for students interested in pursuing doctoral training in psychology and/or law; master's-level forensic jobs (e.g., in juvenile/adult court clinics, correctional settings, law enforcement research departments or forensic psychiatric settings); and those who are currently working or plan to work in a variety of law enforcement positions (e.g., police, corrections, federal law enforcement or governmental agencies).

## Degree Requirements

In addition to the University's admission requirements:

- 15 credits in Psychology on the undergraduate or graduate level including: General Psychology, Statistics, Research Methods or Experimental Psychology, Abnormal Psychology, and Developmental Psychology.

## Required Courses

PSY 5530: Advanced Abnormal Psychology	3
PSY 5555: Introduction to Forensic Psychology	3
PSY 5560: Research Design and Statistics I	3
PSY 5565: Research Design and Statistics II	3
PSY 5570: Psychology of Criminal Behavior	3
PSY 5575: Neuropsychological Functioning	3

PSY 5580: Personality and Behavioral Assessment	3
PSY 5585: Aggression, Violence Risk, & Threat Assessment	3
PSY 5910: Research Methods: Seminar	3

## Electives

Three courses selected from the following:

### Psychology

PSY 5000: Evolutionary Psychology	3
PSY 5110: Developmental Study of Children	3
PSY 5120: Social Psychology of Adolescence	3
PSY 5130: Human Development Across the Life Span	3
PSY 5170: Psychology of Aging	3
PSY 5420: Behavior Modification	3
PSY 5510: Theories of Personality	3
PSY 5515: Advanced Psychology of Personality	3
PSY 5550: Psychopathology of Childhood	3
PSY 5590 Special Topics in Forensic Psychology	3
PSY 5610: Advanced Social Psychology	3
PSY 5660: Industrial/Organizational Psychology	3
PSY 5920: Thesis Seminar	3

### Criminal Justice

CJ 5600: The American Legal System	3
CJ 5650: Race, Class, and Gender in the Criminal Justice System	3
CJ 5680: Victimology	3
CJ 5690: Corrections	3
CJ 5730: Criminal Law	3

### Sociology

SOC 5000: Introduction to Social Justice	3
SOC 5100: The Sociology of Global Oppression	3
SOC 5111: Analyzing Power and Oppression	3
SOC 5150: The Sociology of Community	3
SOC 5151: Class and Social Injury	3

**Total** **36**

## Option: Human Behavior and Organizational Psychology

Prof. Linda Symanski  
Room: EC-232B  
Tel: 908-737-5870  
Email: [lsymansk@kean.edu](mailto:lsymansk@kean.edu)

## Program Description

The Master of Arts in Psychology, Human Behavior and Organization Psychology Option, is designed for individuals pursuing careers in all phases of Administrative positions (i.e., Managerial; Supervisory, etc.) within all types of Organizations/Corporations, some of which include Human Resources; Marketing; Sales; Health Care Settings; Education Settings; Law Enforcement; Ministry; and, Human and Social Services. It is also applicable for those individuals who wish to become self-employed as Consultants developing materials (i.e., Conflict Resolution; Anger Management; Managing Stress, etc.) to facilitate in-Services for organizations/corporations and employees. With violence in the workplace increasing, as well as worldwide, this program has particular value for those individuals whose current or prospective work calls for extensive contact with individuals and groups; human relation skills and the understanding and modification of behavior in order to maintain safe working conditions for all in any type of workplace setting.

## Degree Requirements

- Undergraduate prerequisites: 12 credits in the Behavioral Sciences (at least six of which are in Psychology)

## Required Courses

ID 5015: Research Methods in the Behavioral Sciences	12
ID 5020: Readings in the Behavioral Sciences	3
PSY 5600: Contemporary Issues in Social Psychology	3
or	
PSY 5610: Advanced Social Psychology	3
PSY 5640: Analysis of Small Group Processes	3

## Electives

Five courses selected from the following or other courses in the behavioral sciences

### Individual Processes

PSY 5420: Behavior Modification	3
PSY 5320: Learning Theory and Applications	3
PSY 5510: Theories of Personality	3

### Socio-Psychological Processes

PSY 5120: Social Psychology of Adolescence	3
PSY 5170: Psychology of Aging	3
PSY 5610: Advanced Social Psychology	3
SOC 5150: The Sociology of Community	3

### Organizational Behavior

PSY 5430: Psychological Dimensions of Human Resource Development	3
PSY 5660: Industrial/Organizational Psychology	3
PSY 5670: Organizational Behavior	3
PSY 5680: Organizational Psychology: Individual and Organizational Development	3
COMM 5004: Organizational Communication Theory	3

### Required courses to be taken at the end of program

PSY 5530: Advanced Abnormal Psychology	3
PSY 5585: Aggression, Violence Risk and Threat Assessment	3

**Total** **33**

### Option: Psychological Services

Dr. Muriel Singer  
Room: EC-232B  
Tel: 908- 737-5886  
Email: [msinger@kean.edu](mailto:msinger@kean.edu)

### Program Description

The Master of Psychology, Option: Psychological Services is a concentration in psychological theory and procedures. It prepares students for employment in mental health centers, social services agencies, hospitals, community programs, and other human services settings. The program also provides a strong base of studies preparing students for more advanced graduate study or doctoral training in applied and professional psychology. Students may concentrate in an area of interest by choosing courses from a wide range of electives in different areas. Students wishing to advance to the Marriage and Family Therapy Professional Diploma Program should apply to the dual degree Marriage and Family Therapy program that combines a Master of Arts in Psychology, Psychological Services, and a Professional Diploma in Marriage and Family.

### Degree Requirements

In addition to the University's admission requirements:

- 12 credits in the Behavioral Sciences (at least six of which are in psychology including General Psychology) (These courses may be taken as co-requisites)

### Required Courses

ID 5020: Readings in the Behavioral Sciences	3
PSY 5910: Research Methods Seminar	3
PSY 5320: Learning Theory and Applications	3
PSY 5530: Advanced Abnormal Psychology	3
PSY 5810: Introduction to Diagnostic Testing-Practicum	3
PSY 5640: Analysis of Small Group Processes	3

### Electives

Five courses selected from the following or other courses with approval of the coordinator:  
(Note: For students who wish to apply to the Marriage and Family Therapy Professional Diploma Program, asterisked courses must be taken.)

PSY 5110: Developmental Study of Children	3
PSY 5120: Social Psychology of Adolescence	3
PSY 5130: Human Development Across the Life Span*	3
PSY 5170: Psychology of Aging	3
PSY 5350: Cognitive Therapy	3
PSY 5555: Introduction to Forensic Psychology	3
PSY 5420: Behavior Modification	3
PSY 5000: Evolutionary Psychology	3
PSY 5515: Advanced Psychology of Personality*	3
PSY 5500: Self of Therapist: Professional Growth and Development*	3
PSY 5550: Psychopathology of Childhood	3
PSY 5610: Advanced Social Psychology	3
PSY 5660: Industrial/Organizational Psychology	3
PSY 5720: Family Systems: Theories and Techniques*	3
PSY 5920: Thesis Seminar	3

**Total** **33**

### Option: Professional Diploma in Marriage and Family Therapy

Dr. Muriel Singer  
Room: EC-232B  
Tel: 908- 737-5886  
Email: [msinger@kean.edu](mailto:msinger@kean.edu)

### Program Description

The Marriage and Family Therapy Program combined with the Masters of Arts in Psychology Program is a 66 credit professional training program which is structured to satisfy the educational requirements for licensure as a marriage and family therapist in New Jersey. The Professional Diploma in Marriage and Family Therapy follows the training and practice standards of the American Association of Marriage and Family Therapy (AAMFT), which is the primary professional organization for marriage and family therapists. The program includes a two-term internship that generally follows the marriage and family course work, but is largely free of other educational and professional demands. Students in the MFT program are required to complete a minimum of 500 client contact hours and 100 hours of face-to-face supervision during the course of their internship and practicum experience. Students may enter the program with either a Bachelor's degree or Master's degree. All students who enter without an appropriate Master's degree will earn the MA in Psychology, Psychological Services Specialization after successful completion of the first 33 credit hours of the master's program. Students will then advance to the professional sequence of the Marriage and Family Therapy Professional Diploma Program only after the successful completion of a progress review. Students entering with a Master's degree in counseling, psychology, social work or an allied field must complete a minimum of 33 credits at Kean University. If applicants lack any of the foundation courses they may be required to complete additional foundation courses beyond the minimum. The New Jersey licensure law requires specific competency areas. The curriculum, designed within the practitioner-scholar model, is devised to enable successful graduates to function as marriage and family therapists in a variety of settings. Through required course work, practicum and internship experiences, students are provided an opportunity to develop skills in assessment, interviewing and counseling with individuals, couples and families. The program



stresses the need for marriage and family therapists to understand the varied religious, ethnic, cultural and national characteristics of their clientele.

## Prerequisites

In addition to the University's admission requirements:

- 12 credits in the Behavioral Sciences (at least six of which are in psychology including General Psychology) (These courses may be taken as co-requisites)

## Degree Requirements

### Foundation Requirements

ID 5020: Readings in the Behavioral Sciences	33
PSY 5320: Learning Theory and Applications	3
PSY 5530: Advanced Abnormal Psychology	3
PSY 5500: Self of Therapist: Professional Growth and Development	3
PSY 5640: Analysis of Small Group Processes	3
PSY 5810: Introduction to Diagnostic Testing Practicum	3
PSY 5515: Advanced Theories of Personality	3
PSY 5720: Family Systems: Theories and Techniques	3
PSY 5130: Human Development Across the Life Span	3
PSY 5910: Research Methods: Seminar	3

### Professional Requirements

PSY 5040: Human Sexuality and Gender	3
PSY 5730: Clinical Practicum in Marriage and Family Therapy	3
PSY 5740: Clinical and Group Practice in Family Therapy	3
PSY 5760: Treatment Issues in Couples and Family Therapy	3
PSY 5780: Foundations of Family Therapy	3
PSY 5770: Marital Therapy: Theories and Techniques	3
PSY 6600: Legal, Ethical and Professional Issues in Marriage and Family Therapy	3
PSY 6610: Human Diversity in Marriage and Family Therapy	3
PSY 6620: Practicum in Marriage and Family Therapy	3
PSY 6700: Internship in Marriage and Family Therapy I	3
PSY 6710: Internship in Marriage and Family Therapy II	3

(Other courses by advisement and permission of program coordinator)

*\* Courses in the Professional sequence require matriculation in the Marriage and Family Therapy program, an appropriate M.A. degree, and permission of the coordinator. )*

**Total** **66**

## Course Descriptions

### CJ 5600 The American Legal System (3)

This course consists of a general survey of the legal system in the United States. It will examine and analyze the development, structure, function, and nature of the state and federal systems through common and statutory law. Additionally, this course will explore the impact of social, economic and political factors on the legal system.

### CJ 5650 Race, Class, and Gender in the Criminal Justice System (3)

This course is a study of the dimensions of stratification in society and the criminal justice system, particularly stratification on the basis of race, class and gender. The course will provide a framework in which contemporary social issues may be interpreted and analyzed. Through an in-depth study of the many different experiences of diverse groups, the student will gain an appreciation for how race, class and gender affect these experiences.

### CJ 5680 Victimology (3)

This course examines the scope, causes, and effects of victimization including the impact of victim vulnerability and culpability. The increasing role of the victim in the criminal justice process will be thoroughly discussed. Topics will include a focus on victimization as it relates to sexual, child, elderly and spousal abuse; victims' rights; the complex interrelationship between offender and victim; and restitution alternatives.

### CJ 5690 Corrections (3)

The evolving changes in the criminal justice system are manifested in the country's prison system. As society demands retribution for criminal offenses, prisons become the repository of this social demand. The need to examine the effects of sentencing enhancements on the prison population and the changing philosophies of punishment are placing an undue burden on correctional facilities across America. The operational issues exacerbated by prison crowding, reduced state budgets, and longer sentences are the focus of this course. An examination of the death penalty in the face of mounting

public pressure to ensure that the innocent are not executed is also addressed in this course.

### CJ 5730 Criminal Law (3)

This course consists of a general survey of criminal law in the United States including elements of crimes, applicable defenses, and sanctions. It will examine the development, structure, function, and nature of criminal law in the state and federal system. The theoretical framework and application

### COMM 5004 Organizational Communication Theory (3)

Analysis of traditional and contemporary theories of communication in context of modern complex organizations. The theoretical relationship between Communication and organizations through the study of discourse, meanings, symbols, and information flow.

### ID 5015 Research Methods in the Behavioral Sciences (3)

Essential methods of research design through emphasis on content examination of selected studies in the behavioral sciences. Introduction to research techniques and data analysis and interpretation. Prerequisites: Six credits in psychology or sociology, undergraduate or graduate.

### ID 5020 Readings in the Behavioral Sciences (3)

An intensive program of readings in the literature of the behavioral sciences to build interdisciplinary understandings and draw out practical consequences. Investigation of current journals, books and ideas, as well as older materials. Students have opportunities to analyze, compare and evaluate readings. Prerequisites: Nine credits in psychology or sociology, undergraduate or graduate.

### PSY 5000 Evolutionary Psychology (3)

Advanced study of evolutionary psychology theories on the origins of human nature. Perspective on human behavior and contemporary traits, as originating in the ancestral environment. Hominid evolution in the encephalization, and the emergence of the modular brain. Controversies and issues of domain-specific modules of brain/mind, psychological mechanisms, and human behavioral ecology, parenting, kinship, mating strategies, family issues and problems of human group living and culture are

explored. Prerequisite: ID 5020 or PSY 5320 and/or Permission of Graduate Coordinator.

**PSY 5010 Cross-Cultural Psychology (3)**

Advanced Study of the ways cultural factors shape and affect human behavior. Factors include behaviors, ideas, values, institutions, and the study on analytic levels of individual behaviors, universal behaviors, and cultural-specific behaviors. Personality and the definitions of social and abnormal behavior in culture-specific contexts are explored, with clinical emphasis given to integrate the complex components of cultural psychology. Not open to students who have completed the undergraduate cross-cultural psychology course. Prerequisite: Six graduate credits completed and permission of the graduate coordinator.

**PSY 5040 Human Sexuality and Gender (3)**

The advanced study of the physiological, developmental, psychological and social aspects of gender and human sexual behavior. Examines the bio-psycho-social context within which one's sexual and gender identity are developed and refined. Provides a systemic framework from which to evaluate clinical approaches for issues related to sexuality and gender identity. Prerequisite: Matriculation in Marriage and Family Therapy program, an appropriate M.A. degree, and permission of the program coordinator.

**PSY 5050 Physiological Psychology (3)**

Study of basic physiological processes involved in human learning and behavior. Functioning of the nervous system, endocrine system and sensory systems as well as an overview of learning disorders and psychological disorders and their treatment will be discussed. Prerequisite: Instructor's permission for students.

**PSY 5060 History and Systems of Psychology (3)**

History of Psychology from its philosophical origins to its contemporary conceptualizations. The influence of early systems, theories, and schools of psychology on contemporary theories and practices in psychology. Emphasis on the origins and development of the fields of school and family psychology. Prerequisite: PSY 1000, General Psychology; Instructor's permission for students not in the PSY program.

**PSY 5110 The Developmental Study of Children (3)**

Theories and research in child development. Principles applied to working with children from conception to puberty in contemporary society.

**PSY 5120 Social Psychology of Adolescence (3)**

Current issues and related theory and research in the social psychology of adolescence. Personality and cognitive development, the peer group and parent-youth relationships, socio-political action, the disadvantaged youth, the role of the educational institution in adolescent development.

**PSY 5130 Human Development Across the Life Span (3)**

A life-span approach to the major theoretical perspectives, conceptual debates and methodological concerns in developmental psychology. Description and explanation of the degree to which personality, cognitive abilities, and socio-emotional competencies show stability/change with age. Includes the life cycle of the family and changes of family structures over time, as well as issues of ethnicity, gender and culture. Prerequisite: Twelve credits in Psychology (undergraduate or graduate) including three credits in the area of developmental psychology.

**PSY 5150 Advanced Psychology of Early Childhood (3)**

Major theoretical and research approaches to the study of infancy and early childhood. Observing and interviewing children and/or parents. An introduction to intervention procedures. Prerequisites: Fifteen credits of psychology (undergraduate or graduate) including child psychology or equivalent.

**PSY 5170 Psychology of Aging (3)**

Major theoretical, conceptual and methodological issues in psychological studies on the later years of the life-span. Emphasis on both perceptual/cognitive and social/personality areas of aging. Prerequisites: Six credits of psychology at the graduate level, including one course in any area of developmental psychology.

**PSY 5180 Human Development Across Life Span (3)**

A life-span approach to the major theoretical perspectives, conceptual debated and

methodological concerns in developmental psychology. Description and explanation of the degree to which personality, cognitive abilities, and social-emotional competencies show stability/change with age. Includes the life cycle of the family and changes of family structures over time, as well as issues of ethnicity, gender and culture. Prerequisite: Twelve credits in the Psychology (undergraduate or graduate) including three credits in the area of developmental psychology.

**PSY 5230 Tests and Measurements (3)**

Statistical concepts applicable to measurement. Psychometric concepts required for construction, selection, administration, scoring and interpretation of psychological and educational tests. Reliability, validity, standardization and transformed scores. Standardized tests in clinical practice, education, business, industry. Social and ethical issues in testing. Prerequisites: MATH 5500 or PSY 3200.

**PSY 5320 Learning Theory and Applications (3)**

Major contemporary learning models and their behavioral applications especially in schools. Required for School Psychology, Psychological Services, Learning Disabilities. Prerequisites: Nine hours in psychology, either graduate or undergraduate.

**PSY 5350 Cognitive Therapy (3)**

Survey of the major cognitive therapy systems including rational emotive therapy, Beck's theory, cognitive-behavior modification and multi-modal therapy. Applications and implications of current research are emphasized. Prerequisites: PSY 5320 and 5510 or equivalents.

**PSY 5410 The Psychology of Careers and Occupational Information (3)**

An integrated approach to individual career development as related to personal growth. Orientation of the counselor in-training to the world of work, individual differences, educational and career training as they relate to career counseling.

**PSY 5420 Behavior Modification (3)**

Theory, research and practice of behavior modification; observation and assessment procedures, experimental analysis of behavior, design and evaluation of behavior modification programs, response maintenance

nance, self-control and ethical considerations. Prerequisite: PSY 5320.

**PSY 5430 Psychological Dimensions of Human Resource Development (3)**

Issues and problems of human resource development from the perspective of academic, applied, and professional psychology. Focus on psychological concerns, approaches and relationships in human resource development, process and utilization. Case study method design of training and development programs; and analysis of personnel issues, problems, settings and structure. Prerequisite: PSY 5660 or permission of coordinator.

**PSY 5440 Program Evaluation and Applied Research (3)**

Role of evaluation in educational and social science settings is explored. Relationship between research design, measurement (quantitative and qualitative) and evaluation is delineated. Approaches to evaluation, including Discrepancy, Transactional, Decision, Goal Based and Logic evaluation models are described. Students will develop, conduct and report on an actual evaluation project. Prerequisite: PSY 5230 and MATH 5500 or PSY 3200

**PSY 5500 Self of the Therapist: Professional Growth and Development (3)**

Advanced study of marriage and family therapy theories and person-centered approaches emphasizing topics such as increasing self-awareness, identifying personal issues, and implementing the self of the therapist as an effective therapeutic tool. Prerequisite: PSY 5510 or PSY 5515

**PSY 5510 Theories of Personality (3)**

Major theoretical investigations of personality (psychodynamic, behavioral, phenomenological, existential, psychophysical). Not open to students who have completed a basic course in personality theory.

**PSY 5515 Advanced Psychology of Personality (3)**

Current personality theory and experimental research emphasizing topics such as traits, anxiety, stress, mechanisms of defense, creativity, intelligence, and biological and cognitive influences: emphasis on reading and evaluation of empirical work and research and clinical application. Prerequisite: PSY 5510 or equivalent.

**PSY 5520 Abnormal Psychology (3)**

The signs, symptoms, associated features, dynamics, diagnosis and prevention of mental disorders. Exploration of relevant biological, psychological and sociological variables. Not open to students who have completed a basic course in abnormal psychology.

**PSY 5530 Advanced Abnormal Psychology (3)**

Advanced exploration of the major theoretical and applied approaches to the diagnosis, treatment, and prevention of psychopathology. Implications of current relevant research.

Prerequisites: PSY 3540 or PSY 5520.

**PSY 5550 Psychopathology of Childhood (3)**

Psychopathology and behavior disorders of childhood that are viewed as reactive, organic, or a combination of the two. Etiology, syndromes, treatment, and prognosis studied from psychoanalytic, behavioral, and systems interpretations as well as points of view that stress possible constitutional, environmental, or cultural components in each disorder. Prerequisites: PSY 5110 and PSY 5520 or permission of instructor.

**PSY 5555 Introduction to Forensic Psychology (3)**

Application of psychological knowledge and concepts to legal issues. Areas discussed include: (a) clinical-forensic applications of psychology to legal issues; and (b) legal-forensic (non-clinical) application of psychology to legal issues. Prerequisite: Twelve credits in Psychology.

**PSY 5560 Research Design and Statistics I (3)**

Experimental and non-experimental designs described as are basic statistics. Students will develop research projects. Prerequisite: PSY 3200 or Equivalent.

**PSY 5565 Research Design and Statistics II (3)**

Continuation of PSY 5560. Advanced quantitative and qualitative research methods and techniques discussed. Emphasis on non-experimental and correlational methods including regression, partial correlation and path analysis. Prerequisite: PSY 5560 Research Design and Statistics I.

**PSY 5570 Psychology of Criminal Behavior (3)**

Focuses on the major theories and classifications of criminal and aggressive behavior. Historical, biological, social, and experiential determinants of criminal behavior, in general, and psychopathy, in particular are discussed. Prerequisites: Twelve credits in Psychology (undergraduate or graduate) including three credits in the area of forensic psychology.

**PSY 5575 Neuropsychological Functioning (3)**

Introduces the foundations and fundamentals of cognitive and neuropsychological assessment, including the basic structures, functions, and physiology of the central nervous system. Students administer and become familiar with various measures of neuropsychological functioning. Prerequisites: Twelve credits in Psychology (undergraduate or graduate) including three credits in the area of forensic psychology.

**PSY 5580 Personality and Behavioral Assessment (3)**

Administration, selection, scoring, and interpreting of psychological assessments and their utilization in forensic settings, with particular emphasis on objective and projective assessment of personality, behavior disorders, ADHD, and psychiatric symptoms for children, adolescents and adults. Prerequisites: Twelve credits in Psychology (undergraduate or graduate) including three credits in the area of forensic psychology.

**PSY 5585 Aggression, Violence Risk, & Threat Assessment (3)**

Examines violence and aggression from multiple perspectives, including neurobiology, psychiatry, neuropsychology, psychopharmacology, developmental psychology, psychopathology, psychometrics, and psychosocial perspectives. Risk assessment implications will be emphasized for a variety of offender subtypes. Prerequisites: Twelve credits in Psychology (undergraduate or graduate) including three credits in the area of forensic psychology.

**PSY 5590 Special Topics in Forensic Psychology (3)**

Study of a particular area of psychology not covered comprehensively in one of the other advanced forensic psychology courses. Topics to be announced by department. A student may receive credit more than once

for PSY 5590 if a different topic is covered each time. Prerequisites: Twelve credits in Forensic Psychology.

**PSY 5600 Contemporary Issues in Social Psychology (3)**

Exploration of critical issues, research, and theories in social psychology with consideration of significant applications. Prerequisites: Six credits in psychology and/or sociology, undergraduate or graduate.

**PSY 5610 Advanced Social Psychology (3)**

In-depth consideration of selected major theories and findings of social behavior. Topics chosen from among: aggression, interpersonal perception, attitudes, communication, group pressure and conformity, role behavior and patterns of social psychopathology. Prerequisites: Twelve credits of psychology, undergraduate or graduate (including course in social psychology).

**PSY 5620 Laboratory Training in Human Relations I (3)**

Experience in small groups to contribute to the understanding of the dynamics of interpersonal interaction in small groups, increase sensitivity to the feelings and behavior of others in groups, sharpen differential perception of multi-level communications and the communication process. Focused exercises to generate specific behaviors to facilitate understanding and/or practice skill-building techniques. Grading on credit granted/no credit basis.

**PSY 5630 Laboratory Training in Human Relations II (3)**

A variety of approaches to the small group experience explored both through the study of theory and through focused experiential exercises. Discussion and practice of interpersonal skills important for effective group and individual functioning.

**PSY 5640 Analysis of Small Group Processes (3)**

Forces and factors which determine group interaction. Group influences on the behavior of members. The theory and analysis of group development. Prerequisites: Six credits in psychology, undergraduate or graduate.

**PSY 5650 Laboratory in Small Group Processes (3)**

Continuation of the study of group interaction and group development with the focus

on the individual as participant and observer. Prerequisite: PSY 5640.

**PSY 5660 Industrial/Organizational Psychology (3)**

Survey of major topics in the psychology of work behavior. Emphases on the following concerns: personnel psychology, interviewing, human resource training and development, design of work, socio-technical approaches, and motivation-productivity. Organizational work settings are examined as they affect these concerns. Prerequisites: Six credits of psychology, undergraduate or graduate.

**PSY 5670 Organizational Behavior (3)**

Comprehensive survey of work motivation; organizational communication, climate and culture; leadership style; conflict resolutions; techniques for productivity enhancement. Units of Analysis: individuals, work groups and organizations. Case analyses, organizational simulations and behavioral science applications are used. Prerequisite: PSY 5660 or PSY 5640 or permission of program coordinator.

**PSY 5680 Organizational Psychology: Individual and Organization Development (3)**

Perspectives in organizational psychology on the development of ongoing organizations. Emphasis on collaborative, long-range efforts focused on the organization's culture and human and social processes as they affect individuals. Planned change in organizational systems and subsystems, using applied behavioral science technologies, human resource development concepts and structural activities designed to improve organizational effectiveness. Prerequisite: PSY 5660 or permission of program coordinator.

**PSY 5690 Employee Assistance Programs (3)**

A comprehensive exploration and analysis of Employee Assistance Programs including history, philosophy, standards, issues, practices and skills in the field.

**PSY 5720 Family Systems: Theories and Techniques (3)**

This course is designed to facilitate the investigation, comparison, and evaluation of established and emerging approaches to the treatment of individuals, couples and families using a systems-based orientation in a

variety of clinical contexts. The course highlights a variety of theoretical frameworks for case conceptualization. Prerequisites: PSY 5510 and PSY 5520 or permission of program coordinator.

**PSY 5730 Clinical Practicum in Marriage and Family Therapy (3)**

Supervised practicum experience in agency and other appropriate settings focusing on applied systemic couples and family therapy skills, therapeutic referrals, vocational exploration and guided group interactions. Required for students in the Marriage and Family Therapy Program. Prerequisites: PSY 5720 and approval of program coordinator

**PSY 5740 Clinical and Group Practice in Therapy (3)**

Survey of advanced group therapy theories and techniques to develop the theoretical constructs and strategies of varied group procedures appropriate for specific purposes. Prerequisite: PSY 5720

**PSY 5760 Treatment Issues in Couples and Family Therapy (3)**

This course examines applications of family therapy methods and techniques in specific situations. It explores debates within the field of family therapy regarding the nature and etiology of relationship and family problems while considering the relevance of these debates for the design and implementations of family interventions. It examines empirical evidence for several approaches and strategies for family treatment with specific populations including substance abuse, divorce, family violence, mandated treatment, and child abuse. Prerequisites: Twelve credits of psychology

**PSY 5770 Marital Therapy: Theories and Techniques (3)**

This course is designed to introduce students to the fundamental concepts and techniques of marital and couples interventions. It reviews the principal theoretical frameworks for understanding dyadic relationships and explores a range of approaches to couples' treatment including relational assessment, treatment of relational assessment, treatment of relational conflicts, domestic violence and infidelity and its relational consequences. Prerequisites: Matriculation in Marriage and Family Therapy Program, an appropriate M.A. degree and permission of the coordinator.

**PSY 5780 Foundations of Family Therapy (3)**

Examines theories, concepts, and techniques of marriage and family therapy. Provides a detailed introduction and comparative study of each of the major family therapy theoretical orientations, specifically focusing on family systems, and also exploring a range of techniques and interventions advocated by each approach. Prerequisites: Matriculation in Marriage and Family Therapy Program, an appropriate M.A. degree and permission of the coordinator.

**PSY 5810 Introduction to Diagnostic Psychological Testing: Practicum (3)**

An introduction to the selective use of individual and group tests and other measures used in diagnosis and the development of a case study. Prerequisites: A course in tests and measurements, either graduate or undergraduate, and approval of program coordinator.

**PSY 5850 Neuropsychological Assessment (3)**

A survey of current neuropsychological assessment procedures within the framework of the child's case study. Prerequisite: PSY 5830 or permission of the instructor

**PSY 5910 Research Methods: Seminar (3)**

Principles of research development and design to aid the student in preparing a thesis project. Types of experiments, sampling, experimental procedures, data analysis and interpretation considered. Each student is expected to make significant progress on a thesis project. Graded on credit granted/no credit basis. Prerequisites: Completion of at least 18 study hours of courses in the major program and permission of the program coordinator.

**PSY 5920 Thesis Seminar (3)**

Development and completion, under individual supervision, of a research thesis. Grading on credit granted/no credit basis. Required for M.A. in Behavioral Sciences, Psychological Services and M.A. in Educational Psychology. Prerequisites: PSY 5910

**PSY 6010 Research Design and Statistics I (3)**

A review of the goals and aims of research, research methods, experimental designs, non-experimental designs, basic statistics and analyses of variance linked to research

methodology. Development and designing of research projects, analyses and report writing in APA style. Prerequisite: PSY 3200, Psychological Statistics, or Equivalent, Instructor's permission for students not in the PSY program.

**PSY 6020 Research Design and Statistics II (3)**

Continuation of PSY 6010. Advanced quantitative research techniques and discussion of qualitative research methods and techniques. Emphasis on non-experimental and correlation and path analysis. Expanded consideration of ethics of research and IRB requirements and report writing. Prerequisite: PSY 6010; Instructor's permission for students not in the Psychology program.

**PSY 6600 Legal, Ethical, and Professional Issues in Marriage and Family Therapy (3)**

A professional seminar in marriage and family therapy; legal and ethical issues, responsibilities and liabilities in mental health and family law. An explanation of licensure requirements and the ethical codes they promote in marriage family therapy. Provides an overview of professional development and private practice management. Graded on a credit granted/no credit basis. Prerequisites: PSY 5760, 5770, matriculation in Marriage and Family Therapy Program, an appropriate M.A. degree and permission of the coordinator.

**PSY 6610 Human Diversity in Marriage and Family and Therapy (3)**

This course examines the importance of recognizing and addressing cultural diversity and related influences that affect the provision of couples and family therapy including race, ethnicity, gender, religion, sexual orientation, disabilities, socioeconomic status and other individual and group differences in the context of providing systems-based interventions. Emphasis placed on supervised case studies and recent trends in marriage and family therapy, emerging techniques and research. Graded on a credit granted/no credit basis.

Prerequisites: Matriculation in Marriage and Family Therapy Program, and permission of the coordinator.

**PSY 6620 Practicum in Marriage and Family Therapy (3)**

Supervised practicum experience for advanced students in the Marriage and Family Therapy Program. Emphasis on interviewing, assessment, and counseling. Fifty clinical hours are required, 40 percent of which must be completed with couples or families. Graded on a credit granted/no credit basis. Prerequisites: PSY 5720, 5760 or 5770 or 5780, matriculation in Marriage and Family Therapy Program, and permission of the coordinator.

**PSY 6700 Internship in Marriage and Family Therapy I (3)**

A six credit, two-term internship experience that generally follows the marriage and family therapy course work, but is largely free of other educational and professional demands. Placement in approved agencies. A total of 450 clinical hours is required, (225 hours for each 3 credits), 40 percent of which must be completed with couples or families. Graded on a credit granted/no credit basis.

**PSY 6710 Internship in Marriage and Family Therapy II (3)**

A six credit, two-term internship experience that generally follows the marriage and family therapy course work, but is largely free of other educational and professional demands. Placement in approved agencies. A total of 450 clinical hours is required, (225 hours for each 3 credits), 40 percent of which must be completed with couples or families. Graded on a credit granted/no credit basis.

**SOC 5000 Introduction to Social Justice (3)**

An overview of the concerns of social justice studies (e.g., inequality, oppression, discrimination, slavery, etc.) is presented in this course, as they relate to various social and economic identities. The course is also focused on interventions and remediation strategies to prevent and reduce the consequences of social injustice.

**SOC 5100 The Sociology of Global Oppression (3)**

The course will trace the history as well as social, demographic, economic and political perspectives of global oppression. It will also examine the relationship between local and global oppression, as well as the rights of individuals, social groups, minorities, and populations. The course also

constitutes a survey and consideration of such local and global problems as hunger, poverty, intolerance, health and mortality, slavery, genocide, among others, as well as an exploration of strategies to eliminate such conditions.

**SOC 5111 Analyzing Power and Oppression**

The course is an in-depth exploration of minority status and its relationship to power and oppression. It examines the nature, structure, consequences, and social bases of power and its misuses to create and oppress social groups on the basis of several social labels. Advanced theoretical as well as research material will be studied, and its practical and applied dimensions will be considered. Extreme forms of discrimination and oppression will be studied as examples of human rights violations.

**SOC 5150 The Sociology of Community (3)**

Exploration of the meaning of community and the theoretical frameworks used to study community. Study of the shift in the nature of community, attempts to construct community, and varieties of community life.

**SOC 5151 Class and Social Injury (3)**

A sociology examination of the meaning of social class and class inequality. An analysis of the micro-sociological and macro-sociological significance of social class in its impact on life chances, self-concepts, and social identities. Prerequisites: None for graduate students SOC 2000 for Undergraduate Students.

**Faculty**

**Richard Conti, Assistant Professor & Coordinator: Master of Arts Forensic Psychology**

M.A. John Jay College of Criminal Justice  
Ph.D., Northcentral University

**Hye Jin Kim, Assistant Professor**

B.A., SUNY Buffalo  
M.S. Purdue University  
M.S., Ph.D., Texas Tech University

**Muriel Singer, Associate Professor & Coordinator: Master of Arts Psychology, Psychological Services, Marriage and Family Therapy Professional Diploma**

M.S., Ph.D. Nova Southeastern University

**Linda M. Symanski, Lecturer**

M.A., LPC Kean University, Industrial & Organizational Psychology - Business & Industry

# College of Natural, Applied and Health Sciences

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George Chang, Ph.D.  
Dean

## **Degrees Offered**

### **Masters Degrees**

Computer Information Systems (M.S.)  
Nursing- Clinical Management (M.S.N.)  
Nursing- Community Health Nursing (M.S.N.)  
Nursing- School Nursing (M.S.N.)

### **Certification Programs**

School Nursing

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name.



# DEPARTMENT OF COMPUTER SCIENCE

Dr. Jing-Chiou Liou

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## Degree Offered

M.S. in Computer Information Systems

## Program Description

The Master of Science in Computer Information Systems is designed to give students the analytic and technical skills necessary to solve problems using computer information systems. Students learn to design, build and maintain complex systems utilizing current and evolving technologies. The applied nature of the Computer Information Systems program gives students the implementation experience and confidence to play a leadership role in developing future systems for business, gaming, government and industry. Students also have the opportunity to work with faculty on individual projects and research.

## Prerequisites

In addition to the University's admission requirements:

- Baccalaureate degree in Computer Science
- Algorithm Analysis, System Analysis and Design, Computer Security, Computer Organization and Architecture, Discrete Math, Calculus II, proficiency in Java, C++ or an equivalent.

## Degree Requirements

- 30 credits
- Comprehensive exam

## Required Courses

15

CPS 5100: Computer Information Systems

CPS 5440: Advanced Analysis of Algorithms

3

CPS 5920: Database Systems

3

CPS 5950: Software Engineering

3

CPS 5981: Software Assurance

3

## Electives (choose 4)

12

CPS 5881-5883 Independent Graduate Study in Computer Science

3

CPS 5900: Numerical Analysis

3

CPS 5910: Computer Simulations of Models

3

CPS 5921: Data Mining

3

CPS 5930: Operating Systems Concepts

3

CPS 5931: Network Systems

3

CPS 5940: Artificial Intelligence and Expert Systems

3

CPS 5951: Human Computer Interaction

3

CPS 5960: Operations Research

3

CPS 5965: High Performance Computing

3

CPS 5970: Web Programming

3

CPS 5990: Special Topics

3

## Required Capstone Course

3

CPS 5995: CIS Capstone

3

## Total

30

## Course Descriptions

### CPS 5100 Computer Information Systems (3)

Concepts, principles, and state-of-the-art trends in information systems including enterprise system architectures. Information systems and project management. Enterprise system architectural and analysis. The role of system architecture in software engineering, specifically during requirements analysis, design and implementation. Emerging topics in the development of information systems applications.

### CPS 5440 Advanced Analysis of Algorithms (3)

Advanced algorithm analysis techniques. Algorithms involving advanced data structures, sorting, trees, and graphs. NP-completeness. randomized algorithms. approximation algorithms.

### CPS 5881-5883 Independent Graduate Study in Computer Science

An advanced graduate topic in Computer Information Systems which is not available in courses offered by the department during the semester. An independent course of study is developed by the student under the direction of a faculty member in the department; an independent study contract is used.

### CPS 5900 Numerical Analysis (3)

Development and analysis of numerical algorithmic solutions. Recognition of prop-

agated errors. Applications via computer programming.

### CPS 5910 Computer Simulations of Models (3)

Design, programming and analysis of discrete and continuous computer simulation models; evolution and use of simulation languages applied to modeling techniques.

### CPS 5920 Database Systems (3)

Enterprise database management systems; database design; database implementation; storage and indexing; transaction processing concepts; data warehousing, data mining and online analytical processing (OLAP); emerging database applications.

### CPS 5921 Data Mining (3)

Fundamental knowledge discovery and data mining concepts, techniques, algorithms and languages; architecture, design and technology, applications in business and sciences are covered.

### CPS 5930 Operating Systems Concepts (3)

Analysis of concepts and functions of an operating system; interrelationships of the operating system and hardware; file organization and access; storage and process management in a multiprocessor environment.

### CPS 5931 Network Systems (3)

Concurrent operating systems and database requirements for the successful development of a transaction processing application in a network environment using the Client/Server paradigm.

### CPS 5940 Artificial Intelligence and Expert Systems (3)

An introduction to the central concepts of Artificial Intelligence: search, knowledge representation and reasoning, expert systems, and neural nets.

### CPS 5950 Software Engineering (3)

The application of a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of

software. Methods and techniques used in the management and development of large scale information systems. Project management, joint applications development, rapid applications development, cost models, user requirements, analysis, design, implementation strategies, testing techniques, quality and maintenance issues. Use of CASE and rapid prototyping tools is required.

### **CPS 5951 Human Computer Interaction (3)**

Principles and methods in modern human computer interaction design and development; user requirements; usability tests, interaction devices; interaction design; interface evaluation; tools and platforms.

### **CPS 5960 Operations Research (3)**

Models and Algorithms Deterministic models of operation research including linear programming, network flow, gradients, sequential unconstrained minimization. Emphasis on computer programmed solutions and their interpretation.

### **CPS 5965 High Performance Computing (3)**

Fundamental concepts of high performance computing; hardware architecture; software libraries; design, analysis, implementation and performance evaluation of parallel and distributed algorithms. Prerequisites: CPS Core or equivalent

### **CPS 5970 Web Programming (3)**

Introduction to programming on the Internet and the technical aspects of the World Wide Web. Topics include HTML, Web server administration, CGI programming, JavaScript, Java, data access, Web graphics, and Internet security. Students are expected to complete a programming project.

### **CPS 5981 Software Assurance (3)**

Concepts, practices and methodologies for ensuring integrity, security, and reliability in software code development, including processes and procedures that diminish the possibility of erroneous code, malicious code, or trap doors that could be introduced during development.

### **CPS 5990 Special Topics (3)**

The study of topics in computer science that are extensions of existing courses or topics that result from new developments in computer science.

### **CPS 5995 CIS Capstone (3)**

A software implementation project course that integrates theory and practice in design and development of a large computer information system. The students will choose a project that involves a solution to an enterprise problem, and then research, design, develop, test, document, demonstrate and present results to the class. The instructor must approve the project.

## **Faculty**

### **George Chang, Professor**

B.S., SUNY Stony Brook University,  
M.S., NJ Institute of Technology  
Ph.D., NJ Institute of Technology

### **Emanuel Emanouilidis, Professor**

B.S., NJ Institute of Technology  
M.S., NJ Institute of Technology

### **Ching-Yu (Austin) Huang, Assistant Professor**

B.S., Tamkang University  
M.S., NJ Institute of Technology  
Ph.D., NJ Institute of Technology

### **Juan Li, Assistant Professor**

B.S., Technical University of Nova Scotia  
Ph.D., Waterloo University

### **Jing-Chiou Liou, Assistant Professor**

B.S., National Taiwan University of Science and Technology  
M.S., NJ Institute of Technology  
Ph.D., NJ Institute of Technology

### **Patricia A. Morreale, Associate Professor**

B.S., Northwestern University  
M.S., University of Missouri  
Ph.D., Illinois Institute of Technology

### **Carolee Stewart-Gardiner, Assistant Professor**

B.A., State University of NY, Buffalo  
M.S., Hofstra University

# SCHOOL OF NURSING

Dr. Portia Johnson

Room: T116

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## Degrees Offered

M.S. Nursing

Options:

- Clinical Management
- Community Health Nursing
- School Nursing

Certification Program:

- School Nursing

## Option: Clinical Management with a Transcultural Focus

### Program Description

The School of Nursing offers a Master of Science in Nursing Degree in Clinical Management with an emphasis in transcultural nursing concepts. Students entering the program pursue part-time or full-time study (3-9 credits per semester). The program can be completed in four academic semesters and one summer session. Graduates of the program are eligible to sit for certifications in Nursing Administration and Transcultural Nursing.

The purpose of this program is to prepare nurses with expertise in clinical management emphasizing organizational culture, system planning and protocols of care development which are responsive to culturally diverse health team and patient populations. It is this unique combination of transcultural nursing care and managerial skill, which will prepare the graduate of this program with the competencies necessary to take a leadership role in the clinical arena.

### Degree Requirements

- 36 credits
- Planned sequence of coursework each semester
- 5.5 hours weekly clinical time associated with the two 2 credit clinical courses
- 12.5 hours weekly clinical time associated with the final 5 credit clinical course

## Prerequisites

- Minimum grade of B in statistics, nursing research and theory coursework.

**Nursing Theory Core** 3  
NURS 5000: Nursing Science 3

**Nursing Management Theory Core** 12  
NURS 5100: Nursing and Organizational Theory 3  
NURS 5200 Organizational Communications in Transcultural Health Care Systems 3  
NURS 5300: Fiscal Management in Nursing and Health Care Systems 3  
NURS 5600: Computers in Health Care 3

**Nursing Management Clinical Core** 9  
NURS 5110: Transcultural Nursing Administration Practice I 2  
NURS 5210: Transcultural Nursing Administration Practice II 2  
NURS 5910: Transcultural Nursing Administration Practice II 5

**Nursing Research Core** 6  
NURS 5900: Research in Transcultural Nursing Administration I 3  
NURS 5901: Research in Transcultural Nursing Administration II 3

**Guided Electives** 6  
*Courses selected with approval of Program Coordinator*

**Total** 36

## Option: Community Health Nursing

### Program Description

This option is designed for RNs with bachelor degrees who plan careers in Community Health Nursing clinical management. It provides in-depth knowledge and skills related to Community Health Nursing Advanced Practice. Graduates of this option have a unique combination of knowledge and skills in clinical management, transcultural nursing and community health. Graduates of the program are

eligible for certification in Advanced Community Health Nursing, Home Health Nursing, Nursing Administration and Transcultural Nursing. Students entering the program pursue part-time or full-time study (3-9 credits per semester). The program can be completed in four academic semesters and one summer session.

The purpose of this program is to prepare nurses with expertise in community health nursing and clinical management to plan systems and protocols of care that are responsive to culturally diverse health team and patient populations. It is this unique combination of community nursing and managerial skill in transcultural contexts which will prepare the graduates of this program with the competence necessary to take a leadership role in community clinical arena.

## Program Requirements

- 39 credits
- Planned sequence of coursework each semester
- 5.5 hours weekly clinical time associated with the two 2 credit clinical courses
- 12.5 hours weekly clinical time associated with the final 5 credit clinical course

## Prerequisites

- Minimum grade of B in statistics, nursing research and theory coursework.

**Nursing Theory Core** 3  
NURS 5000: Nursing Science 3

**Nursing Management Theory Core** 12  
NURS 5100: Nursing and Organizational Theory 3  
NURS 5200: Organizational Communications in Transcultural Health Care Systems 3  
NURS 5300: Fiscal Management in Nursing and Health Care Systems 3  
NURS 5600: Computers in Healthcare 3

**Community Health Nursing Specialty Core** 6  
NURS 5400: Epidemiology in Advanced

Community Nursing Practice 3  
 NURS 5500: Theoretical Foundations for  
 Advanced Practice in Community Health  
 Nursing 3

**Nursing Management Clinical Core 9**  
 NURS 5110: Transcultural Nursing Ad-  
 ministration Practice I 2  
 NURS 5210: Transcultural Nursing Ad-  
 ministration Practice II 2  
 NURS 5910: Transcultural Nursing Ad-  
 ministration Practice III 5

**Research 6**  
 NURS 5900: Research in Transcultural  
 Nursing Administration I 3  
 NURS 5901: Research in Transcultural  
 Nursing Administration II 3

**Guided Electives 3**  
 Courses selected with approval of Program  
 Coordinator

**Total 39**

## Option: School Nursing

### Program Description

The Kean University MS in School Nurs-  
 ing program is the only school nurse  
 graduate program in central New Jersey.  
 The School Nursing option builds on the  
 foundation courses for community health  
 nursing and its focus on the transcultural  
 dimension of service makes it unique  
 among graduate school nurse programs  
 within the state.

The MSN school nurse program educates  
 RNs with bachelor's degrees to be well-  
 qualified and prepared to respond to the  
 health care needs of the state's school  
 districts as either instructional school  
 nurses, eligible to teach health in the  
 classroom, and/or supervisors of school  
 health services, eligible to manage health  
 programs for school districts. Students  
 who complete the program will qualify for  
 certification as instructional school nurse  
 and/or supervisor of school health ser-  
 vices.

### Prerequisites

In addition to the University's admission  
 requirements:

- A current license to practice as a regis-  
 tered nurse in the state of New Jersey or a  
 School Nurse certificate

- Health Assessment with Practicum
- Human Growth & Development across  
 the Lifespan Guidance/ Counseling  
 Course

### Degree Requirements

- 39 credits
- Current liability insurance
- Current physical examination
- Criminal background check
- Evidence of CPR and AED certification  
 prior to graduation

### Required Nursing Core Courses 15

NURS 5000: Nursing Science 3  
 NURS 5100: Nursing Leadership and  
 Organizational Theory 3  
 NURS 5600: Computers in Health Care 3  
 NURS 5900: Research in Transcultural  
 Nursing Administration I 3  
 NURS 5901: Research in Transcultural  
 Administration II 3

### Required School Nurse Courses 24

NURS 5501: School Nursing I 3  
 NURS 5502: School Nursing II 3  
 HED 5300: Community Mental Health 3  
 EMSE 5560: Introduction to Education:  
 Teaching Theory and Practice 6  
 NURS 5500: Theoretical Foundations for  
 Advanced Practice in Community Nursing 3

or

NURS 5400: Epidemiology in Advanced  
 Practice Nursing 3

### Required for Students Seeking Instruc- tional School Nurse Certification 6

NURS 5510: School Nursing Practicum 3  
*(taken with HED 5500)*  
 HED 5500: Health Teaching Practicum 3  
*(taken with NURS 5510; required for certification  
 students)*

### Required for Students Holding Instruc- tional School Nurse Certification 6

NURS 5910: Transcultural Nursing Admin  
 Practice III 5  
 NURS 5911: Independent Research in  
 Evidence-based Practice in School Nurs-  
 ing 1

**Total 39**

## Option: School Nurse Certification

### Program Description

The Graduate Certification Program for  
 School Nursing provides information and  
 skills for the successful implementation  
 and management of school health pro-  
 grams. Emphasis is on prevention of ill-  
 ness, promotion and maintenance of phys-  
 ical and environmental health education.  
 We expect that graduates of the program  
 will provide leadership in the develop-  
 ment, implementation and management of  
 school health programs.

### Prerequisites

In addition to the University's admission  
 requirements:

- A valid New Jersey RN license
- Completed one course in each of the  
 following areas:
  - Human Growth & Development  
 across the Lifespan Guidance/  
 Counseling Course
  - Health Assessment with Practicum

### Degree Requirements

- 33 credits
- Current professional liability insurance
- Evidence of CPR and AED certification
- Criminal Background check
- Current physical examination

### Required Courses

PSY 5130: Human Development across the  
 Life Span 3  
*(for students without undergraduate equivalent)*  
 CED 5910: Orientation to Professional  
 Counseling 3  
 EMSE 5560: Introduction to Education 6  
 HED 5300: Community Mental Health 3  
 NURS 5400: Epidemiology in Advanced  
 Practice 3  
 or  
 NURS 5500: Theoretical Foundations for  
 Advanced Practice in Community Health  
 Nursing 3  
 NURS 5000: Nursing Science 3  
 NURS 5501: School Nursing I 3  
 NURS 5502: School Nursing II 3  
 NURS 5510: School Nursing Practicum 3  
 HED 5500: Health Teaching Practicum 3

**Total 30-33**

## Course Descriptions

*Advisement petitions needed for each Nursing Course*

### **CED 5910 Orientation to Professional Counseling (3)**

Philosophy, history and development of counseling and human services with emphasis on elementary, secondary, college and community counseling including field visits. Introduction to theories and methods of counseling. Focus on self-awareness and exploration.

### **EMSE 5560 Introduction to Education: Teaching Theory and Practice (6)**

Seminar in curriculum and methodology emphasizing an understanding of pedagogical practices, patterns of growth and development, organization and classroom management, interactive teaching strategies and methods of assessment. Prerequisite: Bachelor's degree.

### **HED 5300 Community Mental Health (3)**

A study of personality development and mental health with an examination of treatment and prevention programs from a community perspective.

### **HED 5500 Health Teaching Practicum (3)**

The culminating experience in the School Nurse Program includes supervised field activities in health education and school nurse practice, in approved primary and secondary school settings. Certified school nurses, qualified health teachers and internship coordinators will supervise students in experiences associated with State-mandated programs. The course also includes the opportunity to prepare and teach health education in the classroom or in other school related health-teaching venues. Students must apply for placement by the fourth (4th) week of the semester prior to registration for the course. Prerequisites: 1. Completion of all core courses in the School Nurse curriculum, including NURS 5501- School Nursing I. 2. Professional CPR certification from either the American Heart Association or American Red Cross. Corequisites: NURS 5502- School Nursing II (This course may be completed prior to Internship enrollment) and NURS 5510- School Nursing Health Education Internship.

### **NURS 5000 Nursing Science (3)**

Analysis of transcultural nursing theories and clinical applications of these theories across the life span of health care agencies. Culture will be examined by defining specific subcultures such as ethnic groupings, economic classes, disease categories, developmental liabilities and levels. Prerequisites: NURS 3000 or similar course on Conceptual Models for Professional Nursing Practice.

### **NURS 5100 Nursing and Organizational Theory (3)**

Analysis of trans-cultural nursing and organizational behavior with an emphasis on theories of leadership, motivation, learning, team building, organizational culture and staff development. These theories will be discussed in relation to individual differences among staff and client populations. This theory course will support the clinical course, Transcultural Nursing Management I, in which the emphasis will be on developing nursing leadership skills in working with diverse nursing staff and in the nursing administration skills of designing protocols of care responsive to culturally diverse groups of patients. Prerequisite: NURS 5000.

### **NURS 5110 Transcultural Nursing Administration Practice I (2)**

An emphasis is placed on developing nursing leadership skills in working with diverse nursing staff and in the nursing administration skills of designing organizational structure and protocols of care responsive to culturally diverse groups of patients. Application of selected aspects of transcultural nursing management practices in the areas of organizational structure, management systems, leadership, decision making, role modeling, and mentoring theories. Prerequisites: NURS 5000, NURS 5100.

### **NURS 5200 Organizational Communications in Transcultural Health Care Systems (3)**

Analysis of human relations and communication theories as applied to management of nursing, patient care, and diverse ethnic and cultural personnel systems. Emphasis on group and interpersonal communication, conflict, power, and change. Teaching strategies will emphasize interpersonal communication using verbal, non-verbal, written, multicultural and audiovisual modes. Application of content correlated with

content in Transcultural Nursing Administration II. Prerequisites: NURS 5000, NURS 5100, NURS 5110

### **NURS 5210 Transcultural Nursing Administration Practice II (2)**

Application of selected aspects of nursing management practice in human resource management and communication. Analysis of key concepts including change, power, conflict resolution, group dynamics and personnel selection, development and evaluation.

### **NURS 5300 Fiscal Management in Nursing and Health Care Systems (3)**

Study of fiscal aspects of health care and nursing systems. Concepts of economics and accounting as applied to unit based budgeting will be examined. Fiscal analysis of patient costs, insurance reimbursement and regimen costs will be done to further an understanding of the fiscal implications of the care to both the health care system and to the patient. Prerequisite: Year 1 of Course Work

### **NURS 5400 Epidemiology in Advanced Practice Nursing (3)**

This course examines the epidemiological and nursing processes from the perspective of advanced practice nursing. Emphasis is on the synthesis of theories and models of epidemiology and nursing with special attention to nursing practice from an epidemiological view, within the context of cultural and social pluralism. Pre or Co requisite: Nursing Science (NURS 5000)

### **NURS 5500 Theoretical Foundations for Advanced Practice in Community Health Nursing (3)**

This course explores the theoretical basis for advanced practice in Community Health Nursing (including home health care, public health and managed care) through analysis of models and theories that contribute to this unique area of the nursing discipline. Emphasis is placed on the design of community health nursing processes that emphasize community nursing practice that is population focused, and based on theories and models from nursing and supportive disciplines. The dialectical process includes the examination of the relationship among theory, research and practice.



**NURS 5501 School Nursing I (3)**

This course facilitates the development of school nurse competencies through exploration of the principles, theoretical framework, and trends in school nursing. A holistic approach is used to explore health needs of primary and secondary school-based populations. Legal mandates for school health and components school health programs are explored with special foci on qualifications, roles and function of school nurses, documentation and analysis of models of school nurses practices, and school law as it pertains to the medically fragile child, as well as developing and implementing individual health care plans for exceptional children. Prerequisites: Completion of all support courses in the School nurse curriculum

**NURS 5502 School Nursing II (3)**

This course enables students to identify problems and plan solutions related to the total administrative program of health in schools. The coordination of school facilities with resources at the community, county, and state levels will be studied. Students investigate the organization, administration, and evaluation of health services at the primary and secondary levels. Attention will be paid to identification of issues and future directions of school nurse practice. Prerequisites: Completion of all support courses in the School nurse Curriculum. NURS 5501-School Nursing I.

**NURS 5510 School Nursing/Practicum Education Internship (3)**

The culminating experience in the School Nurse program includes supervised field activities in health educations and school nurse practices, in approved primary and secondary school settings. Certified school nurses, qualified health teachers and internship coordinators will supervise students in experiences associated with state-mandated programs. The course also includes the opportunity to prepare and teach health education in the classroom or in the other school related health-teaching venues. Students must apply for placements by the fourth (4<sup>th</sup>) week of the semester prior to registration for the course. Prerequisites: 1.) Completion of all core courses in the School Nurse Curriculum, including NURS 5501-School

Nursing I. 2.) Professional CPR certification from either the American Heart Association or American Red Cross. Co requisites: NURS 5502- School nursing II (N.B. enrollment) and HED 5500- School Nursing/Health Education internship.

**NURS 5600 Computers in Health Care (3)**

Examination of computers as a tool in various arenas of the health care system. Development of computer skills for health care applications in patient care, personnel, and unit management systems. An emphasis will be placed on "hands on" skills with a variety of software services including staffing packages, patient acuity and classification systems, staff development tracking packages, quality assurance systems, and care management data bases for patient care. Prerequisites: Computer literacy as evidenced by admission requirements to the MSN.

**NURS 5900 Research in Transcultural Nursing Administration I (3)**

Analysis of the research process including the identification of a problem and development of a design in an area of transcultural nursing administration. Examples of research problems in trans-cultural nursing administration would include: examining health care needs of culturally diverse patient populations, examining nursing strategies designed for culturally diverse populations such as the aged, ethnic minorities, and handicapped patient populations, examining leadership strategies and models of care effective in meeting the needs of both a diverse work group and a diverse client group, and an examination of barriers to health care for culturally specific groups. Prerequisites: NURS 5000, NURS 5100, NURS 5200, NURS 5600.

**NURS 5901 Research in Transcultural Nursing Administration II (3)**

Implementation of selected aspects of nursing management practice with diverse patient and nurse populations in a selected target area in interest chosen in NURS 5910. This course is a continuation of Nursing 5900 and 5901. Students will have selected an interest/target area consistent with the curriculum focus and within this courses will finalize the

research process and disseminate findings and recommendations.

**NURS 5910 Transcultural Nursing Administration Practice III (5)**

Implementation of selected aspects of nursing management practice with diverse patient and nurse populations in a selected target area of interest chosen in NURS 5900. Students will have selected an interest/target area consistent with the guided elective track. Target areas may include research focusing on diverse patient groups or provider groups, development of clinical care protocols for diverse patient groups, development of flexible models of care responsive to diverse patient care and provider groups, tracking of fiscal and quality variables using information systems, and developing a comprehensive understanding of specific health care groups and related needs.

**NURS 5911 Independent Research in Evidence-based Practice in School Nursing (1)**

Designed exclusively to accompany the five-credit course NURS 5910 in order to further investigate current school nursing research and evidence-based practice protocols in school nursing and to disseminate this knowledge. The course will enable students to make judgments about the value of current school nursing practice protocols and show self-reliance when working independently. Scholarly outcomes will emphasize creativity based upon highly developed research skills. This is a web-assisted course.

**PSY 5130 Human Development Across the Life Span (3)**

A life-span approach to the major theoretical perspectives, conceptual debates and methodological concerns in developmental psychology. Description and explanation of the degree to which personality, cognitive abilities, and socio-emotional competencies show stability/change with age. Includes the life cycle of the family and changes of family structures over time, as well as issues of ethnicity, gender and culture. Prerequisite: Twelve credits in Psychology (undergraduate or graduate) including three credits in the area of developmental psychology.

## **Faculty**

**Prisca O. Anuforo, RN, DNP, Lecturer,**  
BSN, MSN Kean University  
DNP Fairleigh Dickinson University

**Karen Dewitt, EdD, RN Lecturer**  
BSN, Seton Hall  
MA, NYU,  
EdD Teachers College Columbia  
University

**Virginia Fitzsimons, Professor**  
BSN Hunter College, City University of  
New York  
MEd, EdD, Columbia University

**Portia Johnson, EdD, RN, Lecturer**  
BSN, William Paterson College  
MS, Hunter College  
EdD Teachers College Columbia  
University

**Jan Kaminsky, PhD, RN Assistant  
Professor**  
BSN, PhD John Hopkins University

**Kathleen Neville, Professor**  
BSN Rutgers' University  
PhD, New York University

**Donna Reinbeck, Lecturer**  
BSN, MSN, PhD Candidate, Kean  
University

**Traci Sicurella, Lecturer**  
BSN, Anderson University, Indiana  
MSN, Kean University

**Joan Valas, PhD. RN, Professor**  
BS, MS, Post-Masters, MPhil ,PhD, Co-  
lumbia University



# **College of Visual and Performing Arts**

Suzanne Bousquet, Ph.D  
Acting Dean

## **Degrees Offered**

### **Masters Degrees**

Fine Arts Education – Initial Certification (M.A.)

Fine Arts Education – Studio (M.A.)

Fine Arts Education – Supervision (M.A.)

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name.

DEPARTMENT OF FINE ARTS EDUCATION

Dr. Joseph Amorino  
Room: VE-430  
Tel: 908-737-4403/4400  
Email: jamorino@kean.edu

Degrees Offered

M.A. in Art Education

Options:

- Initial Teacher Certification
- Fine Arts Supervision Certification
- Studio

Program Description

The M.A. in Fine Arts Education Program offers three distinct options and each applicant must apply for the particular course that most adequately meets his or her career goals. Applicants may select from the following three options:(a) New Jersey K-12 Teaching Certification in Art, (b) New Jersey Art Supervision Certification, or (c) Studio Art (this course of study focuses on advanced development and specialization in the studio arts). Prospective students are strongly urged to closely examine each option as described below.

Option: Initial K-12 Art Teacher Certification

Program Description

The Master of Arts in Fine Arts Education, Teacher Certification Option is an academically intensive program designed for students who have undergraduate preparation and competence in the studio arts and wish to secure New Jersey K-12 Teaching Certification in Art. The Program’s philosophical approach is rooted in developmental psychology and supported by contemporary research in the field. The program prepares future educators to engage in conceptual thought about learning in the visual arts and translate this understanding into an informed and vivified classroom practice. To achieve this goal, students continue to develop a strong studio practice that is augmented by an academic study of the psychological origins of artistic expression as they unfold within the growing individual. Students will construct a full, academically grounded written thesis which examines a specific topic and advances a line of research within the field. Admission to the program is competitive and by application and interview. Certain courses and field-

work components are chronological in sequence. Therefore, all prospective applicants are urged to contact the program coordinator *as soon as possible*\* to discuss the course of studies and ensure a timely placement in required fieldwork.

*\*Deadlines: Applicants aspiring to complete the program in two years are strongly advised to interview with the program coordinator no later than April 30<sup>th</sup> for fall admission. Other applicants may interview before or after April 30<sup>th</sup>. Prospective students are encouraged to interview prior to formally applying to the Graduate College to determine program suitability.*

Prerequisites

In addition to the University’s admission requirements:

- 33 semester hours of studio art courses and 12 semester hours of art history on the undergraduate level
- A departmental interview involving an assessment of the applicant’s:
  - Studio portfolio
  - Proficiencies in academic writing
  - Undergraduate grade records
  - Qualifying scores on Praxis Core: Academic Skills for Educators Test (*applicants may request to be provisionally admitted into the program while awaiting testing dates and receipt of scores, however qualifying scores must be presented within the first semester for both retention in the program and commencement of all fieldwork*).
  - Evidence of verbal communication skills.

Degree Requirements

- 48 credits, (including 12 co-requisites in fieldwork, 36 credits in coursework, and Thesis Seminars).
- Passing scores on “Praxis Core: Academic Skills for Educators” Exam (prior to beginning fieldwork).
- Passing scores in “Praxis II: Art Content Area Exam” before student teaching (FA 4990).
- Final written thesis

Course Requirements

Co-requisites

FA 3902: Artist Education Field Experience I: Elementary

12  
1

(Taken concurrently with FA 5015 Foundation of Graduate Study in Art Education I)

FA 3903: Artist Education Field Experience I: Secondary 1  
(Taken concurrently with FA 5016 Foundation of Graduate Study in Art Education II)  
FA 4990: Student Teaching 10

Required Courses 21

FA 5015: Graduate Study in Art Education I: The Child 3  
FA 5016: Graduate Study in Art Education II: The Adolescent 3  
EL 5613: Curriculum, Development and Evaluation: Theory and Practice 3  
PSY 5110: The Developmental Study of Children 3  
FA 5000: Studies in the Creative Process 3

Choose two of the following with advisement:

FA 5018: Art and Autism in Education 3  
SPED 5005: Foundations in Special Education 3  
SPED 5020: Educational Strategies for Students with Disabilities 3

Electives 9

3 courses in Fine Arts Studio, with advisement

Research 6

FA 5995: Thesis Seminar I: Art Education 3  
FA 5996: Thesis Seminar II: Art Education 3

Total 48

Option: Studio

Program Description

The Master of Arts in Fine Arts Education, Studio Option is an intensive program designed primarily for artists and educators interested in pursuing advanced work in the studio arts. The program also provides the opportunity for practicing art educators to obtain an M.A. degree as needed for professional advancement within their school districts. Opportunities will be provided for exploration in a range of studio areas. However, emphasis will be placed upon advanced study in a creative field in which the student has demonstrated prior competen-

cy. Students entering the program will engage in a rigorous and challenging study in which skills and conceptual aspects of art and art making are explored and developed. Each student is expected to demonstrate a serious, mature, and well-developed work ethic which befits graduate level university study in the fine arts. Students will construct a thesis in the form of a professional exhibition supported by a written academic document which clearly identifies a conceptual line of artistic thought, exploration, and advancement.

## Prerequisites

In addition to the University's admission requirements:

- 30 semester hours of art courses on the undergraduate level
- Departmental portfolio review

## Degree Requirements

- 33 credits
- Graduate exhibition

### Course Requirements

<b>Required Art Education Courses</b>	<b>9</b>
FA 5000: Studies in the Creative Process	3
FA 5998: Advanced Seminar in Fine Arts Education I*	3
FA 5999: Advanced Seminar in Fine Arts Education II*	3
<i>*Exhibition Seminars</i>	
<b>Specialization</b>	<b>15</b>
<i>Five courses within the chosen areas of Fine Arts</i>	
<b>General Electives</b>	<b>9</b>
<i>Three courses selected with advisement</i>	
<b>Total</b>	<b>33</b>

## Option: Fine Arts Supervision

### Program Description

The Master of Arts in Fine Arts Education, Art Supervision Option is designed for certified art teachers who desire additional background for career advancement as well as formal certification for supervisory positions in New Jersey public schools. Admission to the program is competitive and by application and interview. Admitted students are typically required (with advisement) to take at least one art education methods course (in substitution for other courses), in order to enrich their understandings of contemporary research and

evolving issues in the field. Students will construct a full, academically grounded written thesis which examines a specific topic and advances a line of research within the field. This experience offers further preparation for the leadership role entailed by supervisory positions in public schools. *\*Deadlines: Applicants should note all requirements below and arrange an interview with the program coordinator.*

## Prerequisites

In addition to the University's admission requirements:

- New Jersey Teaching Certification in Art Education
- A departmental interview involving an assessment of the applicant's studio portfolio
- Proficiencies in academic writing
- Undergraduate grade records
- GRE (Graduate Record Exam) or MAT (Miller Analogies Test) scores
- Evidence of verbal communication skills

## Degree Requirements

- 33 credits of coursework
- Three years public school teaching experience upon completion of Program
- Final written thesis

### Course Requirements

<b>Specialization</b>	<b>12</b>
EL 5606: School Supervision and Organizational Theory	3
EL 5607: Supervision and Evaluation of Instruction	3
EL 5613: Curriculum, Development and Evaluation: Theory and Practice	3
EL 5614: Learning, Instruction, Evaluation and the Curriculum Development	3

<b>Required Studio Art</b>	<b>9</b>
<i>Three courses from fine arts areas selected with advisement.</i>	

<b>Required Art Education</b>	<b>12</b>
FA 5000: Studies in the Creative Process	3
FA 5997: Advanced Seminar: Research in Fine Arts Supervision	3
FA 5995: Thesis Seminar I: Art Education	3
FA 5996: Thesis Seminar II: Art Education	3
<b>Total</b>	<b>33</b>

## Course Descriptions

### EL 5606 School Supervision and Organizational Theory (3)

Application of organizational and leadership theories to school supervision. Emphasis is placed on management of human resources in a professional setting, identification of personal leadership style, and major models and techniques of teacher evaluation. Prerequisite: Graduate Status.

### EL 5607 Supervision and Evaluation of Instruction (3)

Theory, research and practices of supervision, approaches to staff development, evaluation, and in-service training. Prerequisite: Graduate Status.

### EL 5613 Curriculum, Development and Evaluation: Theory and Practice (3)

Examination of philosophical and social forces that shape public school curricula. Attention given to curriculum design, development, implementation and evaluation as well as to the master planning and integration. Prerequisite: Graduate Status.

### EL 5614 Learning, Instruction, Evaluation and Curriculum Development (3)

Study of the teaching and learning process. Instructional theories and models, evaluation and assessment techniques applied to the curriculum. Prerequisite: Graduate Status

### FA 3902 Artist Education Field Experience I: Elementary (1)

Supervised field experience. Emphasis is on curriculum content and basic teaching strategies. Students spend one full day per week per semester in a selected art education setting, K-5.

### FA 3903 Artist Education Field Experience I: Secondary (1)

Supervised field experience. Emphasis is on curriculum content and basic teaching strategies. Students spend one full day per week per semester in a selected art education setting, 6-12.

### FA 4990 Student Teaching (10)

Students will teach in two different educational settings under the direction of a college art supervisor and cooperating art teachers. Includes work with normal, gifted

and talented, mainstreamed, special education, and ethnically diverse students. Includes three on-campus evening seminars. Required for Fine Arts Teacher Certification. Prerequisites: FA 3901/3903 EDUC 3000, EDUC 3400 or 3401, EDUC 4000, completion of 95 semester hours. For graduate students: FA 5016, FA 3903 Senior or Graduate status.

### **FA 5000 Studies in the Creative Process (3)**

Understanding of the creative process through the study of the generative impulse and the resultant performance of the creative personality. Use made of statements of artists. Insights gained from examination of their work. Formal investigative procedures designed to identify and describe creativity studied.

### **FA 5015 Graduate Study in Art Education I: The Child (3)**

Art teaching methodology, including observation of teaching procedures, classroom management, evaluation of programs, discussions, demonstrations and readings. Students are required to spend 1/2 day per week in the field preparing to teach K-6. Research work is basis for further investigation in Fine Arts 5901 and in the advanced seminar. Prerequisite: Graduate standing. Corequisite: FA 3902. Required for M.A. in Fine Arts Teacher Certification.

### **FA 5016 Graduate Study in Art Education II: The Adolescent (3)**

Art teaching methodology, including observation of teaching procedures, working with small groups, evaluation of programs, research, curriculum development, discussions, demonstrations and readings. Students are required to spend 1/2 day per week in the field preparing to teach 7-12 grade levels. Prerequisite: FA 5015, 3902. Corequisite: FA 3903. Required for M.A. in Fine Arts Teacher Certification.

### **FA5018 Art and Autism in Education (3)**

Designed for professionals such as pre-service and in-service teachers in art education, special education, and general education who wish to gain skills and strategies to work effectively with students having autism or other Autism Spectrum Disorders

(ASD) in the classroom. Prerequisite: Permission of Graduate Program Coordinator.

### **FA 5995 Thesis I: Art Education (3)**

Explores the proposal and design of an academic document which will serve as the outline for the written graduate thesis leading toward the MA degree. Prerequisite: Permission of Art Education Graduate Program Coordinator.

### **FA 5996 Thesis II: Art Education (3)**

Explores the concluding stages of conducting a research project, including the construction and writing of final sections of the graduate thesis leading toward the MA degree. Prerequisite: Permission of Art Education Graduate Program Coordinator.

### **FA 5997 Advanced Seminar: Research in Fine Arts Supervision (3)**

A leadership course for the role of Supervisor in a school district. Emphasis is on student's engagement, via a written contract, that formalizes the intern's responsibilities for planning, developing, and/or managing art education supervisory tasks in guided field assignments in the graduate's school district. Prerequisite: Completion of all specialized credits and/or 214 semester hours of program.

### **FA 5998 Advanced Seminar: Research in Fine Arts Education I (3)**

The Advanced Seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of graduate specialization. Enrollment is limited and open only to fully matriculated students nearing completion of their program. The courses consist of reading, research, and practicum sessions and require each student to complete a major project or research paper that evidences competency in the field.

### **FA 5999 Advanced Seminar: Research in Fine Arts Education II (3)**

The Advanced Seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of graduate specialization. Enrollment is limited and open only to fully matriculated students nearing completion of their program. The courses consist of reading,

research, and practicum sessions and require each student to complete a major project or research paper that evidences competency in the field.

### **PSY 5110 The Developmental Study of Children (3)**

Theories and research in child development. Principles applied to working with children from conception to puberty in contemporary society.

### **SPED 5005 Foundations in Special Education (3)**

Etiologies, characteristics and prevalence of a wide range of disabilities, as well as attitudes and reactions toward persons with disabilities are covered. Role playing, case studies and field experience to learn specialized techniques are incorporated into course.

### **SPED 5020 Educational Strategies for Students with Disabilities (3)**

Theories and techniques that pertain to special education are applied to specific instructional, social, and emotional domains. Current legislation, special education processes and trends are covered.

## **Faculty**

**Joseph S. Amorino, Associate Professor**  
Ed.D., Columbia University Teachers College

# **New Jersey Center for Science, Technology and Mathematics**

Keith Bostian, Ph.D.  
Dean

## **Degrees Offered**

### **Masters Degrees**

Biotechnology Science (M.S.)

For information regarding program student learning outcomes please see the listing of College and Program Assessment Plans at <http://www.kean.edu/KU/Academic-Assessment->. The College mission statement may also be viewed through this link by clicking on the College name.

# NJ Center for Science, Technology & Mathematics

Dr. Salvatore Coniglio

Room: STME 518B

Tel: 908-737-7216

Email: [conigsla@kean.edu](mailto:conigsla@kean.edu)

## Degree Offered

M.S. in Biotechnology Science

## Program Description

The Master of Science program in Biotechnology Science is a 34 credit interdisciplinary program designed to prepare students for research in the expanding field of biotechnology through course work and laboratory experience. Many students attend the program part-time while working in industry, as courses are scheduled in the evenings. Graduates become proficient in state-of-the-art technologies and are prepared to seek employment/advancement in biotech/pharma or to continue their study toward the Ph.D. degree in other graduate programs in related fields.

## Prerequisites

- A minimum grade of 3.0 (B) in all science and math courses
- Undergraduate Prerequisites: Two years of college biology including either Cell Biology or Biochemistry or equivalent, two years of college chemistry, and one year of college mathematics.
- Students holding degrees in disciplines other than biology or chemistry are encouraged to apply with the understanding they may be required to successfully complete the undergraduate prerequisites before becoming fully matriculated in the M.S. Biotechnology Science program.
- TOEFL examination for international applicants.

## Degree Requirements

Students must complete 34 credit hours culminating in a written research project and presentation of research in a public forum.

## Required Coursework

STME 5010: Molecular Cell Biology I 3  
STME 5240: Molecular Cell Biology II 3  
STME 5103: Scientific Writing & Presentation 3

STME 5510: Biostatistics & Computational Analysis  
or  
MATH 5505: Applied Statistical Analysis 3  
STME 5020 Ethics in Biotechnology 1

*Students may elect one of two routes to the M.S. Degree in Biotechnology: either the Internship/Externship or the Practicum.*

**Internship/Externship 6**  
STME 5410 Biotech Internship/Externship 6  
or  
STME 5411 Biotech Internship/Externship 3  
and  
STME 5412 Biotech Internship/Externship 3  
or  
STME 5413 Biotech Internship/Externship 2  
and  
STME 5414 Biotech Internship/Externship 2  
and  
STME 5415 Biotech Internship/Externship 2

**Practicum 6**  
STME 5400 Biotech Research Literature Review 3  
and  
One approved graduate laboratory course from elective courses indicated with an \* 3-4

**Elective Coursework 15**  
ENG 5010 English Writing Seminar 3  
(for applicants with a foreign degree)

STME 5140 Cellular Techniques\* 3  
STME 5170 Molecular Techniques\* 3  
STME 5310 Molecular Biology of Cancer 3  
STME 5320 Applied Human Immunology 3  
STME 5370 Human Viral Diseases 3  
STME 5300 Advanced Cell Biology 3  
STME 5615 Chemical Instrumentation & Analytical Techniques\* 3  
STME 5625 Medicinal Chemistry 3  
STME 5810 Mass Spectrometry and Drug Discovery 3  
BIO 5410 Neurobiology 3  
BIO 5600 Basic Pharmacology 3  
BIO 5120 Intro to Bioinformatics\* 3  
CHEM 5184 Introduction to Molecular Modeling and its Applications\* 3  
CHEM 5150 Spectrometric Identification of Organic Compounds 3

CHEM 5284 Instrumental Methods of Analysis\* 4  
CHEM 5285 Chemical Separation Methods\*  
MATH 5510 Multiple Regression Analysis 3  
MATH 5630 Introduction to Computational Science I 3

**Total 34**

## Course Descriptions

### BIO 5120 Introduction to Bioinformatics (3)

An introduction to the data, computational methods and objectives of bioinformatics as they pertain to genes and proteins. Includes surveys and use of protein and nucleic acid databases, sequence analysis software and biological molecular modeling in computer lab exercises.

### BIO 5410 Neurobiology (4)

Foundations of Neurobiology emphasizing morphology, physiology and chemistry of the nervous system and its functions (3hr lec.). Prerequisites: Enrollment in the Master of Science in Biotechnology of Equivalent.

### BIO 5600 Basic Pharmacology (3)

Principles of basic pharmacology including drug classes, pharmacodynamics, pharmacokinetics and drug therapy. Emphasis on pertinent physiology and related diseases underlying the mechanisms of drug actions and interactions

### CHEM 5150 Spectrometric Identification of Organic Compounds (3)

Determination of structure of organic compounds by analysis of their infrared, ultraviolet, nuclear magnetic resonance and mass spectra. Extensive use of published spectra of "unknowns."

### CHEM 5184 Introduction to Molecular Modeling and its Applications (3)

Introduction to the use of computational chemistry and molecular modeling as tools for the solution of real-world research prob-

lems in chemistry and biochemistry. Students must have a fundamental understanding of structural organic chemistry, thermodynamics, kinetics, elementary biochemistry and the general principles of quantum chemistry. Prerequisites: CHEM 3182, 3382, or permission of instructor

#### **CHEM 5284 Instrumental Methods of Analysis (4)**

General applications of modern instruments to the detection, identification and estimation of chemical elements and compounds. Laboratory exercises in the use of a variety of instruments.

#### **CHEM 5285 Chemical Separation Methods**

Provides a strong background in modern chemical separation methods. Theory, instrumentation and application of distillation, selective complexation, solvent extraction and various chromatographic methods. Major emphasis will be placed on high performances-thin layer, liquid and gas chromatographic techniques. Experience with many modern and sophisticated chromatographic instruments.

#### **ENG 5010 Graduate Writing Workshop (3)**

Graduate writing workshop intensive with special emphasis on writing process, discourse, and style. Analysis of professional models, strategies, and standards. Students develop skills necessary for graduate level course work.

#### **MATH 5505 Applied Statistical Analysis (3)**

Presents fundamental concepts of statistical methodology. Topics include sampling distributions and the central limit theorem, probability distributions, statistical inference, analysis of variance for designed experiments with applications, analysis of categorical data, correlation and regression analysis, applications to statistical model building, and analysis of covariance. Computer software will be utilized. Prerequisite: An undergraduate course in statistics and calculus II

#### **MATH 5510: Multiple Regression Analysis (3)**

Least squares estimators as applied to multiple independent variables and the single dependent variable. Application to and ANCOVA designs including coded varia-

bles, dispo cell frequencies, discriminate and path analysis. Computer facilities utilized.

#### **MATH 5630 Introduction to Computational Science I (3)**

Intensive introduction to the literature and methodology of applied mathematics and computer science. Analysis and extrapolation of journal research results. Prerequisite: ID 4610.

#### **STME 5010 Molecular Cell Biology I (3)**

Molecular cell biology is rapidly advancing the study of biotechnology, particularly in the fields of biomedical, pharmaceutical, and agricultural sciences. Understanding the chemistry of DNA, RNA and proteins gives biotechnologists the ability to manipulate these macromolecules to more fully understand cellular functions, treat human diseases and engineer more viable crops and livestock. This course will provide students with a broad understanding of the foundation of molecular biology and its applications.

#### **STME 5020 Ethics in Biotechnology (1)**

Examination of ethical issues arising from developments, technologies, and research practices in Biotechnology and related scientific and medical fields. Consideration given to the possibility of unforeseen outcomes, and the implication of new developments and technologies.

#### **STME 5103 Scientific Writing and Presentation (3)**

Graduate level course that focuses on learning and implementing written and oral skills for effective science communication, by interactive lectures teaching science writing as well as guest research seminars and student presentations. Prerequisites: Enrollment in Biotechnology Masters Program or permission of instructor.

#### **STME 5140 Cellular Techniques (3)**

Graduate level laboratory-intensive course. Biological approach to the study of proteins, cells and tissues with emphasis on current physiological principles relating structure to function, including biomembranes, cell communication and intracellular trafficking. Lab exercises include cellular biotechniques to purify and characterize proteins, and physiological activity in living cells.

#### **STME 5170 Molecular Techniques (3)**

Graduate level laboratory-intensive course presenting experimental design, methods, and techniques. Quantitative and qualitative lab approaches to the study of subcellular components (RNA, DNA, etc.) with emphasis on current molecular principles and bio techniques to relate structure to function including gene expression and real time genetic analysis.

#### **STME 5240 Molecular Cell Biology II (3)**

Study of the biochemical and physiological role of proteins in cell structure and function, with an emphasis on the molecular, chemical and physical principles and interrelationships required for biosynthesis and cellular metabolism, intracellular trafficking, transport, and signal transduction.

#### **STME 5300 Advanced Cell Biology (3)**

An advanced molecular cell biology course designed for second year biotech graduate students that will detail the study of cells in their social context. Topics include the cell cycle, apoptosis, cell division, cell junctions, the ECM, germ cells, fundamentals of cellular development, cancer and immunity. Prerequisites: STME 5010 & 5240.

#### **STME 5310 Molecular Biology of Cancer (3)**

An examination of the molecular mechanisms by which cancer cells arise, develop into tumors and metastasize. Topics include: oncogenes, tumor suppressor genes, signal transduction, cell cycle control, DNA methylation, metastasis, diagnosis and therapy. Prerequisites: STME 5010 & 5240.

#### **STEME 5320 Applied Human Immunology (3)**

Applied Human Immunology focuses on how the human immune system works, what happens when the immune system goes awry, and how different components of the immune system can be harnessed for basic and clinical research. This course will explore many of the molecular and cellular players involved in immunity and the importance of their interactions.

#### **STME 5370 Human Viral Diseases (3)**

Principles of the molecular biology of viruses causing human disease. Topics include: history and terminology, viral assay methods, viral structure, organization, attachment & entry, replication strategies, virus maturation, viral epidemiology, and



antiviral intervention strategies to target various stages in the viral life cycle of important human viral pathogens.

#### **STME 5400 Biotech Research Literature Review (3)**

Students individually conduct a formal scientific literature review of an approved biotechnology topic and propose an area of study. Upon subject approval, the individual researches the topic and composes a literature review paper. The paper is presented orally and defended in a public research forum. Required for M.S. Biotechnology unless student pursues Extern/Internship within program degree.

#### **STME 5410-5415: Biotech Internship/Externship (2-3 each)**

Students will conduct original research in a biotechnology-related facility under the advisement of a faculty member. Each project will be approved by the biotechnology steering committee prior to the onset of the internship. Pre Req: Biotechnology masters students only.

#### **STME 5510 Biostatistics and Computational Analysis (3)**

Applied biostatistics for biotechnology researchers to include the use of standard deviation, standard error, normal distribution, significance tests and intervals, analysis of variance, linear and multiple regression, chi squared analysis, multiple comparison and data fitting procedures.

#### **STME 5615 Chemical Instrumentation and Analytical Techniques (3)**

Provides a thorough and detailed understanding of the principles of modern analytical techniques and their applications to solve analytical challenges in chemical, pharmaceutical and biological sciences

#### **STME 5625 Medicinal Chemistry (3)**

Medicinal chemistry focuses on how new medications are created and tested. The course will also provide an overview of the drug development process from research bench to patient ingestion. This will include the investigation of small molecule interaction with relevant biological targets efficacy, absorption, metabolism, toxicity pharmacokinetics, methods of testing and patenting. .

#### **STME 5810 Mass Spectrometry and Drug Discovery (3)**

Students will develop a basic understanding of modern liquid chromatography (LC)-mass spectrometry (MS) techniques and its applications to solve analytical challenges in chemical, pharmaceutical and biological sciences.

### **Faculty**

#### **James R. Merritt Associate Professor**

Ph.D. Organic Chemistry, Duke University  
Medicinal Chemistry

#### **Dilrukshie Ramanathan, Assistant Professor**

Ph.D. University of Florida  
Analytical Chemistry

#### **Salvatore J Coniglio, Assistant Professor**

Ph.D. Albert Einstein College of Medicine  
Cellular and Molecular Biology

#### **Yazhou Sun, Assistant Professor**

Ph.D. Penn State University  
Bioinformatics

#### **Brian Baldwin, Assistant Professor**

Ph.D. Columbia University  
Science Education

#### **Marshall Hayes, Lecturer/Research**

Ph.D. Duke University  
Microbiome, Microbial Genetics

#### **John Pace, Adjunct Professor**

Ph.D. University of Maryland  
Microbiology, Microbiome Analysis

#### **Anima Ghosal, Adjunct Professor**

Ph.D. University of Calcutta, India

#### **Rachana Bhatt, Adjunct Professor**

Ph.D. Sardar Patel University, India

#### **Tara Cominski, Adjunct Professor**

Ph.D. UMDNJ/Rutgers University

#### **Jeffrey Toney, Provost & VP for Academic Affairs**

Ph.D. Northwestern University