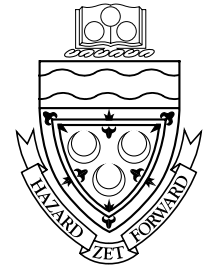


Undergraduate Catalogue 2002-03



Seton Hall University

Publication Number CXLVI, Volume I.

Produced by the Seton Hall University Office of the Provost in conjunction with the Department of University Relations.

The information presented in this catalogue is current as of May 2002. While this catalogue was prepared on the basis of updated and current information available at the time, the University reserves the right to make changes, as certain circumstances require. Please visit our Web site for your convenience at www.shu.edu

Seton Hall University is committed to programs of equal employment opportunity and affirmative action (EEO/AA). These programs are consistent with our basic mission, enjoy a high priority among our institutional goals and objectives, and are carried out in accordance with the teachings of the Catholic Church and the proscriptions of the law.

The University supports and implements all state and federal anti-discrimination laws including Executive Order 11246, as amended, which prohibits discrimination in employment by institutions with federal contracts; Titles VI and VII of the 1964 Civil Rights Act, which prohibit discrimination against students and all employees on the basis of race, color, religion, national origin or sex; Title IX of the Education Amendments of 1972, which prohibits discrimination against students and all employees on the basis of sex; Sections 503 and 504 of the Rehabilitation Act of 1973, which require affirmative action to employ and advance in employment qualified disabled veterans of the Vietnam Era; the Equal Pay Act of 1963, which prohibits discrimination in salaries, the Age Discrimination in Employment Acts of 1967 and 1975, which prohibit discrimination on the basis of age and; the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability.

No person may be denied employment or related benefits or admission to the University or to any of its programs or activities, either academic or nonacademic, curricular or extracurricular, because of race, color, religion, age, national origin, gender, sexual orientation, handicap and disability, or veteran's status. All executives, administrators, faculty and managers – both academic and administrative – are responsible for individual and unit support of Seton Hall University's EEO/AA programs. EEO/AA policies are to be applied in all decisions regarding hiring, promotion, retention, tenure, compensation, benefits, layoffs, academic programs, and social and recreational programs.

Mr. Richard Hill, senior human resources generalist, is the University's equal employment opportunity /affirmative action officer who is responsible for providing information regarding the provisions of the laws and regulations referenced in the preceding paragraphs and their applicability to the services, programs, and activities offered by the University. Mr. Hill is located in the Department of Human Resources in the lower level of Presidents Hall and may be contacted via e-mail at hillrich@shu.edu or by telephone at (973) 761-9284. Mr. James Gillson is the University compliance officer who is responsible for providing information regarding sexual harassment and for investigating complaints of sexual harassment. Mr. Gillson is located in Presidents Hall and may be contacted via e-mail at gillsoja@shu.edu or by telephone at (973) 313-6132.

To contact Enrollment Services for further information and inquiry, call, toll free, 1-800-THE-HALL (843-4255). Information sessions available, please call for an appointment. Other offices may be reached via the University switchboard at (973) 761-9000.

Address to write for information: Enrollment Services - Bayley Hall, Seton Hall University, 400 South Orange Avenue, South Orange, NJ 07079.

Note: University policy indicates that the provost is responsible for the decision regarding partial or complete suspension of classes on campus and any substantial delayed opening of University operations. When classes are canceled, the University is closed except for essential services. Information regarding suspension of classes and/or University operations will be made available via voice mail and aired by the following radio stations: WSOU (89.5 FM), WMGQ (93.3 FM), WKXW (101.5 FM), WBUD (1260 AM), WCTC (1450 AM). Resident students should call their voice mail. Commuter students and those not on voice mail should call (973) 761-9000. Every effort will be made to have emergency closing information available by 6 a.m.





From the President

Nearly 150 years ago, Bishop James Roosevelt Bayley had a vision for a place of higher education. Named for his aunt, Saint Elizabeth Seton, Seton Hall, according to Bishop Bayley, would be a home – for the mind, the heart and the spirit.

As we move forward into this new century, Seton Hall plays a clearly established role as a vibrant and innovative university community. Yet this dynamic, complex institution continues to fulfill Bishop Bayley's simple vision. While we offer you and all our students access to the world, in all its bewildering complexity, Seton Hall also provides the ethical and spiritual grounding you need to find your way in that world — and to make a difference.

This combination of knowledge and discernment has long been Seton Hall's formula for success. The strength of our curriculum continues to serve our alumni well in a broad range of professional fields — business, law, health care, education and service to the Church. In addition, the University community prides itself on preparing its students for success in life beyond the workplace. The diverse backgrounds of our students, faculty and staff bring a rich texture to the lessons offered not only in our classrooms and through our technology, but also through the many extracurricular activities and social opportunities of life at Seton Hall.

On behalf of the entire University, I welcome you to our 2002-03 academic year. I encourage you to allow Seton Hall to make a difference in your life, so that you may go forward as a leader in our global community. I pray that this year will be for you, and for all of us, one of exciting challenges and great achievements.

Monsignor Robert Sheeran
President
Seton Hall University



From the Provost



The *Seton Hall University Catalogue* is your guide to the academic programs for each of the schools, colleges and other divisions within the University. Questions about admission to programs, tuition and fees, student services and the specific academic requirements leading to certificates and degrees, can simply be answered by referring to the catalogue. I recommend that you keep a copy of the catalogue from the year of admission to your academic program in a place where you can refer to it often. Your admission catalogue constitutes the academic agreement between you and the University on matters of program and degree requirements. The catalogue is a comprehensive guide that can be used in combination with the guidance you will receive from your academic adviser. Your adviser will be able to work with you more effectively if you know the general program information to which you were admitted.

The catalogue provides an overview of the University, informing you about our nationally recognized technology support services, our library services, our institutes and centers for learning and research, as well as cultural and community programs. The University is more than a collection of schools and colleges housing academic programs; it is also a diverse community, one that will aim to continually support your academic and personal growth. Monsignor Sheeran's vision statement for our community is that of creating an environment that will help students grow in the direction of becoming servant leaders in a global society. Regardless of how the vision is interpreted, the University will provide you the means to grow so as to achieve that goal.

I am pleased to present this 2002-03 catalogue to you and sincerely hope that it will serve you in achieving a successful academic experience throughout the year.

Mel J. Shay, Ed.D.
Provost and Executive Vice President for Academic Affairs
Seton Hall University

"The University's faith and justice commitments will inform all its efforts in supporting faculty and educating students to be servant leaders in a global society."

FROM THE UNIVERSITY VISION STATEMENT

2002-03 Academic Calendar

Fall 2002

Mon., September 2	Labor Day - University Closed
Wed., September 4	Classes Begin
Wed., September 11	Mass of the Holy Spirit - 12 p.m. - 1 p.m. - Classes Canceled
Fri., October 11	Fall Break - No Classes
Wed., November 27	No Classes
Thurs. - Sat., Nov. 28 - 30	Thanksgiving Recess - University Closed
Fri., December 13	Last Day of Classes
Sat. - Fri., Dec. 14 - 20	Final Examinations

Spring 2003

Wed., January 1	New Year's Day - University Closed
Mon., January 13	Classes Begin
Mon., January 20	Martin Luther King, Jr. Day - University Closed
Mon., February 17	Presidents Day - University Holiday; Classes in session, core services available
Fri., February 28	St. Elizabeth Ann Seton Charter Day (tentative)
Mon. - Sat., March 10 - 15	Spring Recess - No Classes
Thurs. - Sun., April 17-20	Holy Thursday, Good Friday, Holy Saturday, Easter Sunday - University Closed
Mon., April 21	Easter Monday - No Day Classes; All weekly Evening Classes will be held
Thurs., May 1	Last Day of Classes
Fri. - Thurs., May 2 - 8	Final Examinations
Mon., May 12	Commencement

Table of Contents

1	Undergraduate Catalogue 2002-03
3	From the President
4	From the Provost
5	2002-03 Academic Calendar
9	Seton Hall University Overview
11	Information Technology
14	Library Services
17	Institutes and Centers for Learning and Research
21	Cultural and Community Programs
23	Enrollment Services
23	Admission
26	Financial Aid
33	Tuition and Fees
35	Academic Policies and Procedures
35	Degree Requirements
37	Registration Regulations
38	Undergraduate Grading System
43	Student Affairs
43	Housing and Residence Life
44	Dining on Campus
44	Public Safety and Security
45	Campus Ministry
46	Career Center
47	Department of Athletics and Recreational Services
47	Department of Community Development
49	Health/Counseling Services
50	Designated Consumer Officials
51	WSOU-FM Radio Station
52	Special Programs
52	College Seminary Program
53	Freshman Studies Program
54	Seton Hall University Comprehensive Achievement Program (SHUCAP)
54	Special Academic Programs
54	University College
58	College of Arts and Sciences
59	Academic Advising
59	Health Professions/Pre-Medical and Pre-Dental Advisory Committee
59	Pre-Medical/Pre-Dental Plus Program
59	Pre-Law Advising
60	External Programs
60	Cooperative Education/Experiential Education
60	Course Identification
60	Degree Requirements
63	Department of African-American Studies
67	Department of Art and Music
76	Department of Asian Studies
79	Department of Biology
81	Physical Therapy Program
82	Physician Assistant Program
84	Athletic Training Program
88	Department of Chemistry and Biochemistry
91	Department of Classical Studies
94	Department of Communication
101	Department of Criminal Justice
104	Department of English
110	Department of History
114	Italian Studies



115	Department of Mathematics and Computer Science
121	Department of Modern Languages
128	Department of Philosophy
131	Department of Physics
133	Department of Political Science
137	Department of Psychology
140	Department of Religious Studies
145	Department of Social Work
147	Department of Sociology and Anthropology
155	Special Arts and Sciences Programs
156	Interdisciplinary Major Programs
157	Occupational Therapy Program
157	Pre-Professional Phase
159	Dual Degree Programs
160	Five-Year Programs
161	Interdisciplinary Minor Programs
163	Certificate Programs
166	Catholic Studies
168	Women's Studies
170	Stillman School of Business
171	Programs of Study
171	Honor Society and Business Fraternity
171	Cooperative Education/Experiential Education
172	Shadow/Mentor Program
172	Course Identification
172	B.S. in Business Administration



- | | | | |
|--|--|---|---|
| 173 | B.A. in Business Administration | 209 | B.A. in Education/M.A. in Theology |
| 174 | Dual Degree Program | 210 | Certificate in Information Technologies |
| 175 | Department of Accounting and Taxation | 210 | Certificate in Online Course Development |
| 176 | Department of Computing and Decision Sciences | 212 College of Nursing | |
| 176 | Quantitative Analysis | 212 | Programs of Study |
| 177 | Department of Economics | 213 | B.S. Degree Requirements |
| 177 | Department of Finance and Legal Studies | 221 School of Graduate Medical Education | |
| 177 | Department of Management | 223 | Department of Speech-Language Pathology and Audiology |
| 178 | Department of Marketing | 223 | Prerequisite Undergraduate Course Sequence in Speech-
Language Pathology and Audiology |
| 178 | Center for Sport Management | 225 SetonWorldWide | |
| 178 | Minor Programs | 237 Directory | |
| 180 | Certificate Programs | 237 | University Offices and Departments |
| 182 | B.A. or B.S./M.B.A. Program | 242 Directions to the University | |
| 192 School of Diplomacy and International Relations | | 242 | Campus Map |
| 192 | B.S. in Diplomacy and International Relations | 243 University Buildings | |
| 194 | B.S./M.A. in Diplomacy and International Relations | 245 Faculty | |
| 197 College of Education and Human Services | | 245 | Undergraduate Faculty Emeriti |
| 197 | Programs of Study | 249 | Undergraduate Faculty |
| 198 | English as a Second Language | 260 | Undergraduate Adjunct Faculty |
| 198 | Department of Educational Studies | 266 Officers of the University | |
| 199 | Elementary Education and Early Childhood Program | 266 Academic Officers | |
| 200 | Early Childhood Certification Program | 267 2002-03 Board of Trustees | |
| 202 | Special Education | 268 2002-03 Board of Regents | |
| 204 | Secondary Education | 269 Index | |
| 206 | B.S. in Art Education/B.S. in Music Education | | |

Seton Hall University

Our Mission

Seton Hall is a major Catholic university.

In a diverse and collaborative environment

it focuses on academic and ethical development.

Seton Hall students are prepared to be leaders

in their professional and community lives

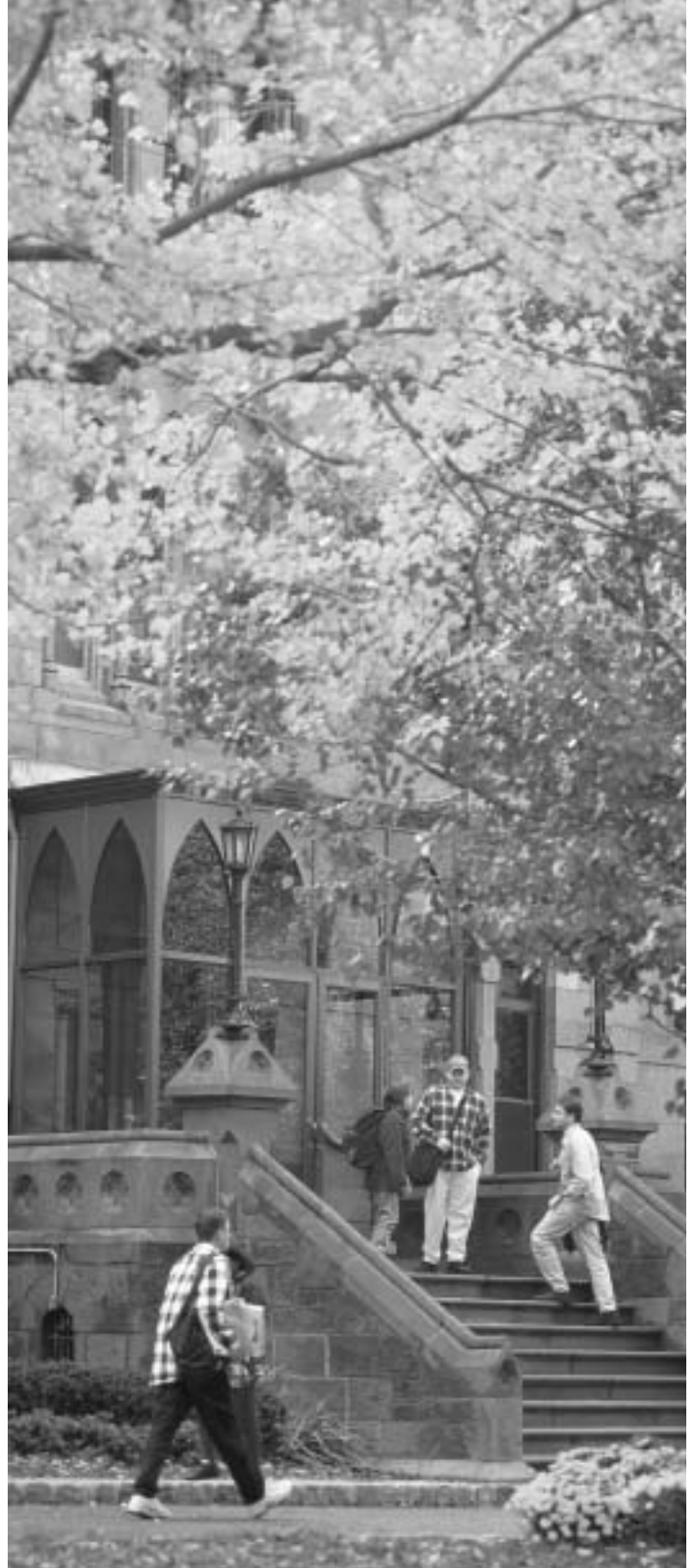
in a global society and are challenged

by outstanding faculty, an evolving

technologically advanced setting and

values-centered curricula.

AS APPROVED BY THE SETON HALL UNIVERSITY
BOARD OF REGENTS, JUNE 6, 1996.



University Overview

Seton Hall University was founded in 1856 by Bishop James Roosevelt Bayley, the first bishop of Newark, who named it after his aunt, Elizabeth Ann Seton, a pioneer in Catholic education and the first American-born saint. The University is the oldest diocesan university in the United States.

Nestled on 58 acres in the suburban village of South Orange, New Jersey, Seton Hall's campus is home to eight schools and colleges: the College of Arts and Sciences, the College of Education and Human Services, the College of Nursing, the School of Diplomacy and International Relations, the School of Graduate Medical Education, the Stillman School of Business, Immaculate Conception Seminary School of Theology and University College. Seton Hall's School of Law is located in Newark, New Jersey.

A Tradition of Christian Values

Seton Hall University is founded on and defines itself and its academic, student life and community programs on a Christian understanding of the nature of the world and the human person. With a tradition of quality education based on Christian values, the University takes pride in its concern for the intellectual, ethical and spiritual development of its undergraduate and graduate students.

Religious beliefs and values are taken seriously at Seton Hall. The University emphasizes the importance of religious and ethical concerns to all areas of human inquiry. With Roman Catholic teaching and tradition as a life-enhancing and enabling vision, the University calls on its students to explore and appreciate all that is the best and most humane in the world.

Seton Hall is Catholic not only by its charter and mission, but also by its ongoing spirit and activity. There exists a basic tenet at the University that religious faith is vital to life and its meaning. This tenet provides a context in which the University has and will continue to define and develop its identity.

At the same time, Seton Hall is committed to bringing together people of different races, cultures, religious traditions, lifestyles and ethnic backgrounds into a community that is respectful and supportive. This commitment has helped to establish a truly multicultural community in which all people of good will are welcome.

Seton Hall strives to develop the intellectual, social and religious talents of its students so they may live their lives responsibly, generously and successfully.

Academic Programs: A Commitment to Excellence

At the undergraduate level, Seton Hall offers more than 60 majors and concentrations, as well as many minors, certificates, and interdisciplinary and other special programs. These curricula are continually evaluated and enhanced to meet the changing educational, professional and technological needs and expectations of our increasingly complex society.

One thing that has remained consistent, however, is the University's commitment to individual attention: With nearly 350 full-time faculty and many adjunct faculty, the average class size is just 25 students, and the student-faculty ratio is 14-to-1. In addition

to a highly dedicated and accessible faculty, the University offers comprehensive academic advising and career development programs, as well as a diversity of special services designed to assist students in their academic, personal, professional and spiritual development. At Seton Hall, students find people who are willing to listen, offer support and help them achieve their goals.

The University also encourages students to enhance their academic preparation through involvement in extracurricular activities, such as student government; student professional organizations; internships and cooperative education experiences; varsity, intramural and club sports; recreation and fitness activities; fraternities and sororities; community service; cultural programs; and ethnic and other special-interest organizations.

A Window to the Wider World

Seton Hall is in the midst of one of the world's most cosmopolitan centers of education, business, publishing, art and entertainment. The University's close proximity to New York City (which is 14 miles from South Orange) allows students to explore the best that the "Big Apple" has to offer, including museums, plays, concerts and sporting events. In the city as well as throughout northern New Jersey, students take part in field trips, internships, cooperative education assignments and community service activities. And with the increasing importance of international business, communication and governmental cooperation, many students elect to pursue international study programs as part of their undergraduate education.

The History of Seton Hall

From its original enrollment of a handful of students, Seton Hall grew rapidly. During its first 12 years, the College enrolled more than 500 freshmen from 17 states and six foreign countries. The seeds of diversity at Seton Hall were planted almost from its birth.

Seton Hall always has reflected the growing ethnic scope of its students and the increasing diversity of the Church and society it has served. In the 19th century, in spite of setbacks, major fires, lean times and the Civil War, the College continued to expand. By 1937, Seton Hall established a University College. This marked the first matriculation of women at Seton Hall. The University became fully coeducational in 1968.

The years after World War II witnessed unprecedented growth for Seton Hall as it responded to the needs of thousands of veterans seeking higher education. The College was organized into a university in 1950, comprising the College of Arts and Sciences and the schools of Business, Nursing and Education. The School of Law opened its doors in 1951.

The next two decades saw the construction and modernization of a large number of facilities and the construction of the library,

"Every life has a theme, and the theme of the great life raises questions, to answer which one must advance the actual frontiers of knowledge."

ISAAC ROSENFELD

science building, residence halls and the University Center. Many new programs and majors were inaugurated, as were important social outreach efforts. New ties were established with the private and industrial sectors, and a growing partnership developed with federal and state governments in creating programs for the economically and educationally disadvantaged.

The '70s and '80s continued to be a time of growth and renewal. New business and nursing classroom buildings and an art center were opened. In 1984, Immaculate Conception Seminary returned to Seton Hall, its original home until 1926, when it moved to Darlington. With construction of four new residence halls between 1986-88, and the purchase of an off-campus apartment building in 1990, Seton Hall now provides living space for approximately 2,100 students.

The physical development of the campus continued in the 1990s. In 1994, construction was completed on the \$20 million, four-story Walsh Library. This facility provides first-class study and research resources to undergraduate and graduate students, faculty and scholars from around the world. The opening of Walsh Library is symbolic of Seton Hall's transformation from a small, local institution whose library housed the personal collection of its president to a major national university with library holdings of nearly 500,000 volumes.

The opening, in September 1997, of Kozlowski Hall, Seton Hall's newest academic center, was a clear example of the University's continued commitment to technology and the expanding role of information technology in higher education. A six-story, 126,000 square-foot facility, Kozlowski Hall houses the Stillman School of Business, the College of Education and Human Services, the Center for Public Service and the Department of Psychology, and provides a wide range of teaching spaces — from seminar rooms to a 390-seat auditorium. All classrooms in the building are wired to accommodate notebook computers, and many of the lecture halls are equipped with distance-learning technology.

The 1956 centenary history of Seton Hall concludes with these words: "Seton Hall University's great boast and claim to fame is not predicated on expansion, buildings or even curriculum. It lies rather in the hearts and minds of a dedicated and devoted faculty." Seton Hall's history has been one primarily of people: students and faculty living and working together in a community of learning, a community rooted in a Catholic tradition that is a home for the mind, the heart and the spirit.

Priest Community at Seton Hall

From its earliest existence as a diocesan college, Seton Hall has been staffed by the priests of the Archdiocese of Newark. At present, approximately 42 priests serve the University community in a variety of ways. Some are in administration or on the staff, others are professors on the University or Seminary faculties. Some work directly with students in a pastoral capacity in Campus Ministry.

The presence of the priests of the Archdiocese of Newark, and those from other dioceses or religious orders who also work on campus, is a vital element in furthering the Catholic orientation and commitment of the University. In addition to their administrative or academic duties, the priests minister to all members of the University community, not only through the scheduled liturgical services in the University chapels, but also through their availability, personal concern and response to individual needs.

Accreditation and Memberships

Seton Hall University is fully accredited by the Middle States Association of Colleges and Schools. The academic qualifications of the undergraduate programs have merited their accreditation by appropriate professional memberships as well. Below is a list of University memberships; additional information regarding individual program accreditation is available from appropriate University departments. The University's National Honor Society memberships are listed in the Academic Policies and Procedures section of this catalogue.

Documents describing the University's accreditation status are available for review in the Special Collections Center, University Libraries.

Accreditations

- Accreditation Council for Continuing Medical Education (ACCME)
- Accreditation Council for Graduate Medical Education (ACGME)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accrediting Commission on Education for Health Services Administration (ACEHSA) (Pre-Candidacy Status)
- American Bar Association
- American Chemical Society
- American Dental Association-Continuing Education Recognition Program
- American Osteopathic Association
- American Podiatric Medical Association
- American Psychological Association
- American Speech-Language-Hearing Association
- Association of Professional Schools of International Affairs (APSIA) (Pre-Candidacy Status)
- Association of Theological Schools in the United States and Canada
- Association to Advance Collegiate Schools of Business-International (AACSB)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Marriage and Family Therapy Education (Candidacy Status)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education
- Institute of Internal Auditors Endorsed Internal Auditing Program (EIAP)
- Middle States Association of Colleges and Schools
- National Association of Schools and of Public Affairs and Administration (NASPAA)
- National Athletic Training Association (NATA)
- National League for Nursing Accrediting Commission (NLNAC)
- New Jersey Department of Education
- New Jersey State Board of Nursing

Memberships

- Alliance for Continuing Medical Education (ACME)
- Alpha Theta Chapter of Alpha Delta Mu National Social Work Honors Society
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of University Women
- American College of Healthcare Executives
- American Council on Education (ACE)
- American Education Research Association
- American Institute of Physics

American Library Association
 American Society for Public Administration (ASPA)
 American Society for Higher Education
 American Theological Library Association
 Association of American Colleges and Universities
 Association of American Law Schools
 Association of Arts Administration Educators (AAAE)
 Association of Baccalaureate and Higher Degree Programs in Nursing
 Association of Catholic Colleges and Universities
 Association for Clinical/Pastoral Education
 Association of College and Research Libraries
 Association of College and University Telecommunications Administrators (ACUTA)
 Association of Continuing Higher Education (ACHE)
 Association for Excellence and Equity in Education (AEEE)
 Association of Governing Boards
 Association of Independent Colleges and Universities in New Jersey
 Association of Independent Liberal Arts Colleges for Teacher Education
 Association of University Programs in Healthcare Administration (AUPHA)
 Association for the Study of Higher Education (ASHE)
 BIG EAST Athletic Conference
 Catholic Library Association Colloquium
 Corporation for Research and Educational Networking (CREN)
 Council for Advancement and Support in Education (CASE)
 Council for Graduate Schools
 Council for Higher Education Accreditation
 Cooperative Education and Internship Association (CEIA)
 Collegiate Leadership of New Jersey
 Educause (formerly EDUCOM and Cause)
 Kappa Delta Pi International Education Honor Society
 Mathematical Association of America
 Metro International
 Middle States Association of Collegiate Registrars and Offices of Admission
 NAFSA
 National Association for College Admission Counseling
 National Association of College and University Business Officers
 National Association of Baccalaureate Program Directors
 National Association of Baccalaureate Social Work Educators
 National Association of Colleges and Employers (NACE)
 National Association of College and University Business Officers (NACUBO)
 National Association of Graduate Admissions Professionals
 National Association of Independent Colleges and Universities
 National Catholic Education Association
 National Collegiate Athletic Association
 National Commission for Cooperative Education
 National Council of University Research Administrators
 National League for Nursing
 National Women's Studies Association
 National University Continuing Education Association
 New Jersey Association for Affirmative Action in Higher Education
 New Jersey Association of Colleges and Universities
 New Jersey Association of Colleges for Teacher Education
 New Jersey Association of Teacher Educators
 New Jersey Library Association
 New Jersey Marine Sciences Consortium
 New Jersey Project
 NJEdge.Net (formerly the New Jersey Intercampus Network)
 North American Association of Summer Sessions

Pi Alpha Alpha National Honor Society for Public Administration
 Psi Chi National Psychology Honor Society
 Sigma Theta Tau, Gamma Nu Chapter International Nursing Honor Society
 Theta Alpha Kappa National Honor Society for Religious Studies

Schools and Colleges

Schools and colleges of the University that offer both undergraduate and graduate programs are the College of Arts and Sciences, College of Education and Human Services, College of Nursing, School of Diplomacy and International Relations, and the Stillman School of Business. Undergraduate programs offered within these areas may be found by consulting the table of contents and/or index of this catalogue.

Information regarding graduate programs offered by these schools may be found in the University's *Graduate Catalogue*, available in Enrollment Services.

Seton Hall also has three schools offering primarily graduate and professional programs: the School of Graduate Medical Education, the School of Law and Immaculate Conception Seminary School of Theology. Information about programs offered within these areas may be obtained directly from these schools.

School of Law J.D./M.B.A.

The Seton Hall University School of Law was founded in 1951. It is the only law school in New Jersey operated by a private university. It offers a full-time program, leading to a J.D. in three years and a part-time evening division leading to a J.D. in four years. It also offers an LL.M. and an M.S.J. in health law.

In addition to basic courses required for admission to the bar in all states, the School of Law offers advanced courses in a variety of areas of the law, including a number considering legal and policy questions being addressed across the nation and internationally. The School offers opportunities to specialize in areas, such as health law, intellectual property, criminal law, corporate law, employment law and international law. Active participation in appellate and trial moot court provides training in the effective presentation of legal cases and argument.

In the area of clinical legal education, the School of Law's Center for Social Justice has developed a number of litigation clinics and other programs that offer practical skill training and an opportunity to serve the community.

Further information is available from the School of Law, One Newark Center, Newark, NJ 07102, (973) 642-8800, or visit the Web site at law.shu.edu

Information Technology

Dennis J. Garbini, M.B.A., Vice President for Finance and Technology
 Stephen G. Landry, Ph.D., Chief Information Officer

The University's Technology Long-Range Plan

Seton Hall University has made a major commitment to information technology through its Information Technology Long-Range Plan. This plan was approved by the University's Board of Regents in 1995 and revised in 1997. Under this plan, the University has invested more than \$15 million to improve its



technology systems and services, including wiring of classrooms, residence halls and public spaces, and replacing the University's fiber optic network and servers. The University's technology plan focuses on the use of information technology in support of teaching and learning. The University views information technology as a transformative agent that not only enhances traditional modes of teaching and learning, but also enables new kinds of teaching and learning and new methods of delivering the University's educational services.

The second Technology Long-Range Plan, currently in development, intends to build on the momentum and success of the first plan. It will encourage further innovation in the use of technology to enhance the learning experience of the student and explore the possibilities for achieving an even greater sense of community. This plan intends to explore the ability provided by technology to transcend the limits of the physical classroom, to keep students connected with each other and their teachers beyond the allotted

class time, engaged in dynamic and shared learning activities, as well as with campus life. The second Technology Long-Range Plan also is being developed to focus on the use of technology to streamline and improve the administrative activities of the University.

The Mobile Computing Program

One of the cornerstones of the University's technology plan is making technology ubiquitous throughout the educational experience. This commitment is embodied in the University's Mobile Computing Program. This is an innovative, academic program with three components:

- **Ubiquitous Access:** All students in the Mobile Computing Program are provided with a current IBM ThinkPad® computer as part of their tuition and fees. The computer is upgraded at the end of the student's second year as a full-time undergraduate student at Seton Hall University.
- **Curricular Integration:** The University supports and encourages faculty to integrate the use of technology into the curriculum.
- **Infrastructure and Support:** The University provides the technology infrastructure and support services that enable students and faculty to make effective use of this teaching and learning tool.

Participation in the Mobile Computing Program is mandatory for all full-time entering undergraduate students. This program is not just a computer lease arrangement; rather, it is a comprehensive, academic program designed to integrate information technology into all aspects of student life. No computer skills are required to participate; the University provides appropriate training and support for all students, whether they are beginning or advanced computer users.

The Mobile Computing Program, along with other teaching, learning and technology initiatives at Seton Hall University, is designed to achieve the University's goal of providing a technologically advanced learning environment. Through this program, Seton Hall University makes the best possible use of technology in teaching and learning and prepares students for life and careers in the Information Age.

Transforming Education Through Information Technology

Seton Hall University has institutionalized the process of educational change through the use of information technology. The University's **Teaching, Learning and Technology Center (TLTC)**, located in Walsh Library, provides the programs and services that support the effective use of information technology to enhance teaching and learning. The **Curriculum Development Initiative (CDI)** provides systematic support for departments integrating information technology into required core courses or course sequences. The **University Technology Fellows Program (UTF)** supports faculty from a variety of academic departments to lead their peers in the use of information technology to improve teaching and learning.

The **Student Technology Assistants Program (STA)** engages students in supporting the University's technology initiatives for integrating technology into the curriculum. The STA program is student-centered and student-run, with guidance from University faculty and technologists, providing students with a structured experience in technology support and consulting services.

Students interested in part-time work as technology consultants should contact the Teaching, Learning and Technology Center (TLTC) or visit the TLTC's Web site at tltc.shu.edu/ace

Seton Hall has formed partnerships and alliances with various technology vendors and service organizations in order to ensure that the best possible technology and services are available to support information technology. For example, the University has a strategic partnership with IBM Corporation to provide IBM ThinkPad® computers for the Mobile Computing Program and the network systems and services that enable the effective use of those computers. The University's partnership with AT&T created a private cellular network for the campus which provides students with a tremendous value on AT&T wireless services.

The Campus Network

Seton Hall University's campus network received the 1999 EDUCAUSE Award for Excellence in Campus Networking. The University is included in the *Yahoo! Internet Life* listing of the Top 50 Most Wired Universities in the United States. All residence halls are fully wired. All of the University's classrooms have data connections, including a significant number that support notebook computers by providing power and data to each seat. A number of public spaces also have been wired, including the University Libraries, study lounges in Kozlowski Hall, the Pirate's Cove coffeehouse and the University Green. In addition to the large number of wired areas, there also are a number of academic and public areas where wireless network connectivity is available. This includes the University Center Main Lounge; Pirate's Cove; Galleon Room; Pirate's Cellar; the University Libraries and classrooms in Corrigan, Fahy, Duffy and McNulty halls.

Each incoming student at the University receives a network account. The campus network provides access to e-mail, the Internet and a wide variety of instructional software. Most computers use the Microsoft Windows operating system and the Microsoft Office application suite. The University's campus e-mail is based on Lotus Domino, and students access their e-mail by using their standard Internet browser. A number of classes use Blackboard as a collaborative learning environment, providing online document repositories, discussion groups and assessment tools for faculty and student use. The University provides Web-hosting services for student home pages and network storage for student files. For student home pages and networking storage, each student is provided 125 Mb of space for each. Web development information for homepages can be found at technology.shu.edu/webdev. More information about the University's network, including technical specifications for the network and servers, can be found at technology.shu.edu. Upon graduation, students are eligible for an alumni e-mail account. This is an e-mail account that they would have for life at no cost.

Technology Services

The University provides a wide range of facilities and services to support information technology. Among these are:

PC Support Services: Located in the lower level of Corrigan Hall, PC Support Services provides walk-in support, computer repairs and laptop one-on-one consultation, as well as phone support for the entire University community. Technical services personnel are available Monday through Friday, 8 a.m. - 6 p.m. The consultation office is open Monday through Friday, 8 a.m. -

6 p.m. The Technology Help Desk is open Monday through Friday, 8 a.m. - 1 a.m.; and Saturday, 9 a.m. - 5 p.m. Call ext. 2222 (973-275-2222) for more information.

Public Computer Labs: The University maintains five public computer labs containing more than 100 computers in four academic buildings: Arts and Sciences Hall, Corrigan Hall, Kozlowski Hall and Walsh Library. Public computer labs are open Monday through Thursday, 8 a.m. - 11 p.m.; Friday, 8 a.m. - 9 p.m.; Saturday 9 a.m. - 5 p.m.; and Sunday, 1 p.m. - 11 p.m. Call ext. 2222 (973-275-2222) for more information or visit the Web site at technology.shu.edu/pcsupport

All of the University's public computing labs are equipped with modern Pentium computers connected to the campus network, public access printers and mobile ports for those students who wish to use a laptop in the lab. The public computer labs are staffed by student technology assistants (STAs) who provide assistance in the use of the University's computers, networks and software. PC Support Services also employ STAs as student technicians to work in the consultation area, troubleshooting and repairing laptop problems as well as at the technology help desk, troubleshooting software problems over the phone. Students interested in learning more about computers and/or working in the field of information technology can stop by Room 25 in Corrigan Hall or call (973) 275-2222 to inquire about job opportunities with PC Support Services.

In addition to the public computing labs, a number of academic departments, including Chemistry and Biochemistry, Communication, English, Mathematics and Computer Science, Modern Languages, Nursing, Physics and Psychology maintain their own computer labs.

University Computing Services and Telecommunications: Located in Corrigan Hall, University Computing Services is responsible for maintaining the campus network, all campus servers (e-mail, Web, applications), including the Student Information System, and the administrative and financial systems. Telecommunications is responsible for all telephones, telephone switches, voice mail accounts, cellular phones and the Seton Hall directory, along with several administrative functions at the University.

Teaching, Learning and Technology Center (TLTC): Located in Walsh Library, the Teaching, Learning and Technology Center integrates the traditional functions of academic computing and media services. The TLTC promotes and supports the use of information technology in teaching and learning, including support for information technology in the classroom. Facilities in the TLTC include a media production center for acquisition, conversion and editing digital media; a faculty development and training center; viewing and listening carrels; and an interactive television classroom. Instructional support for teaching and learning includes all types of learning support for classroom activities, including state of the art media equipment, streaming video and audio, interactive television, and technical support and training for faculty.

The **Computer Training Center (CTC)**, located in Walsh Library, is charged with providing appropriate training in all University-supported computer software to the entire Seton Hall community. Its mission is to link training with the University's strategic technology goals and to provide free training to faculty, students, administration and staff all year round in either a formal class, one-on-one session or customized program.

The University's **Institute for Technology Development (ITD)** is the central point of coordination for service to the larger academic community on teaching, learning and technology initiatives. The ITD was founded in response to the abundance of requests for assistance by colleagues external to the University, and it incorporates a fee for service structure to support its programs and internal developmental activities. Through contracts with other colleges and universities, sponsorship of teaching, learning and technology events, and conferences and inter-institutional alliances, Seton Hall University shares its expertise with other educators for the goal of educational reform. These engagements offer Seton Hall staff, faculty and students learning opportunities through consultation, collaboration, publication and leadership. The ITD's four areas of core competence and, therefore, service offerings are: (1) Faculty Training and Development, (2) Student Technology Assistant Programs, (3) Assessment and Educational Evaluation, and (4) Strategic Planning for Ubiquitous Computing Initiatives. Visit the Web site at itd.shu.edu

University Library Services

Arthur W. Häfner, Ph.D., Professor and Dean of University Libraries

Librarians and staff provide Seton Hall University library services on the South Orange campus in the Walsh Library for approximately 90 hours per week and longer during final examination periods. This four-story 155,000 square-foot facility, which opened in August 1994, houses the University Library; the Walsh Library Gallery; and the Monsignor William Noé Field University Archives and Special Collections Center, which includes the University's Records Management Center. Walsh Library also accommodates the Teaching, Learning and Technology Center, which includes the Faculty Consultant/Instructional Design Team, the Computer Training Center, the Student Technology Assistant program, the Interactive Television Classroom and University Media Services. The Seminary Library is located in Lewis Hall as part of Immaculate Conception Seminary. The Peter W. Rodino Jr. Law Library, located on the Newark campus of the School of Law, is separately administered. Strong onsite collections in the University library are augmented by electronic gateways to connect Seton Hall University library community members with global academic resources in other libraries and institutions worldwide. Visit the Web site at library.shu.edu

The University Library

The University Library has notable resources, including extensive holdings of almost 500,000 books and 1,875 current periodical subscriptions and back-files on open stacks, a broad selection of digital and print academic indexes and abstracts, a large selection of full-text academic journals in digital format, music CDs and audiovisuals. The non-print collection includes about 776,500 microfilm/microfiche pieces that span ERIC and other reports, periodicals and newspapers. The University Libraries is a selective depository for U.S. Federal and State of New Jersey documents and a full depository for U. N. documents. Depository status provides access to more than 350,000 docu-

ments, in addition to Web-accessible documents. For added bibliographic access and document delivery, the University Libraries participates in consortia such as New Jersey's Virtual Academic Library Environment (VALE) and the national-international OCLC consortium. It provides interlibrary loan through ARIEL for online document delivery to the user's desktop and the consortium Libraries Very Interested in Sharing (LVIS). The University Library has strong and growing collections in the areas of Asian studies, Judaeo-Christian studies and Italian studies through its Valente Collection. The Curriculum Resource Lab contains K-12 resources that support instruction provided by the College of Education and Human Services. New books are available on open stacks and are displayed on specially marked "New Book" shelves. Popular periodicals and a variety of local, national and international newspapers are displayed in the Browsing Room, which offers soft-chair seating and study tables. All information resources are catalogued and accessible through SetonCat, the University Libraries' online public access catalog. Ergonomic seating accommodates more than 1,100 students, faculty and visitors in a variety of study facilities, including tables, carrels, group-study rooms and scholar study rooms.

A faculty of 13 qualified full-time professional librarians, supported by administrative and clerical staff, focus on Seton Hall's community of students, classroom faculty and scholars by seeking out and listening to needs, and continuously transforming the University Libraries to exceed clientele expectations. Librarian faculty, staff and administrators practice the virtue of hospitality in welcoming and assisting students to be successful in utilizing information resources for scholarship and faculty for knowledge creation and classroom instruction. The librarian faculty provide reference desk service, consultation services and research assistance seven days per week. Along with onsite reference service, librarian faculty offer bibliographic and information services via telephone at (973) 761-9437 and e-mail at library@shu.edu to enrolled students and current faculty and staff in on-campus programs, or to enrolled participants in off-campus distance education programs offered through SetonWorldWide. Librarian faculty teach classes in bibliographic and information instruction to provide undergraduate and graduate students with specific information literacy skills needed for scholarship and to prepare students to make effective lifelong use of information, information sources and information systems. Librarian faculty serve as subject bibliographers and liaisons to various academic disciplines for collection development and curriculum support. The University's Curriculum Development Initiative, "Information Literacy in the Wired University" is a joint undertaking with several librarian faculty in conjunction with Freshman Studies and the English and Psychology departments, with its focus being to merge information literacy with the teaching of core subject disciplines. Librarian faculty also provide library services to high school students. These are participants enrolled in special summer programs at Seton Hall, students in the University's Project Acceleration or participants in the Academic School and Public Libraries Program (ASAP), which is a cooperative information project among the Maplewood Public Libraries, South Orange Public Library, South Orange/Maplewood Public School Libraries, and Seton Hall's University Library. Through ASAP, Seton Hall students may use nearby public and school libraries to benefit from the rich array of available local resources.



Technology available in the University Libraries includes the Web-based delivery of key academic databases of indexes, abstracts, and digital full-text resources for study and research, e.g., EBSCO Host, Lexis-Nexis, ProQuest, PsycInfo, and Project Muse, among others. The University Libraries' Learning Resource Center provides users with 28 state-of-the-art computer workstations, and the University Libraries feature wireless connectivity throughout the facility. The Libraries' electronic-reserve (e-Reserve) capability allows students to access faculty-assigned readings and electronic academic databases from anywhere on campus, or remotely off campus, with Internet access anytime of the day or night.

The University Libraries facility complies with the Americans with Disabilities Act (1990) and the Rehabilitation Act (1973) by providing building access via an entrance ramp and elevator service, accommodating wheelchair-bound individuals, providing handicapped-accessible rest rooms and providing nearby parking spaces for the handicapped. Students or faculty with visible or invisible disabilities, who self-identify at the Circulation Desk, may receive assistance with photocopying and retrieving collection resource materials. Additionally, individuals may use an array of adaptive equipment that is available to assist handicapped/challenged persons in the use of resources and facilities in the University Libraries.

Seminary Library

The Seminary Library is located in Lewis Hall on the South Orange campus. Its collections support the curriculum of Immaculate Conception Seminary School of Theology, a graduate School of Theology at Seton Hall and the major seminary of the Catholic Archdiocese of Newark. The collection contains approximately 60,000 books, 400 periodical titles, periodical microfilm holdings and some audiovisual material. The collection's focus is on theology and Church history. It is particularly strong in liturgy and biblical studies. Some resources are available in German, Hebrew, French, Latin and Spanish. The Seminary Library's collections are included in SetonCat, the online catalogue. The Seminary Library is housed in a modern facility that provides comfortable and convenient study areas. Collection resources are on open shelves. Access to the collection is limited to students and faculty of Immaculate Conception Seminary School of Theology and other University faculty. Seton Hall undergraduate and graduate students may obtain a one-time-use courtesy card at the University Libraries Reference Desk. Other persons must access the collections through inter-library loan services provided by the University Libraries or their home library. Visit the Seminary Library Web site at library.shu.edu/seminary.htm

The Walsh Library Gallery

The Walsh Library Gallery offers Seton Hall's community an opportunity for cultural appreciation and spiritual growth. Since opening in Fall 1994, the Walsh Library Gallery has provided a forum for community members to share society's richly diverse cultural heritages and experiences of others through artistic expression.

Located on the first floor, the gallery is a state-of-the-art, climate-controlled space encompassing 2,500 square feet. During the academic year, Walsh Library Gallery offers a number of rotating exhibits, providing students and community members with an opportunity to observe and experience beauty in works of art. In addition to interior exhibit space, there are six exterior window exhibits. These window galleries highlight exhibitions being shown in the main gallery, showcase special events on campus, draw attention to issues of current interest, and provide an ongoing visual survey of new library acquisitions and technology. Exhibits and special event programs are free-of-charge.

Artists from around the world have displayed their work in Walsh Library Gallery, including artists from the United States, Brazil, China, the Dominican Republic, France, Italy, Lithuania, Poland and the Ukraine, among others. Mediums have included paintings, watercolors, sculpture, etchings, photographs, posters, prints and textiles. Styles have been equally diverse. Historical topics for exhibits have ranged from the cultural heritage of the Lenape Indians to the history of the Harlem Renaissance to photography of parks designed by Frederick Law Olmsted in Union County, New Jersey.

The Walsh Library Gallery audience continues to broaden. University students from undergraduate liberal arts classes such as art, anthropology, ethics, history and literature, and graduate students in programs such as art and museum professions often have class assignments and oral presentations that are integrated with exhibit themes. Walsh Library Gallery provides opportunities for students, under the direction of faculty and the Walsh Library Gallery director, to plan, produce and mount exhibitions. Students from around New Jersey in grades 3-12 visit Walsh Library Gallery to hear presentations that focus on exhibits. Pre- and post-visitation packets provide activities and curricular materials for teachers to enhance their student's educational experience.

In addition to exhibits, Walsh Library Gallery regularly hosts scholarly events, such as the English department's Poetry in-the-Round series, which features monthly visits from renowned and award-winning authors and poets. These activities draw a large number of visitors to the gallery's exhibits. Receptions often take place in conjunction with exhibits and feature lectures, live music, ethnic food tasting, and ample opportunity for students and visitors to meet and speak with featured artists. Friends of the Walsh Library Gallery and various campus and off-campus offices provide financial support for programs.

Activities of Walsh Library Gallery are regularly featured in local and large circulation newspapers, including feature articles in *The New York Times* "New Jersey" section and *The Star Ledger*. Walsh Library Gallery has been featured in the *New Jersey Monthly Magazine's* "Out and about Calendar" of not-to-miss events during the month. Television Channel 12 News, NJN/Channel 13 and Spanish language Channel 48 provide frequent coverage of

Walsh Library Gallery exhibits. The campus community regularly learns about exhibits and special programs in *The Setonian*, staff newsletters and e-mail community announcements. Visit the Walsh Library Gallery Web site, which provides access to current and past exhibits, at library.shu.edu/gallery

Gifts of art from donors and artists, along with the occasional purchase of art, are developing a significant permanent art collection for the University. Many of these pieces are available for viewing throughout the University Libraries and in other campus public spaces. The director of Walsh Library Gallery, JoAnn Cotz, may be contacted at (973) 275-2033 or via e-mail at cotzjoan@shu.edu

The Monsignor William Noé Field University Archives and Special Collections Center

The Monsignor William Noé Field University Archives and Special Collections Center is located on the first floor of Walsh Library. Encompassing nearly 4,000 square feet, it contains various historically unique and significant resources that document the history of Seton Hall University and the Archdiocese of Newark. Manuscripts, ledger books, photographs, newspapers, annual reports, scrapbooks, physical artifacts and other types of archival resources form this collection. The papers of different bishops, parish histories and Catholic directories constitute a portion of the collection highlighting the continuous development of the Archdiocese of Newark from 1853 to the present day. Institutional resources in the form of presidential papers, departmental files, physical plant data and self-study records are integral parts of the expansive school history archival file, which dates from 1856.

Among the distinctive collection resources are the manuscripts of prominent former New Jersey governors Richard Hughes and Brendan Byrne and the papers of national political figures, including Marcus Daly, Leonard Dreyfuss, Matthew Rinaldo and Bernard Shanley. The Seton-Jevons papers (1792-1963) showcase activities undertaken by various relatives of the first American-born saint, Elizabeth Ann Seton. Other significant collections include those of prominent Seton Hall personalities and prolific authors such as the late Monsignor John Oesterreicher (1904-1993), founder of the Judaean-Christian Studies department, and the late Monsignor William Noé Field (1915-2000), English professor and archivist. The collection contains more than 9,000 printed works, including rare and autographed books, the MacManus Irish History and Literature Collection, the Gerald Murphy and Pierce Byrne United States Civil War and World Military Uniform Book collections, and hundreds of master-level and doctoral dissertations of Seton Hall graduate students.

The Monsignor William Noé Field University Archives and Special Collections Center provides a comfortable reading room designed for serious research and an adjacent room for instruction and small-group seminars. Microfilm readers are available for scanning records along with computer workstations that facilitate research and access to academic databases and gateways to worldwide information resources. Public service is a priority, and Seton Hall students are encouraged to use these resources as part of their scholarly development. The University's collections and archives also are open, by appointment, to faculty, clergy and the general public who have specific research needs. The Monsignor

William Noé Field University Archives and Special Collections Center coordinates appointments for research and accepts donations of materials that fit within its scope. Professor Alan Delozier, Librarian/Archivist, may be contacted at (973) 275-2378 or via e-mail at delozial@shu.edu. Many of the Center's activities and events are sponsored by The Friends of the Archives. Visit the Monsignor William Noé Field University Archives and Special Collections Center Web site at library.shu.edu/scclg.htm or call (973) 761-9476.

The Records Management Center

The Records Management Center is located within the Monsignor William Noé Field University Archives and Special Collections Center. It houses non-current and permanent non-archival institutional records. The Records Management program is designed to create, facilitate and monitor the official standardization of retention schedules for each University department. Information files are systematically transferred, stored and made available for review by the originating University office upon request. The Records Management Center can be reached at (973) 275-2063.

Institutes and Centers for Learning and Research

The Center for African-American Studies

William W. Sales Jr., Ph.D., Director

The Center for African-American Studies, established at the University in 1970, encourages serious scholarship committed to social change and human rights. Through the study of the unique history, society and life of black people, it also seeks to encourage active participation in the struggle for social justice and freedom for black people and for all peoples.

The Center is assisted in its activities by an advisory board consisting of members of various divisions of the University, students and the community. It seeks to involve the entire University in an appreciation of the black experience and the promotion of social change. Further, it seeks to respond to the black community and, by extension, other related community groups. To achieve these objectives, the Center offers special programs for community agencies that take place on campus and at various community sites.

American Humanics

Roseanne Mirabella, Ph.D., Campus Executive Director
Joseph Marbach, Ph.D., Faculty Adviser

The American Humanics (AH) program is an innovative course of study that equips college and university students to become skilled professionals and leaders in local nonprofit organizations. The mission of the program is to prepare and certify future nonprofit professionals to work with America's youth and families and to be the region's preferred source of nonprofit professionals. Seton Hall University's students are increasingly civic-minded and committed to community service — including an inclination to pursue employment in nonprofit organizations. American Humanics graduates immediately impact the nonprofit agencies they join and continue to make a significant contribution to the nonprofit sector throughout their careers. The American

Humanics program is offered to undergraduate students on more than 80 campuses across the country. Seton Hall University became an American Humanics affiliate in December 2000.

Seton Hall University's American Humanics program offers an innovative course of study and experiential education to students. The benefits to the students include the following:

- certification in entry-level nonprofit employer competencies;
- coursework grounded in the foundation and practices of nonprofit management;
- tested practices and principles through experiential learning;
- one-to-one support, career development and mentoring;
- networking with prospective employers;
- opportunity to test skills and various nonprofit roles through internships, co-curricular and community service activities;
- potential for references and referrals from nonprofit organizations' executive directors, advisory board members and community leaders;
- exposure to national nonprofit network of partners and career options;
- increased sense of being connected and belonging to the community; and
- opportunities for lasting friendships

The Archaeological Research Center for New Jersey

The Archaeological Research Center for New Jersey has conducted excavations since 1964, primarily in the upper Delaware River and Musconetcong River Valleys. These studies have helped to extend New Jersey's prehistoric heritage back 12,000 years. The results of these excavations and other research are published in numerous books and scholarly publications. Artifacts recovered in the excavations are displayed in Fahy Hall. The Archaeological Research Center also is headquarters for the Archaeological Society of New Jersey.

The Asia Center

June C. Yoon, C.P.A., M.B.A., Director

The Asia Center of Seton Hall University works to bridge the cultural and political divide between East and West. The Asia Center provides insight and solutions to the issues affecting Asia and the United States by creating a global gateway to mutual understanding, respect and cooperation. The Asia Center is a dynamic think tank on Asia-related issues. With the participation of its advisory board of noted experts on Asian affairs, the Center offers unique insights and innovative services concerning Asian culture, economics and current issues.

The Asia Center's vision is to become an internationally recognized organization that promotes understanding and heals divisions that might otherwise stand in the way of unity and peace, both around the corner and around the world. The Asia Center sponsors forums and conferences, develops diplomatic and scholar exchange programs, promotes research on Asian affairs and provides multicultural educational opportunities. The Center also serves as an entrepreneurial arm of the University, initiating new ventures involving East Asia and working closely with Seton Hall's schools and colleges.

For more information, contact The Asia Center in Alfieri Hall, Room 29 at (973) 275-2304; fax: (973) 761-9744; e-mail: asiacenter@shu.edu; or visit the Web page: academic.shu.edu/asiacenter

The Center for College Teaching

Albert B. Hakim, Ph.D., Director

The Center for College Teaching was established in 1987. The primary initiative for welcoming new faculty, introducing them into the life of the University, and supervising their inauguration into college teaching rests with their departments and their colleagues. The Center, however, is one among many vehicles for extending this initiative inasmuch as it supplements departmental input by fixing on those aspects of teaching that transcend the several departments. The Center brings to the attention of the faculty new styles in teaching and learning, successful innovations, different approaches to specific categories of students and other items of pedagogical worth, which serve to broaden the vision of what is happening on the college landscape. This is done by developing a calendar of events addressing these objectives, by making current literature available and by offering practical interdisciplinary opportunities.

Paralleling this direct approach to teaching enhancement is the Center's goal of fostering a sense of community among the faculty in the hope of realizing that education is a common enterprise, that one is not obliged to go it alone and that one does better in the classroom individually when he or she knows that the effort is shared by others. Time and again, respected educators have insisted that what the faculty in higher education in this country need most of all is a renewed sense of common enterprise and common vocation. For these reasons, the Center makes community its primary focus.

The Center for Leadership Studies

Lisa McCauley Parles, J.D., Director

Since its inception in 1994, The Leadership Studies Program has been shaped by a Leadership Council of corporate executives, entrepreneurs and community leaders from the New York/New Jersey metropolitan area.

The purpose of the program is to develop in its students a core set of competencies that will enhance students' existing talents to lead organizations. These essential skills include proficiency in strategic thinking, critical analysis, logical reasoning, and oral and written communication. In addition, the development of the leadership potential of participating students is emphasized.

Practical business experience is an integral part of the Leadership Studies Program. During their junior year, leadership students are paired with mentors from the Leadership Council and work with these corporate executives on a project related to the executive's company or organization. Through a joint program initiative with the Career Center, the program offers several workshops and events, as well as assistance with securing summer internships. In addition, guest lecturers are invited each Fall and Spring semester to address the leadership students. Students are required to complete community service projects and hold leadership positions both on and off campus to complement their studies. Students must maintain a 3.0 GPA. Visit the Web site at business.shu.edu/leadership

The Center for Sport Management

Ann M. Mayo, Ph.D., Director

The Center for Sport Management, established in 1996, serves as the center for sport management expertise, nationally and

internationally, at the undergraduate, graduate and industry levels. The Center offers a cutting-edge approach to sport management education from a business school perspective, offering the B.S.B.A., the M.B.A., graduate certificates and executive education covering all facets of the sport industry.

Located in the heart of the sport industry, the Center for Sport Management at Seton Hall University provides students with unparalleled internship opportunities and takes advantage of its unique location by using industry professionals as instructors and guest lecturers in the classroom. The Sport Management Advisory Council, composed of sport industry professionals from around the country, provides the center and its students with ongoing curriculum review and professional opportunities. Visit the Web site at business.shu.edu/sports

The G.K. Chesterton Institute

Ian Boyd, C.S.B., Director

Dermot Quinn, D.Phil., Associate Director

The G.K. Chesterton Institute, a not-for-profit educational organization incorporated in the United States, Canada and Great Britain, is located at Seton Hall University. Its purpose is to promote the thought of the English writer G.K. Chesterton (1874-1936) and his circle and, more broadly, to explore the application of Chestertonian ideas in the contemporary world. Poet, novelist, journalist and theologian, Chesterton was one of the most versatile writers of his day. He was able to write of serious matters in a style accessible to the ordinary person, making him one of the most beloved literary figures of the century. His thought has particular importance for scholars of the sacramental tradition, Catholic social teaching and Christian spirituality.

The Institute's work consists primarily of organizing conferences and lecture series of research and writing. Under the editorship of its president, Reverend Ian Boyd, it also publishes *The Chesterton Review*, a widely respected academic journal. Other journals sponsored by the Institute are *Gilbert* and *Second Spring*. For more information, contact the Institute in Presidents Hall, Room 9, at (973) 275-2430.

The Institute for Criminal Justice

The Institute for Criminal Justice was established in 1989 by University College, in cooperation with the Department of Criminal Justice in the College of Arts and Sciences. The Institute seeks to bridge the gap between theory and practice in the field of criminal justice. Programs include research, seminars and workshops that provide a forum for addressing crime-related issues that affect criminal justice practitioners and society at large. The Institute draws from various units of the University and is affiliated with numerous criminal justice agencies.

The Institute for International Business

Hector Lozada, Ph.D., Director

The Institute for International Business, established in 1964, serves as the center of international business expertise for students, faculty and the business community. In 1994, the Institute received a \$1 million endowment from the estate of W. Paul Stillman to support its initiatives. The Institute offers an innovative program of study leading to the Master of Science in International Business and cooperates with the School of Diplomacy and International

Relations in a joint program. The program provides professional education for present and future corporate leaders. The Certificate in International Business, offered as part of the M.B.A. program, is interdisciplinary and consists of courses in the international aspects of accounting, economics, finance, management and marketing. The certificate is also available to qualified individuals from industry on a nondegree basis. On the undergraduate level, the Institute offers a minor in international business in which the curriculum includes language and cultural components, as well as core business courses. On the Undergraduate level, the Institute offers a minor in international business in which the curriculum includes language and cultural components, as well as core business courses.

Additionally, the Institute sponsors courses abroad, lectures, internships and scholarly exchange for both students and faculty with several leading academic institutions in the world. In its efforts to serve the business community, the Institute offers international business lectures and executive training programs for international business leaders.

The Institute for Near East Archaeological Research

The Institute for Near East Archaeological Research fosters interest in the entire ancient Near East and focuses on the archaeology of Tell Safut, a Middle-Late Bronze Age and Iron Age site, occupied approximately 4,000 to 2,500 years ago, during the time and region of the Old Testament. The Institute is unique in that the artifacts and other findings from this important site are available nowhere else outside of Jordan.

The Institute's first Near East archaeological expedition was to Tell Safut in Jordan in 1982, in a project jointly sponsored by Seton Hall University, the American Schools of Oriental Research and the Department of Antiquities of Jordan. For this and the subsequent seven digs, faculty and students from numerous colleges and universities have taken the opportunity to travel to the Near East, tour its archaeological sites and become active participants in archaeological fieldwork. Future trips are planned.

The Institute, which now houses the findings of these expeditions, provides access to them for first-hand examination. The Institute also is open to the public at regular times and by appointment.

The Institute for Service Learning

Joseph Marbach, Ph.D. and Roseanne Mirabella, Ph.D.,
Co-Directors

The Institute for Service Learning was established in 1997 to support the activities of Seton Hall University as it implements service learning on campus. Service learning, defined as a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development, is a relatively new pedagogy that integrates academic and community-based learning with the intellectual work at the University.

Designed to introduce students to the complexity of social issues and community decision making, the Institute provides students with opportunities to participate in both in-class and on-site projects, such as volunteerism, community development and

nonprofit management. Service learning affords students the opportunity to explore the causes of community problems, clarify his or her values, consider social service as a career choice, and become a more informed citizen and decision maker.

To assist in the achievement of these goals, the Institute develops and implements seminars to introduce faculty to the theory and practice of service learning, works with faculty in graduate and undergraduate departments as they develop courses that involve service learning, facilitates collaboration among professors and staff to enhance volunteerism in the community, and works with community leaders in Essex County and beyond to establish service learning and nonprofit management relations.

The Institute of Judaeo-Christian Studies

Reverend Lawrence Frizzell, D.Phil., Director

The Institute of Judaeo-Christian Studies, founded in 1953, is primarily a center for research and publication. Its area of study is the Church's rootedness in Judaism and the relationship between the Church and the Jewish people through the ages. Its work include an annual series of lectures, study days and conferences. These are intended to inform the general public about various facets of Christian-Jewish relations. A special lecture in the fall of each year celebrates the memory of Monsignor John M. Oesterreicher, the founder of the Institute. He was an important collaborator in preparing the statement by the Second Vatican Council on "The Church's Bond with the Jewish People."

The Institute began a graduate program in Jewish-Christian studies in the fall of 1975. In 1978, the program was incorporated into the College of Arts and Sciences; in 1979, it became a department of the College. Department and Institute are thus independent units, even though origin and goal bespeak an intimate relationship. The requirements for admission to the program and a description of the course offerings may be found in this catalogue. Visit the Web site at artsci.shu.edu/Graduate/jewish

The Institute on Work

Barrie A. Peterson, M.Div. and William J. Toth, Ph.D., Co-Directors

The Institute on Work was established in 1997 under the direction of Ray Bramucci who served as assistant secretary for Employment and Training of the U.S. Department of Labor from 1998-2001. Under the aegis of the Center for Catholic Studies, it has as its mission the creation of constituencies of conscience that generate fresh thinking, new partnerships and creative long-term strategies to ensure full public access to family-supporting jobs in New Jersey. The Institute examines moral, economic and spiritual issues of work in contemporary society: Who gets work in our society? How well do we prepare people, particularly the next generation, for the world of work? How just are our workplaces? What is the meaning of work? How can we make our work more communal and humane? How can we mutually integrate the demands of family and work?

The inaugural activity of the Institute was the 1997 Seton Hall University Job Creation Summit Conference followed by five task forces considering issues raised at the conference and recommendations. The Institute completed a study "Employer Attitudes and Experiences with the Welfare-to-Work Transition in New Jersey"

for the New Jersey Department of Labor in November 1998 and, in 1999, delivery of the Personal Enhancement Program to 1,300 employees of the Newark Archdiocese Catholic Community Services and a national conference on Work-Life Ministry. A program of Technical Assistance was begun to aid community and faith-based groups in starting nonprofit temp to perm help agencies. In 2000, the institute began providing aid to two state programs: the Governor's Faith-Based Initiative and the Entrepreneurial Training Institute and papers on Immigrant Workers in New Jersey and American employers' contingent worker practices were produced.

The Institute has been asked to serve as evaluator for community-based organization training/job-creation projects, offered a course titled Human Capital in the New Economy through the Stillman School of Business and planned a March 2002 conference on contingent work and work-life issues for employers. Public education and advocacy is accomplished through public speaking, serving on statewide taskforces, the Web site and interviews with *Business Week*, *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Record* and *The Star-Ledger*. For more information visit the Web site at academic.shu.edu/ccs/work or contact the office in Kozlowski Hall, Room 553, at (973) 313-6103.

The International Institute for Clergy Formation

Monsignor Andrew Cusack, Ph.D., Director

The International Institute for Clergy Formation of Seton Hall University is the only formation center for priests in the world. The off-campus site of the five-week Summer Institute is San Alfonso Retreat Center, West End, New Jersey. In addition, there are off-campus, one-week winter institutes at Our Lady of Florida Spiritual Center, North Palm Beach, Florida, and the University of San Diego, both in January.

The mission of the Institute is "to provide for the individual Catholic priest a graduate university teaching and learning environment that addresses his body, soul and spirit, as well as his unique vocation in a way that leads him to a clearer perception and fuller/richer experience of the essential ministerial significance that is his by virtue of his ordination, so as to support his ongoing formation as a person and his sacred mission as a shepherd." The implementation of the objectives and/or goal of this statement follows Pope John Paul II's document "Pastores dabo Vobis: I Will Send You Shepherds."

The Institute has been in existence for 13 years, and more than 5,000 priests have attended all or part of the summer and winter institutes. Foundation money assists the Institute in financing the best possible international faculty; scholarships awarded to priests, especially those of developing nations; research efforts to guide the implementations of the Vision Statement; and lowering tuition costs to reach as many priests as possible. Visit the Web site at clergy.shu.edu

The Seton Hall University Museum

The Seton Hall University Museum, founded in 1960, serves as an exhibition area and repository for archaeological specimens and objects of art. Included in its collections are tools, weapons and domestic implements from North and South America,

Europe, Africa and the Middle East, some dating from as early as one million years ago. The museum is renowned for its collection of Indian artifacts and pottery from New Jersey. Other Indian tribes are represented by examples of clothing, beadwork, blankets, and cultural and ceremonial items. The University Museum maintains a fine archaeological reference library as well.

The New Jersey Center for Civic and Law-Related Education

Arlene Gardner, Esq., Executive Director

The New Jersey Center for Civic and Law-Related Education (NJCLRE) is part of the College of Education and Human Services. Created in 1990, NJCLRE's primary mission is to provide continuing education programs for K-12 teachers. This includes one-day conferences, traditional courses and week-long summer institutes. In addition, NJCLRE offers in-service and professional development programs for schools, Youth Summits and other programs directly for K-12 students, training for teachers at juvenile justice facilities, programs for juvenile offenders, curriculum development and technical assistance, and a biannual statewide newsletter.

Law-related education is a combination of substance and strategy for teachers and students aimed at developing an understanding and appreciation of the role of law in history, society and everyday lives. NJCLRE programs focus on practical law, the Bill of Rights, the New Jersey courts and constitution, controversial issues, conflict resolution, prejudice reduction, violence prevention and law and literature. The programs bring together teachers; counselors and administrators from public and private schools; law enforcement officers; attorneys; law students; probation officers; and other members of the educational, legal, law enforcement and juvenile justice communities.

NJCLRE is part of a national training and dissemination network. Its programs are supported by grants, contracts and registration fees.

The Writing Center

Kelly Shea, Ph.D., Director

The Writing Center serves as a support system for all students through the Department of English. It provides a range of services, including free consultations and tutorials, to both undergraduate and graduate students. Located in Fahy Hall, Room 251, the Center is open during the academic year Monday through Thursday, 9 a.m. - 8 p.m., and Friday, 9 a.m. - 4 p.m. For details and Summer Session hours, call (973) 761-9000, ext. 7501 or ext. 2183.

In addition to the onsite Writing Center, Seton Hall's Online Writing Lab (OWL) also is available. This service is a Web-based, virtual tutoring program, designed primarily for upper-class and graduate students as well as faculty and staff, through which individuals can get feedback on their writing from Writing Center tutors via the Web and electronic mail. As with the onsite Writing Center, the OWL is designed for writers from all academic disciplines and departments. OWL tutors are trained to provide advice, feedback and suggestions on how writers might improve their writing, focusing especially on content, organization, structure and flow, as well as some mechanics. The Web address for the OWL is academic.shu.edu/owl

The Alumni Association

The Office of Alumni Relations, with a constituency of more than 67,000 alumni, serves as a resource for all Seton Hall University alumni. The Alumni Association comprises nine constituent boards: the College of Arts and Sciences, Stillman School of Business, College of Education and Human Services, College of Nursing, School of Law, Immaculate Conception Seminary School of Theology, African-American Alumni Council, Young Alumni and the Golden Pirates.

The association's board of directors is composed of six elected representatives from each constituent group. The executive committee has a president, president-elect, five vice presidents, a treasurer and a secretary. The board is responsible for the development of all activities involving University alumni.

The objectives of the association are to communicate the mission ideals of Seton Hall University by establishing a dialogue and environment that encourages Seton Hall alumni to be proud proponents and competitive supporters of their alma mater and fellow alumni. Committees that assist in carrying out these objectives are Board Retention and Recruitment, Annual Fund, SHARP, Career Center and the Activities Board.

Membership is open to anyone who has received a degree from Seton Hall University or who has been a student in good standing for a period of one academic year, but has withdrawn under honorable conditions. All members are entitled to vote and hold office in the constituent association to which they belong.

The association, through the Office of Alumni Relations, is overseen by personnel within the Division of University Affairs. The Office of Alumni Relations publishes a newsletter, *The Network*, which contains updates on campus activities, feature stories about alumni and news from the various schools, alumni chapters and associations.

For more information on the Alumni Association and alumni activities, call (973) 378-9822 or 1-800-992-GRAD. Write to the Office of Alumni Relations, Seton Hall University, George M. Ring Building, 457 Centre Street, South Orange, NJ 07079-2691, or visit the Web site at alumni.shu.edu

Cultural and Community Programs

Seton Hall University hosts many cultural programs that are open to the general public as well as the University community. They are:

Theatre-in-the-Round

Peter Reader, M.F.A., Designer

The Seton Hall University Theatre-in-the-Round program runs throughout the year and consists of three schedules of productions. Four shows are presented during the school year, September to May. The actors in these shows are primarily students directed by a faculty member. Shows vary from classical to modern. The program strives to give students a practical and historical approach to the dramatic arts. All students are eligible to audition.

The second schedule is that of the Celtic Theatre Company (CTC), which presents plays on Irish themes. CTC is a repertory company in residence at Seton Hall.

The Summer Theatre-in-the-Round is a semi-professional program committed to a lighter fare of entertainment. The season usually starts during the last week of June, with a musical, followed by a comedy, and ends with a mystery in the second week of August. The acting staff for the summer productions includes professional, community and student talent. The Summer Theatre-in-the-Round offers Seton Hall students a taste of competitive commercial theater. For more information, call (973) 761-9000 ext. 5345, or visit artsci.shu.edu/theater

Poetry-in-the-Round

David Stevens, Ph.D., Director

Widely regarded as one of the best reading series in the nation, Poetry-in-the-Round invites the world's most compelling and celebrated writers to Seton Hall each year to read and discuss their works with students and community members. Among the many poets, novelists and critics who have come to Seton Hall are George Plimpton, Frank McCourt, John Updike, Arthur Miller, Ted Hughes, Jorie Graham, Nadine Gordimer, Derek Walcott and James Merrill. For more information about the series, call (973) 761-9388, or visit the Web site at artsci.shu.edu/poetry

The International Chamber Music Festival Series

Professor Emeritus Julius Zsako, Ph.D., Director

For more than 18 years, Seton Hall's Arts Council has sponsored the International Chamber Music Concert Series, presenting more than 300 compositions of more than 100 composers performed by soloists and large and small ensembles from 25 countries around the world.

Students and guests from the community at large have enjoyed the opportunity to hear and meet world-renowned soloists such as Jorge Bolet, Leonard Pennario, Rudolph Firkusny, Bella Davidovich, Ilana Vered, John O'Connor and Ruth Laredo, pianists; Ransom Wilson, flutist; Ruggiero Ricci, Jaime Laredo and Robert McDuffie, violinists; Kim Kashkashian, violist; Janos Starker and



Nina Kotova, cellists; the Romeros, Sharon Isbin and Brazilian Guitar Quartet, guitarists; Fusako Yoshido, koto player; and many others.

All events are free to students with valid I.D. To receive information about the series, call (973) 275-2750.

Archbishop Peter L. Gerety Lecture Series

Monsignor Robert Wister, Hist.Eccl.D., Director

Through a grant received from Archbishop Emeritus Peter L. Gerety, the School of Theology sponsors a lecture series in Church history, broadly defined. These lectures (usually one per semester) are given by prominent figures from the fields of education, Church, public service and journalism. They address issues of contemporary interest with some attention to the historical roots of these issues.

Information about the Archbishop Peter L. Gerety Lecture Series may be obtained by calling the School of Theology, (973) 761-9575.

Monsignor John M. Oesterreicher Lecture

Reverend Lawrence Frizzell, D.Phil., Director

The John M. Oesterreicher Endowment funds an annual lecture in memory of Monsignor Oesterreicher, founder of the Institute of Judaeo-Christian Studies at Seton Hall University.

Additionally, a series of conferences and workshops sponsored by the Institute deal with current and historical perspectives in the relationship between Christians and Jews. These programs are open to the public.

More information may be obtained by calling the Institute of Judaeo-Christian Studies at (973) 761-9751.

The Multicultural Program Film Series and Lecture Series

Larry A. Greene, Ph.D., Director

The Multicultural Program, in addition to its academic courses, offers a film and lecture series open to the general public as well as the Seton Hall community. Both the film and lecture series explore diversity issues related to ethnicity, race, religion, class and gender. Feature films, domestic and foreign, and riveting documentaries give the film series a focus and a universal perspective. The film series has lively discussions following each viewing led by an expert guest host. The lecture series has brought to the campus well-known scholars such as two-time Pulitzer Prize winning historian David Levering Lewis, Andrew Hacker and Deborah White as well as prominent film directors/producers Frederick Marx, William Miles and Peter Miller.

Through films, lectures and conferences, the Multicultural Program has sought to bridge the racial, religious, class and gender fault lines of the national and global divide through the promotion of increased understanding of our similarities and appreciation of our differences. Church and community groups are welcome, free. For information, call (973) 275-2768 or 761-9385.

Enrollment Services



Bayley Hall
1-800-THE-HALL (843-4255)
(973) 761-9332
admissions.shu.edu

Admission Student Classification

Seton Hall University classifies undergraduate students as listed below:

Matriculated Students

Those who have applied for admission to a degree program and have been accepted by the Committee on Admissions for a prescribed course of study leading to the baccalaureate degree.

Nonmatriculated Students

Those who have not made formal application to a degree program but have been approved by the Committee on Admis-

sions to enroll in courses; or those who have made formal application to a degree program but have only been accepted by the Committee on Admissions in a nondegree status as a nonmatriculated student.

Credit Limits: Nonmatriculated students may enroll for a maximum of nine credits per semester and may pursue no more than 18 credits total. If a nonmatriculated student wishes to apply for matriculation, that student must apply with Enrollment Services no later than the term in which the 18-credit maximum will be reached. Students reaching the 18-credit maximum who do not wish to matriculate must sign a statement indicating non-intent to matriculate.

Visiting Students: Students currently enrolled in another institution who wish to take courses at Seton Hall as nonmatriculated students must present a copy of their college transcript or a letter from their institution giving them permission to enroll in classes at Seton Hall, or sign a statement indicating non-intent to matriculate. Seton Hall does not normally enroll nonmatriculated students who have been dismissed from or placed on probation by their previous institution.

Full-time Students

Those in a degree program who take courses for 12 or more credits in any semester, day or evening.

Part-time Students

Those in a degree program who take courses for 11 or fewer credits in any semester, day or evening.

Qualifications for Admission

The University actively seeks qualified persons of varied races, cultures, experiences and national backgrounds. Qualified students are admitted without regard to race, color, religion, age, handicap, sexual orientation, national origin, ancestry or gender. The minimum academic requirement for admission is satisfactory completion of a college-preparatory course of study, indicated below, in an accredited secondary school with credit for 16 acceptable units or a secondary school equivalency diploma. The electives presented should be academic in nature, embracing courses in language arts, mathematics, science, social studies, foreign languages or humanities.

English	4 units
Foreign Language	2 units
Algebra I	1 unit
Plane Geometry	1 unit
Algebra II	1 unit
Science (laboratory)	1 unit
Social Studies	2 units
Approved Electives	4 units

Students wishing to major in the physical or biological sciences are expected to have a more extensive background in the appropriate science areas. Applicants for the College of Nursing must present two units in science (biology and chemistry) in addition to the general University requirements for admission. Students wishing to major in music must audition before being admitted into the major.

Except when waived by the Committee on Admissions, scores on either the Scholastic Assessment Test (SAT) or the American College Test (ACT) must be submitted by all applicants. Students who reside in Puerto Rico may submit the SAT or the Test of English as a Foreign Language (TOEFL) with their Prueba de Aptitud Académica (PAA) scores. Waivers of test scores generally are granted only to those students who graduated from high school at least five years prior to applying or to transfer applicants who have completed 24 credits or more of college-level work at the time of application.

Every application is reviewed individually. The Committee on Admissions reserves the right to waive any of the above-mentioned requirements in exceptional cases when the quality of the applicant's overall record shows promise of success in college-level study.

Application Procedures**First-Year Students**

All applicants should submit a completed application, essay, counselor report, required fee, official copy of high school transcript and SAT or ACT scores by March 1 for the Fall Semester and

December 1 for the Spring Semester. Some programs may have earlier deadlines. A personal interview is not a necessary part of the application procedure but is strongly recommended and can be arranged by request.

Decisions are made by the Committee on Admissions on a rolling basis as applications and credentials are received. Fall Semester notification begins in December; Spring Semester notification begins in November. The University requires accepted students to confirm their intention to enroll by May 1. (Some exceptions apply.) Late applicants, if accepted, receive extensions beyond this date.

No applicant is permitted to register for any undergraduate course until a letter of acceptance has been received. Freshman applicants who are not accepted for admission are not permitted to enroll under any status or in any department of Seton Hall for a minimum of one year. Some applicants are placed on a waiting list depending on the size and competitiveness of the applicant pool. All waiting list candidates will be notified of a final decision.

Home Schooled Students

Students that have been home schooled are required to submit a completed application, essay, recommendation letter, application fee, SAT or ACT scores, a copy of their home-school curriculum with a list of text books used for each of the major unit requirements listed in the qualifications for admission section above and the results of the General Equivalency Diploma with a total score of at least 225 and no individual score of less than 45.

Transfer Students

Official transcripts of all college-level work taken at other institutions and an official high school transcript must be submitted in conjunction with the completed application form and fee. Candidates with fewer than 24 credits of college-level work at the time of application also are required to submit scores from the Scholastic Assessment Test (SAT) or American College Test (ACT). All credentials should be submitted by June 1 for the Fall Semester and December 1 for the Spring Semester.

Decisions are made by the Committee on Admissions on a rolling basis. Seton Hall normally does not enroll transfer applicants who recently were dismissed or placed on probation from other institutions within the previous year. Transfer applicants who are not accepted for admission are not permitted to enroll under any status or in any department of Seton Hall for a minimum of one year. Transfer applicants from other accredited two- and four-year post-secondary institutions who are accepted to Seton Hall University will have their previously earned college credits evaluated for advanced standing at Seton Hall. Seton Hall will accept up to 100 credits of college-level courses completed with a grade of "C" or better at accredited colleges and universities. (Remedial and developmental courses are not deemed college-level).

Enrollment Services, in consultation with the deans' offices of each school/college of the University, will perform transfer evaluations of credit earned on a course-by-course basis and notify accepted students of advanced standings granted. In recognizing courses for transfer credit, the schools/colleges of the University must observe the regulations of their accrediting agencies. The University also reserves the right to refuse to accept credits from a previously attended institution that was not listed on the application for admission. Accepted A.A. or A.S. degree graduates of an accredited two-year college will be considered for

core-waiver approval by Enrollment Services, depending upon the date and sequence in which their associate's degree was earned.

Those graduates who are accepted and have earned a minimum cumulative GPA of 2.0 automatically may have their entire Seton Hall arts and sciences core requirement waived. As a Catholic institution of higher learning, Seton Hall has a tradition of quality education based on Christian values.

Therefore, certain exceptions apply to the core waiver. Students must complete, either at Seton Hall or their current institution, the following:

- one course (3 credits) or its approved equivalent in ethics;
 - one course (3 credits) or its approved equivalent in logic (this is not a requirement for the Stillman School of Business);
 - two courses (6 credits) or their approved equivalent from the following sequence (the College of Nursing only requires one course/three credits from this sequence):
- | | |
|-----------|--|
| RELS 1010 | The Religious Dimension of Life |
| RELS 1102 | Introduction to the Bible |
| RELS 1202 | Christian Belief and Thought |
| RELS 1302 | Introduction to Catholic Theology |
| RELS 1402 | World Religions |
| RELS 1403 | History of Asian Religious Reflections |

Further exceptions to this core-waiver policy are:

- A.A. or A.S. degree graduates who wish to pursue a major in nursing may only have the English literature and history core requirements waived.
- A.A. or A.S. degree graduates who wish to enroll in the physical therapy or physician assistant programs may not have their arts and sciences core requirement waived.
- A.A. or A.S. degree graduates who wish to pursue a major in the School of Business may not have their mathematics core requirement waived.
- A.A. or A.S. degree graduates who wish to enroll in the College of Education and Human Services must meet the admissions requirements of the college and the certification regulations of the New Jersey Department of Education. Each graduate who wishes to pursue an education major will have their credits evaluated on a course-by-course basis.

International Students

Seton Hall welcomes applications from international students for either full-time degree programs or the English as a Second Language (ESL) Institute. International students interested in applying to Seton Hall University may contact Enrollment Services – Bayley Hall, Seton Hall University, 400 South Orange Avenue, South Orange, NJ 07079; (973) 761-9332; fax (973) 275-2040; or visit their Web site at admissions.shu.edu

International students applying for full-time study in degree programs should take the Scholastic Assessment Test (SAT) and must submit their applications for admission, application fee and all official documents several months in advance of the semester in which they plan to enroll. Students for whom English is a second language and who have been in the United States for fewer than five years may submit results of the Test of English as a Foreign Language (TOEFL) in place of the SAT.

The University requires that all transcripts be original. Transcripts not in English must be accompanied by a certified English translation. No documents submitted as part of the application process will be returned nor will any requests to duplicate documents be honored. Seton Hall requires international applicants to have all transcripts from institutions not accredited in the United States to be evaluated by World Educational Services

(WES). Students are responsible for all costs associated with credential evaluation. Applications submitted without a credential evaluation from WES will not be considered for admission. For more information about the services of WES contact them directly at info@wes.org or visit their Web site at www.wes.org

F-1 Visa students accepted by other institutions are eligible to transfer after they have successfully completed at least one semester of full-time academic work at that institution, demonstrated sufficient proficiency in English and submitted adequate evidence of financial support.

If a student is not an American citizen or permanent resident, he or she is not eligible to receive any need-based financial aid.

The University requires that all international students carry basic health and hospitalization insurance. Upon arrival, those international students who do not have current health insurance will be required to purchase health coverage through the University and must maintain this coverage throughout their studies.

Applicants for the English as a Second Language (ESL) Institute are required to submit the appropriate application. Applicants who need a student visa to attend the ESL Institute also must submit certification of financial support.

International students who are applying to study English as a Second Language will be admitted only to the ESL Institute. Upon successful completion of the prescribed course of study, students will be awarded a certificate of proficiency by the ESL Institute.

Admission to the ESL Institute does not constitute admission to a degree program at the University. However, ESL Institute students are eligible to apply for admission to the University after successful completion of the program. Successful completion of the ESL program at Seton Hall can be submitted in place of a TOEFL score for admission as a matriculated student.

Visas

Seton Hall University is permitted by the U.S. Immigration and Naturalization Service to admit non-immigrant students. Upon admission to a degree program, prospective students are issued an immigration form by the University permitting them to enter the country. Upon entry, the student is issued an I-20 A/B, which must be current at all times. The international student must pursue a full-time course of study (12 or more semester hours) to remain in status, except during the summer.

Before an immigration form is issued, the following must be submitted to the University:

- declaration and certification of finances form, with supporting documentation; and
- request for Certificate of Eligibility (Form I-20).

Readmission

Degree candidates whose work has been interrupted for two or more consecutive semesters and who have not attended another institution in the meantime, are subject to reevaluation upon return and may be held to any change of requirements that may have been instituted in the period of absence. Students seeking readmission also must complete and file an Honorable Dismissal Form, if they have not already done so, before their application for readmission will be considered.

When students who have been away from Seton Hall for more than one year are readmitted, they must follow the catalogue requirements in effect at the time of readmission. Students may be evaluated on a case-by-case basis, with program modifications made at the dean's discretion.

Students in good academic standing when they leave the University are academically eligible to return to regular student status upon their readmission. Students who are not in good academic standing when they leave the University must meet any restrictions or conditions imposed by their dean.

When a student who has been suspended for academic reasons has been absent from the University for less than one year, the student must meet the criteria of the academic dean before being allowed to return to studies at Seton Hall. Such a limited absence does not require that the student reapply through admissions; the student should contact the academic dean directly.

When the absence of a suspended student has exceeded one year, the student must file an application for readmission with Enrollment Services.

In cases where the conditions of the suspension imposed by the academic dean involve completion of studies at a community college with specific grade and credit requirements, the readmission review process will encompass an assessment of those requirements, as well as consultation with the dean's office.

Placement Tests for First-Year Students and Transfer Students

Seton Hall University administers placement tests in English and math to all first-year and transfer students who have not taken college-level introductory English or math courses. The English test measures a student's reading and writing skills. The math test measures a student's ability to assess computational functions and solve elementary algebraic equations. Students who are considering a major in the sciences also will be tested on trigonometric and logarithmic operations.

Placement tests in foreign languages are given to students who plan to enroll in a foreign language to which they have had some prior exposure. All nursing majors take a placement test in chemistry. Placement tests are given at the beginning of the Fall and Spring semesters. There is no fee for taking the tests. It is recommended that students prepare well before taking any of the placement tests. Satisfactory scores on the English and math placement tests are prerequisites to the college-level sequence of courses in English, mathematics and science.

Students who do not perform satisfactorily on the English and/or math placement tests will be required to take developmental courses. In English, one of the following courses or workshops may be required: ENGL 0100, ENGL 0150, ENGL 0160, ENGL 0180 (see page 95 for course descriptions). In mathematics, one or a sequence of several of the following courses may be required: MATH 0011, MATH 0012, MATH 0013 (see page 103 for course descriptions). Final grades for these courses are recorded as satisfactory pass (SP) or required to repeat (RR). Students must maintain a "C" average in these courses and may have to pass a post-test form of the placement test to earn a grade of SP. Institutional credit is granted for these courses. Institutional credit counts toward determining class standing (freshman, sophomore, junior, senior), but does not count toward credit required for graduation. Students who are required to complete developmental courses must do so in the first semester of enrollment.

For more information, contact the academic advising office of Freshman Studies (973) 761-9740.

Credit by Examination

Advanced Placement Examinations

Students with secondary school records indicating superior performance and who attain a score of 4 or 5 on an Advanced Placement Examination of the College Entrance Examination Board receive credit and may be permitted to register for ad-

vanced courses in the area(s) in which they qualify. No more than 30 credits may be obtained through examination.

The English department grants credits for the following courses for Advanced Placement. Examinations passed with a grade of 4 or 5, and for students passing Project Acceleration courses with a grade of C or higher:

- AP Language and Composition Exam: ENGL 1201 College English I & ENGL 2101 Great Books I
- AP Literature and Composition Exam: ENGL 1201 College English I & ENGL 2101 Great Books I
- Students passing *both* AP Exams with a grade of 4 or 5 should consult with the chair of the English department for an additional 3-credit course, for a total of 9 credits.

College-Level Examination Program

General and Subject examinations of the College-Level Examination Program (CLEP), with certain limitations, are recognized for advanced standing credit. General Examination scores must be at or above the 50th percentile for degree credit. No score in mathematics or any language except Spanish will be considered for credit, and no CLEP credit will be granted in a student's major. To receive credit for Subject examinations, scores must be at or above the recommendations of the Commission on Educational Credit of the American Council on Education. Students should consult Enrollment Services before registering for CLEP examinations. The maximum number of credits by examination that may be applied toward a baccalaureate degree is 30. Full-time students may not apply for CLEP credits within their final 60 credits. Part-time students may not apply for CLEP credits within their final 30 credits.

International Baccalaureate

Seton Hall University grants placement and credit for higher-level examinations of the International Baccalaureate (IB). The Enrollment Services recommends advanced placement credit for higher-level passes above grade 5.

Campus Tours

Campus tours are offered regularly throughout the academic year by the Student Ambassador Society. Tour appointments may be arranged by visiting the Web site at admissions.shu.edu

Financial Aid

Seton Hall University maintains and administers programs of financial aid funded by the University, federal and state governments, and various industries and foundations. Financial aid may be in the form of a scholarship, grant, loan, employment opportunity or a combination of these. The University believes that, in most cases, the amount of aid granted to a student should be based on financial need, and therefore requires each applicant to file a Free Application for Federal Student Aid (FAFSA). This form is used to determine a student's eligibility for federal, state and institution financial aid. In completing the FAFSA, be sure to include Seton Hall's Title IV School Code: 002632. In addition to the general University requirements and procedures for application for admission, students requesting financial aid must complete the FAFSA as soon as possible after January 1 each year. Because funds are limited, applications are considered on a first-come, first-serve basis.

Federal Programs Administered by Seton Hall University

Federal Pell Grant

A federal grant program of up to \$4,000 per academic year.

**Certain Roman Catholic religious and seminarians are eligible for a 50 percent discount on tuition, and senior citizens also are eligible for tuition discount. Note audit fee option restrictions.*

Federal Perkins Loan

A 5 percent interest loan of up to \$1,500 per academic year.

Federal Supplemental Educational Opportunity Grant

A grant of \$200 - \$1,200 per academic year to students from low-income families, provided funds are available.

Federal Work-Study Program

Students who demonstrate need may qualify for part-time jobs at the University (maximum 20 hours per week). The federal government contributes the major portion of the funds; the University contributes the remainder. Applications are available through Enrollment Services.

Community Service Learning Program

Seton Hall participates in the Community Service Learning Program. Community Service jobs are available to interested students. Information is available from Enrollment Services, (973) 761-9332.

Veterans Benefits

Eligible student veterans may receive monthly payments under the Veterans' Education Program. Children and spouses of veterans whose death or total and permanent disability was service-connected may be eligible for educational benefits under the War Orphans' Educational Act of 1956. Details on these programs are available from the nearest Veterans' Administration Office or Enrollment Services.

ROTC Scholarships

For full-time graduate and undergraduate students who seek a commission in the U.S. Army after receiving their college degrees, these scholarships are awarded up to \$16,000, plus an allocation for books and a \$1,500 annual stipend. Contact ROTC for additional information.

New Jersey Grants**New Jersey Tuition Aid Grants (TAG)***

Full-time New Jersey residents may qualify for the TAG grant of up to \$7,272 per academic year by completing the Free Application for Federal Student Aid (FAFSA) and demonstrating financial need. Eligibility is determined by the New Jersey Higher Education Student Assistance Authority (HESAA).

New Jersey Educational Opportunity Fund (EOF)*

This grant, funded by the state, is limited to New Jersey residents accepted into the University's Educational Opportunity Program (EOP) as educationally and economically disadvantaged. Awards are up to \$2,300 per year.

Distinguished Scholars Program

Awards of \$1,000 are available to qualified New Jersey residents attending in-state colleges. Students are nominated by their high schools based on scholastic records and SAT/ACT scores. Awards are renewable for four years.

Urban Scholars Programs

Awards of \$1,000 are available to qualified New Jersey residents living in the state's urban and economically distressed areas. Students are nominated by their high schools based on scholastic records and SAT scores. Awards are renewable for four years.

**Awards are renewable, provided the student maintains satisfactory academic progress and demonstrates need based on the FAFSA each year.*

Student Loans**Federal Stafford Loans**

Seton Hall participates in the Federal Direct Student Loan Program (FFELP). The program consists of Federal Direct Stafford/Ford Loans (both subsidized and unsubsidized) and Federal Direct PLUS loans.

Loan proceeds are delivered to the student directly through the school and repaid directly to the loan servicer. A promissory note must be signed before loan proceeds are credited to a student's account.

Unsubsidized Stafford/Federal Loan

Students who do not qualify for a need-based federal loan may borrow via an unsubsidized loan whereby the student is responsible for the in-school interest. Students may contact Enrollment Services for more information.

The following limits apply to subsidized and unsubsidized Stafford loans:

	Stafford
Freshman	\$2,625
Sophomore	\$3,500
Junior	\$5,500
Senior	\$5,500
Graduate	\$8,500

Please note: In addition to the previously stated amounts, independent students may borrow additional amounts under the unsubsidized loan program. The amounts are: freshman and sophomores, \$4,000; juniors and seniors, \$5,000; and graduate students, \$10,000.

Parent Loan for Undergraduate Students (PLUS)

In addition to student loans, parents may borrow up to the cost of education less any financial aid the student receives. Interest is capped at 9 percent and repayment begins 60 days after disbursement of the loan.

New Jersey College Loans to Assist State Students (CLASS)

The state of New Jersey administers a supplemental program that permits students and parents to borrow up to the cost of education less financial aid at a variable interest rate or less. Information may be obtained by calling the New Jersey Higher Education Student Assistance Authority, 1-800-792-8670.

University-Funded Programs**Chancellor's, Provost's and University Scholarships**

These are academically competitive, partial- and full-tuition scholarships offered to outstanding incoming freshmen. Chancellor's Scholarships are limited to graduates of Catholic high schools upon recommendation of their principals or guidance counselor; Provost's Scholarships are limited to graduates of non-Catholic high schools upon recommendation of their principals or guidance counselor. University scholarships do not have a special application. Applicants for admission automatically will be considered based on high school records and SAT or ACT scores. These scholarships are subject to renewal based on evidence of continued high academic achievement at the University. Awards are partial-tuition scholarships.

Reverend Martin Luther King Jr. Scholarships

Ten competitive scholarships are offered each year to freshmen minority students who are academic scholars and have volunteered in their community to achieve the dreams exemplified by the late Dr. Martin Luther King Junior.

Seton Hall Need-Based Grants

These grants are awarded to incoming freshmen who demonstrate financial need and above-average academic achievement. Renewal is based on continued need, satisfactory academic performance and available funds.

Athletic Scholarships

Scholarships are available for outstanding achievement in a number of men's and women's sports. Contact the Department of Athletics for more information, (973) 761-9497.

Student Employment

In addition to the Federal Work-Study (FWS) Program, the University funds a number of campus jobs that are not based on financial need. Applications are available in Enrollment Services.

Phi Theta Kappa Scholarship

These scholarships are awarded annually to students from community colleges that are members of the Phi Theta Kappa honor society. No scholarship application is required to receive the scholarship, however students must provide proof of Phi Theta Kappa membership.

Transfer Scholarships

These scholarships are awarded annually to qualified transfer candidates. To be considered for a scholarship, the transfer applicant must demonstrate exceptional academic achievement.

Sibling 10 Percent Tuition Discount

Eligible siblings are two or more brothers or sisters who are concurrently enrolled as full-time undergraduate degree students at Seton Hall. The siblings must be dependent students who reside in the same household. Applications are available in Enrollment Services.

Endowed Scholarships

The following established scholarships contribute toward the expenses of eligible students to the extent of income derived from the University's scholarship endowment. For awarding purposes, the interest from many of the scholarships is pooled together (as indicated by the asterisk *), which eliminates the need for a specific application. Generally, the only application needed for these scholarships is the Free Application for Federal Student Aid (FAFSA). For those scholarships that do have restrictions, every effort is made by the University to identify worthy recipients.

Licia Albanese Scholarship*

Founded in 1951 by Licia Albanese of the Metropolitan Opera and friends.

All Saints Church, Jersey City, NJ, Scholarship

Founded in 1928 by Monsignor Joseph H. Meehan, LL.D., of Jersey City.

Alumni Association

Established in 1986 and funded through the efforts of the Alumni Association.

Joseph and Margaret Auth Scholarship

Founded in 1931 by Reverend Alois Auth of St. Nicholas Church, Jersey City, in honor of his parents.

Bayley Seton League Scholarship*

Founded in 1944 by the Bayley Seton League of Seton Hall University.

Monsignor Daniel Brady, All Saints, Jersey City, NJ, Scholarship

Founded in 1951 by Monsignor Daniel J. Brady.

Edward and Alice Byrne Scholarship

Founded in 1941 by the estate of William E. Byrne in memory of his father and mother.

Joseph M. Byrne Sr. Scholarship*

Founded in 1953 by Joseph M. Byrne Jr. in memory of his father.

Philip H. Campbell Memorial Scholarship

Founded in 1931 by Mrs. Charlotte R. Campbell of Newark in memory of her husband.

Honorable Peter J. Carey, K.C.S.G. Scholarship*

Founded in 1936 by Raymond T. Carey in honor of his father.

Monsignor Eugene P. Carroll Scholarship

Founded in 1939 by Monsignor Eugene P. Carroll of Hoboken.

Joseph J. Carroll Scholarship

Inaugurated in 1983 by a contribution from C.I.T. Financial Corporation in honor of Mr. Carroll '60, a senior executive of the corporation. This award is presented annually to a senior accounting major selected by the faculty of the Department of Accounting and Financial Management.

The Raymond G. Chambers Scholarship

Established in 1985 in memory of Thomas J. Griffin.

Reverend Henry G. Coyne Memorial Scholarship

Founded in 1933 by Monsignor John J. Murphy of Sacred Heart Church (Vailsburg), Newark.

Edward C. Devine Scholarship

Founded in 1952 by the estate of Edward C. Devine.

Diamond Jubilee Scholarship

Founded in 1931 by Monsignor Joseph H. Meehan.

Reverend Arthur S. Dombrowski Scholarship

Founded in 1944 by the estate of Reverend Arthur S. Dombrowski.

Katherine E. Donoghue Scholarship

Founded in 1982 by the estate of Katherine E. Donoghue.

Bishop John J. Dougherty Scholarship

Founded in 1963 by the Scholarship Club of Seton Hall University.

First National State Bank of New Jersey Scholarship

Founded in 1974 in honor of W. Paul Stillman, chairman of the board. Recipient must be an upperclassman in the Stillman School of Business.

Ruth Foley Scholarship

Founded in 1987 by a bequest from Ruth Geraldine Foley for needy undergraduate women enrolled in the College of Education and Human Services.

Reverend John D. Furman Scholarship

Founded in 1947 by Reverend John D. Furman in memory of Mr. and Mrs. John S. Furman.

Mildred J. Galanti College of Nursing Scholarship

Founded in 1984 by Mr. and Mrs. Peter M. Galanti, this fund is restricted to students enrolled in the College of Nursing.

Peter M. Galanti College Seminary Scholarship Fund

Founded in 1975 by Mr. and Mrs. Peter M. Galanti, this fund is restricted to students enrolled in the Seminary.

Henry Gasser Scholarship

Founded in 1984 by the estate of Henry and Joan Gasser for art majors.

Gustave L. Goerz Scholarship

Founded in 1956 by Gustave F. Goerz Jr., in memory of his father.

Monsignor Joseph N. Grieff Scholarship

Founded in 1942 by the estate of Monsignor Joseph N. Grieff of Union City.

Elizabeth Menk Griffin Memorial Scholarship

Founded in 1988 by her father, Carl W. Menk, for needy and meritorious undergraduates.

John F. Hagerty, M.D., LL.D., Scholarship

Founded in 1930 by John F. Hagerty, M.D., LL.D., of Newark.

Nellie Hanley Scholarship

Founded in 1940 by the estate of Nellie Hanley of Orange.

Cornelius Heeney Scholarship

Founded in 1987 by the Brooklyn Benevolent Society for needy New York City area residents.

Charles F. Henderson Scholarship*

Founded in 1944 by the estate of Charles F. Henderson of South Orange.

John C. Henderson Scholarship*

Founded in 1950 by John C. Henderson of South Orange.

William T. Henderson Scholarship*

Founded in 1946 by William T. Henderson of South Orange.

Hispanic Student Scholarship

Founded in 1991 by Joseph A. Unanue Sr. for needy Hispanic students.

David and Rose Hurley Scholarship*

Founded in 1952 by David J. Hurley.

Hugh T. Hurley Memorial Scholarship*

Founded in 1968 by Mrs. Carmelita Hurley and children.

C. Mark Judge Memorial Scholarship*

Founded in 1968 by friends of the Judge family in memory of C. Mark Judge of the Junior Essex Troop.

Thomas J. Kavanagh Scholarship*

Founded in 1953 by the estate of Thomas J. Kavanagh of Jersey City.

Rose Kehoe Scholarship

Founded in 1937 by the estate of Mrs. Rose Kehoe of Jersey City.

RJR Nabisco Scholarship

Founded in 1988 by alumni and RJR Nabisco Incorporated for deserving business majors.

National Starch and Chemical Company Scholarship

Founded in 1988 by The National Starch and Chemical Foundation for deserving chemistry majors.

D.J. Pat Reilly Scholarship

Founded in 1988 by The College of Nursing Alumni Association for meritorious seniors majoring in nursing.

Monsignor Joseph M. Kelley-Wilfred Yudin-Freda Yudin Tilkin Scholarship

Founded in 1963 in memory of Barnet and Anne Yudin. Recipient must be a member of St. Peter's Parish, Belleville.

Eugene F. Kinkead Scholarship*

Founded in 1956 by Eugene F. Kinkead of South Orange.

Samuel Klein and Jerome M. Fien Scholarship

Founded in 1966 by Samuel Klein, C.P.A., and Jerome M. Fien, C.P.A., of Samuel Klein and Company, Newark, in honor of the Apostolic Delegate to the United States, the Archbishop Egidio Vagnozzi.

Knights of Columbus Scholarship*

Founded in 1944 by the New Jersey State Council of the Knights of Columbus.

Ellsworth A. Kreiger Scholarship

Founded in 1977 by the estate of Ellsworth A. Kreiger.

Elizabeth Giuliano Magnes Scholarship

Founded in 1986 by the parents of Elizabeth in her memory. Awards limited to students majoring in education.

Honorable and Mrs. Thomas F. McCran Scholarship*

Founded in 1928 by Mrs. Thomas F. McCran of Paterson.

John G. McGrath Scholarship

Founded in 1935 by the estate of Cecile Langton of Elizabeth, in memory of her uncle.

Reverend Eugene C. McGuire Scholarship

Founded in 1975 by the estate of Reverend Eugene C. McGuire '33, pastor emeritus of St. Leo's Church, Irvington.

Mary and Philip A. McGuire Sr. Memorial Scholarship

Founded in 1975 by the estate of Reverend Eugene C. McGuire '33.

Monsignor John L. McNulty Scholarship

Founded in 1959 by the Scholarship Club of Seton Hall University.

Monsignor John L. McNulty Memorial Scholarship*

Founded in 1960 by all schools, institutes and auxiliaries of Seton Hall University.

Mutual Benefit Life Scholarship

Founded in 1974 in honor of W. Paul Stillman, chairman of the board. Recipient must be an upperclassman in the Stillman School of Business.

Newark Servicemen's Scholarship

Founded in 1948 by the Receiver of the Servicemen's Center Association of Newark.

Joseph W. Noto Scholarship

Founded in 1959 by William Borea of Ridgefield Park, and Philip Noto, M.D., of Passaic.

Monsignor Richard P. O'Brien Scholarship

Founded in 1974 by the estate of Monsignor Richard P. O'Brien.

Catherine E. O'Connor Scholarship

Founded in 1936 by the estate of Mrs. Catherine E. O'Connor of Newark.

John S. O'Connor Scholarship

Founded in 1936 by the estate of Mrs. Catherine E. O'Connor of Newark.

Reverend Michael C. O'Donnell Scholarship

Founded in 1959 by the estate of Mrs. Ellen M. O'Donnell.

Mary A. Potts Scholarship

Founded in 1952 by the estate of Mary A. Potts.

The Raleigh Scholarship

Founded in 1987 by an alumnus, Mr. W. James Raleigh, for undergraduates enrolled in the Stillman School of Business.

James R. Reardon Class of 1955 Memorial Scholarship

Founded in 1977 by Mrs. Patricia H. Reardon and friends in memory of her husband.

Regents Scholarship

Founded in 1986 and to be awarded to qualified incoming freshmen.

George Ring Alumni Scholarship

Founded in 1987 by an Alumni Association fund-raiser for needy finance majors.

Martin Rothschild Scholarship*

Founded in 1945 by the estate of Mrs. Elizabeth L. Rothschild of East Orange.

Sacred Heart Church, Bloomfield, NJ, Scholarship

Founded in 1915 by Reverend J. M. Nardiello.

Saint Aloysius' Church, Newark, NJ, Scholarship

Founded in 1928 by the Reverend J.J. Preston.

Saint Patrick's Church, Jersey City, NJ, Scholarship

Founded in 1928 by the Holy Name Society of that parish.

Saint Paul's Holy Name Scholarship

Founded in 1940 by the Holy Name Society of St. Paul's Church, Jersey City.

St. Rose of Lima, Short Hills, NJ, Ladies Auxiliary Scholarship

Founded in 1970 by the Ladies Auxiliary of St. Rose of Lima Church.

Caroline Di Donato Schwartz Scholarship

Founded in 1951 by Caroline Di Donato Schwartz to be used in the College of Nursing.

Maria Jeritza Seery Memorial Scholarship

Founded in 1984 through a bequest from the estate of Maria Jeritza Seery.

Archbishop Seton Scholarship*

Founded in 1927 by the estate of Robert Seton, D.D., Archbishop of Heliopolis.

Seton Hall College Day Scholarship*

Founded in 1947 by Mrs. Regina D. Hagerty of Newark, in memory of her husband, John F. Hagerty, M.D., LL.D.

Seton Hall University Scholarship Fund*

Founded in 1950 by the University.

Seton Junior League Scholarship*

Founded in 1950 by the Seton Junior League of Seton Hall College.

Francis J. Sexton Scholarship*

Founded in 1937 by Reverend Francis J. Sexton of Ridgewood.

Daniel A. Skinnel Jr. Scholarship*

Founded in 1934 by the estate of Evelyn I. Skinnel of Whitestone, Long Island, NY.

Reverend Sebastian B. Smith, J.U.D., Scholarship

Founded in 1928 by the estate of Reverend Sebastian B. Smith, J.U.D., of Paterson.

William J. Stoutenburgh Scholarship*

Founded in 1961 by William J. Stoutenburgh of Ridgewood.

Monsignor Swider Scholarship

Founded in 1929 by the estate of Monsignor Sigismund Swider, M.R., of Bayonne.

Martin F. Tiernan Scholarship*

Founded in 1956 by Martin R. Tiernan of Essex Fells.

Helen and Ruth Warrin Scholarship

Founded in 1985 by the estate of Helen Warrin for education majors.

Michael J. White Scholarship*

Founded in 1947 by Monsignor Michael J. White of Newark.

The Women's Guild of Seton Hall University Scholarship Fund

Founded in 1956 by the Women's Guild of Seton Hall University in conjunction with funds from Reverend Francis J. Sexton, F. Jerome McNulty and the International Brotherhood of Electrical Workers No. 1470. Restricted to pre-medical and pre-dental students.

C.J. Weiss Scholarship

Founded in 1983 in honor of C.J. Weiss.

Centennial Parochial Scholarships

The following scholarships are established by various parishes in the Archdiocese of Newark and are available to qualified applicants from their particular parishes:

Holy Cross Church, Harrison, NJ, Scholarship

Founded in 1953 by Monsignor William A. Costelloe.

Immaculate Conception Church, Montclair, NJ, Scholarship

Founded in 1953 by Reverend John A. Munley.

Our Lady of Grace Church, Hoboken, NJ, Scholarship

Founded in 1954 by Monsignor William B. Masterson.

Our Lady of Mount Carmel Church, Bayonne, NJ, Scholarship

Founded in 1953 by Monsignor Anthony A. Tralka.

Our Lady of Mount Carmel Church, Jersey City, NJ, Scholarship

Founded in 1954 by Monsignor Walter P. Artioli.

Sacred Heart Church, Jersey City, NJ, Scholarship

Founded in 1953 by Reverend John A. Nowlen, O.P.

Saint Casimir's Church, Newark, NJ, Scholarship

Founded in 1953 by Monsignor Paul Knappek.

Saint Genevieve's Church, Elizabeth, NJ, Scholarship

Founded in 1953 by Monsignor John H. McManus.

Saint Mary's Church, Nutley, NJ, Scholarship

Founded in 1954 by Monsignor James J. Owens.

Restricted Grants and Awards**College of Nursing Fund Scholarship****Joseph P. Connor Scholarship**

A yearly award established by the Song-Writer's Guild Foundation in memory of Father Joseph P. Connor, an alumnus of Seton Hall University. Restricted to a student or students majoring in music in the Department of Art and Music.

Ernst & Whinney Scholarship for Accounting Majors**William Eyres Scholarship Fund****Hoffman-LaRoche Scholarship for Nursing Majors****Felix Labienice Grant****Clare Booth Luce Scholarship**

A full-tuition scholarship for freshman and transfer women pursuing careers in research or teaching in the fields of biology, chemistry, computer science, engineering, math and physics. Nursing and pre-medical students are not considered for this scholarship. This application, as well as the application for admission, must be submitted by March 1.

Sister Agnes Reinkemeyer Nursing Scholarship**Caroline Schwartz Scholarship****Switzer Foundation Scholarship****Lawrence J. Truncale Scholarship****Van Houten Scholarship for Nursing Majors****Mobil Scholars Grant****University Affairs/Regents Scholarship****Mary Alno Sweeney Scholarship**

Founded in 1955 by Robert Sweeney in memory of his wife. Two scholarships are given each year to senior baccalaureate nursing students.

John Deehan Scholarship

Founded in 1999 by the family and friends to honor his retirement of 40 years in the Accounting Department.

Student Eligibility

In order for students to receive financial aid they must meet certain eligibility requirements listed below:

- have financial need as determined by the FAFSA;
- be a high school graduate;
- be enrolled at least part time at Seton Hall in a degree-granting program;
- be a U.S. citizen or eligible non-citizen;
- be making satisfactory academic progress toward a degree (the following section, Requirements to Maintain Eligibility for Federal Aid, contains details);
- not be in default of a federal loan or owe a repayment of a federal grant;
- comply with terms of the Anti-Drug Abuse Act;
- certify registration with selective service if required; and
- certify that information reported on the Student Aid Report (SAR) is accurate.

Requirements to Maintain Eligibility for Federal Aid

In addition to the requirements above, the Higher Education Amendments require colleges and universities to define and enforce standards of academic progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for financial assistance.

Satisfactory academic progress requirements at Seton Hall provide a maximum time frame for completion of a degree, a graduated credit accumulation over time, as well as a quality mechanism. These minimum standards require students to demonstrate that they are actively pursuing their degrees.

Satisfactory Academic Progress Guidelines

General Considerations

- Federal Regulations (General Provision CRF 668.43) require the Seton Hall University, Enrollment Services, to review the academic progress of students who apply for and/or receive financial assistance. This regulation applies to each financial aid applicant whether a previous recipient or not.
- Annual Satisfactory Academic Progress evaluation cannot take place until final grades have been posted each year. Therefore, any financial assistance awarded prior to the annual academic evaluation is subject to cancellation if the minimum standards are not met.
- New transfer students will be considered for assistance for one academic year prior to the evaluation of Satisfactory Academic

Progress. At the end of the first academic year of attendance at the Seton Hall University, transfer students will be evaluated based on the standards for their designated academic level.

• Deficiency with the quantitative and qualitative Satisfactory Academic Progress Guidelines will result in the denial of financial assistance. Applicants denied financial assistance because of inadequate Satisfactory Academic Progress will be granted the option of appealing their aid denial. Appeals must be based on "special or unusual circumstances."

Financial Assistance Programs Affected

Federal Programs: • Pell Grant • Perkins Loan • Supplemental Educational Opportunity Grant • Work-Study • Paul Douglas/Byrd Teacher Scholarship • Stafford/Federal Loan • Parent Loan for Undergraduate Students

State Programs: • Tuition Assistance Grants • Distinguished Scholars • Urban Scholars

Institutional Programs: • University Scholarships

Academic Requirements

Grade Point Average

- Undergraduate students must have a cumulative GPA of at least 1.75 for Freshman; 1.90 GPA for Sophomores; and a 2.00 GPA for Juniors and Seniors.
- Students who meet cumulative GPA criterion, but whose GPA for any one semester falls below 1.75 for Freshmen; 1.90 for sophomores or a 2.00 for juniors or seniors will receive a letter or warning from the dean of his or her school/college, reminding the student of the criteria for probation.
- Students whose cumulative GPA does not meet the minimum requirements are automatically placed on probation for the current semester.

Number of Credits Completed - Full-Time

- Undergraduate and post-undergraduate students must complete a minimum of 75 percent of credit hours attempted for each academic year (i.e., Fall 2002; Spring 2003; Summer 2003) at Seton Hall University.
- Students attending the University a portion of an awarding year will be evaluated on that portion of the academic year.
- Students who leave the University for an awarding year will be evaluated on their most recent academic year or attendance at Seton Hall University.

Policies are subject to periodic revision due to federal legislative and regulatory requirements, as well as federal review.

Determination of Award Amounts

To be considered for any federal, state or University financial aid, a student must complete the FAFSA. The federal government will then process the information and send it to the colleges indicated and to the appropriate state agencies. Students should make sure that Seton Hall University is listed on the FAFSA.

Students will be awarded aid on a first-come, first-served basis, with priority given to students demonstrating highest need. Need is determined by taking the difference between total college costs (tuition, fees, room and board, books, transportation and personal expenses) and the assessed ability of the family to contribute to these costs.

Except for limited scholarship funds, student financial aid at Seton Hall is awarded on the basis of need and academic achievement. Awards are made without reference to racial or ethnic origin, gender, age or physical disability. Awards are made singly or in a "package" (a combination of grants, loans and employ-

ment). In “packaging” a student with a variety of funding, the University first estimates grants from federal and state programs not directly administered by the University, such as Pell grants, TAG and EOF grants, and outside scholarships. If eligible, students are then awarded the maximum Stafford Loan. If the student has remaining need, he or she may be awarded an S.E.O.G. (if Pell-eligible), a Perkins Loan or a Seton Hall Grant. The amount of these awards depends on the funding level for each program, as well as the total number of eligible applicants in each award year.

Student Loans: Rights and Responsibilities

Different types of federal student loans are available to assist in financing a student’s education. They are the Perkins Loan, Federal Stafford Loan (both subsidized and unsubsidized), and the Parent Loan (PLUS). (Refer to page 27 for a description of each.) Before incurring any loan, students should know the terms and conditions of the loan, as well as their rights and responsibilities as student borrowers. A loan is money that is borrowed and paid back with interest. The specific sum of money borrowed is called the principal. Interest is a percentage of the principal that the student pays as a fee for borrowing. Students usually pay back the loan in monthly installments until the entire amount of the loan (principal and interest) is repaid. In some cases, a student may postpone or defer payment of the loan, but a deferment must be approved by the loan servicer. If a student fails to repay the loan (or defaults), the government may penalize the student and may withhold money from paychecks and tax refunds. In addition, the student will be ineligible to receive future federal aid and his or her credit rating will be negatively affected. The exact terms and conditions of a student loan may be obtained from the loan servicer. While federal student loan programs differ in some ways, a student’s rights and responsibilities as a borrower are basically the same for all programs. These rights and responsibilities are explained during mandatory counseling sessions at Seton Hall. The first one takes place when a student starts school and is called an “entrance interview.” The other session, the “exit interview,” takes place when a student graduates or withdraws from Seton Hall.

Rights

As borrowers, students have the right to be provided with clear and concise information about the terms and conditions of student loans. The following list describes students’ rights regarding financial aid:

- students must receive a copy of the promissory note that legally binds them to repay the loan;
- students have the right to a “grace period” before the repayment period begins;
- students must be given a list of deferment conditions;
- students must be informed of the full amount of the loan, the interest rate and when repayment begins;
- students must be informed of the effect borrowing will have on eligibility for other aid;
- students must be aware of any charges incurred by the federal government;
- students must know the maximum yearly and total loan amounts as well as the maximum and minimum repayment periods;
- students must be informed of their expected total debt and what their monthly repayments will be;
- students must be aware of what constitutes default and its consequences;
- students must be informed of refinancing and consolidation options; and

- students must be notified if their loan is transferred to a different holder.

Responsibilities

- students must notify the loan servicer if they graduate, withdraw from school or drop below part time; transfer to another school; change their names, address or social security numbers.
- students must repay their loans in accordance with the repayment schedule given to them, even if a student does not receive a bill, or does not complete his or her education.
- students must notify the loan servicer of anything that affects the ability to repay the loan or changes the students’ eligibility for deferment or cancellation.
- student borrowers must attend both an entrance and exit interview.

Estimated Federal Stafford Loan Monthly Payments (8 percent)

Amount Borrowed	# of Payments	Monthly Payment	Interest Charges	Total Repaid
\$2,500	60	\$ 50.70	\$ 541.46	\$ 3,041.46
\$5,000	60	101.39	1,082.92	6,082.92
\$10,000	120	121.33	4,559.31	14,559.31
\$12,500	120	151.67	5,699.14	18,199.14
\$25,000	120	303.33	11,398.28	36,398.28

Source: Massachusetts Higher Education Assistance Corporation, from *Everything You’ve Always Wanted to Know About Repaying Your GSL*, copyright 1985, MHEAC.

Student Employment

Students must meet and maintain certain eligibility requirements to be considered for on-campus employment. A comprehensive explanation of the terms and conditions of employment is listed in the Seton Hall University Student Employment Handbook, available in Enrollment Services. Generally, a student must be enrolled and matriculated at Seton Hall on a full-time basis (at least 12 credits per semester for undergraduates), be making progress toward a degree as defined by the academic policy of the University, and not be receiving other work grants, such as a resident assistantship. Students also must be given an official work assignment before any work is performed. Students eligible for a Federal Work-Study Award must:

- file a FAFSA and demonstrate financial need;
- submit proof of citizenship and employment eligibility (I-9 Form); and
- provide documentation of information provided on FAFSA if required.

Disbursement of Financial Aid

Disbursement of financial aid is done in different ways depending on the type of aid.

Student Employment

Student employment, whether federally or institutionally funded, is disbursed in a paycheck that goes directly to the student for the hours worked during a specific pay period. Students are paid once every two weeks.

New Jersey State Grants

New Jersey State Grants are disbursed through a state-generated computer tape that feeds through the computer system at

*“Action will
remove the doubt
that theory
cannot solve.”*

TEHYI HSIEH

Seton Hall, and updates each student's account with a credit for the specific award in which he or she is eligible, after proper certification.

Federal and Institutional Aid

The remainder of financial aid programs are disbursed through Seton Hall's own mainframe computer system. Reports generated through the system identify students who meet all requirements

for disbursement. Requirements include completion of verification if required, certifications on file and promissory note completion (Federal Stafford Student Loans and Perkins). If a student meets the requirements, his or her account is updated from the financial aid records to the student accounts records with credit for each award for which the student is eligible. The disbursement program is run weekly for both the current term and any previous terms in which adjustments need to be made. Contact Enrollment Services for more information, (973) 761-9332.

Repayment Policy

Students receiving federal financial aid, who completely terminate enrollment or stop attending all classes during a term for which payment has been received before completing more than 60 percent of the enrollment period, are subject to specific federal regulations.

The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law also specified the order of return of the Title IV funds to the programs from which they were awarded.

A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid the student earned during the term. The amount of Title IV aid is determined by multiplying the total Title IV aid (other than FWS) for which the student qualified by the percentage of time during the term that the student was enrolled. If less aid was disbursed than was earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned (i.e., that was unearned) is determined by subtracting the earned amount from the amount actually disbursed.

The responsibility for returning unearned aid is allocated between the University and the student according to the portion of disbursed aid that could have been used to cover University charges and the portion that could have been disbursed directly to the student once University charges were covered. Seton Hall University will distribute the unearned aid back to the Title IV programs as specified by law. The student will be billed for the amount the student owes to the Title IV Programs and any amount due to the University resulting from the return of Title IV funds used to cover University charges.

Tuition and Fees

The tuition and fees shown are in effect as of the date of publication of this catalogue and are for the 2002-03 academic year. The University reserves the right to make whatever changes may be deemed necessary by the Board of Regents before the beginning of any semester.

Payment

Semester bills with payment dates indicated are mailed to students who preregister. (Preregistration is required of continuing students.) Charges are assessed for all course reservations, regardless of class attendance. Courses must be officially dropped in Enrollment Services before due dates listed in the Registration Handbook. All checks, drafts and money orders should be made payable to Seton Hall University. Payments made by mail should be in the envelope enclosed with the bill. MasterCard, Visa, American Express and Debit Card are accepted.

No student may preregister for a subsequent semester, begin a new semester, reserve a residence hall assignment or make any course changes with an unpaid balance from the preceding semester. In no case will a student receive a degree, diploma, grades, certificate of degree or transcript of credits until charges have been paid in full. The University reserves the right to drop from classes any students who are in default of their payment agreement with Enrollment Services.

Deferred Payment Plans

Seton Hall University works with Academic Management Services (AMS) to provide students and their families with no-interest payment plans. A nominal fee is charged by AMS. Please contact AMS at 1-800-635-0120 or www.tuitionpay.com for more information.

Late Fees and Collection Costs

Any amounts unpaid after the bill's due date are subject to late fees. The late fee is \$250 each semester. Students are responsible for collection costs.

Withdrawal from the University

By registering for classes, a student has entered a legal and binding contract to pay all tuition, fees and housing charges with Seton Hall University. Non-attendance of classes does not constitute an automatic withdrawal. A formal withdrawal application must be submitted and approved through Enrollment Services in a timely manner.

Returned Check Policy

If a bill is paid by personal check in order to pre-register and the check is returned for insufficient funds, the student will be dropped from all classes. The student will not be allowed to re-register for classes until after the account is settled. A registration hold will be placed on the student's record until the balance is resolved through an alternate payment. Alternate payment options are credit card (MasterCard, Visa, American Express or Debit Card), cash, money order or cashier/bank check. Future personal check payments will be held until funds have cleared through the student's bank. Students who abuse check payments may be barred from paying by personal check in the future. A returned check fee of \$35 will be charged.

Tuition

*Rate per undergraduate credit - Entering since Fall '99	\$626
*Rate per undergraduate credit - All others	\$609

Fees

Application fee	\$45
Deposit following acceptance (nonrefundable)	\$150

† University fee per semester

(all undergraduate full-time students)	\$325
--	-------

34 Tuition and Fees

(all part-time students)	\$85	1 week	80%
Summer	\$45	2 weeks	60%
Residence halls per semester	\$2,946	3 weeks	40%
Room, off-campus, per semester	\$3,523	4 weeks	20%
		more than 4 weeks	none
Office Board plans per semester:			
Plan I	\$1,071		
Plan II	\$ 1,205		
Plan III	\$1,447		
Plan IV	\$1,688		
Residence deposit (credited toward semester room charges)	\$250		
Challenge Examination fee (each) Nursing	\$30		
Mobile Computing Fee (in program)	\$700		
Technology Fee Full Time (not in program)	\$200		
Technology Fee Part Time	\$100		
**Late payment fee (maximum)	\$250		
***Returned check fee	\$35		
Transcripts (Free for the first five copies) then	\$3		
Student teaching/internship placement fee	\$100		
New student fee (matriculated)	\$275		
ID card replacement fee	\$15		

* Priests, brothers, and sisters of the Roman Catholic Church are eligible for a 50% religious reduction in the above undergraduate tuition rates. Application must be made to Enrollment Services prior to registration accompanied by verification of eligibility. Enrollment Services will provide written guidelines upon request. Senior citizens also receive a discount on a space-available basis and are asked to present proof of age (65 or older) each semester. Tuition waiver forms are available from Enrollment Services, Bayley Hall, at the time of registration.

† This charge covers a part of the cost of items such as registration, course counseling, library, computer facilities, gymnasium, placement services, University Center, student activities, vocational guidance and laboratory fees. The University fee for full-time undergraduate students includes Recreation Center membership. Optional Recreation Center membership is available to all other students at \$100 per semester.

**This fee applies to any semester bill remaining unpaid after the last day of the registration period. The fee is not assessed for students who have arranged in advance for deferred payments.

***The fee is assessed when a check has not been honored for payment.

Estimates of Non-Tuition Costs

Books and Supplies	\$700
Transportation (resident)	\$650
Transportation (non-resident)	\$1,000

Charges for Course Changes

Course schedules may be modified with an Adjustment to Schedule Form through the second Friday of classes. The payment due date for additional tuition incurred by a student as a result of such a change appears on the bill.

Any credit that appears on the student's financial account as a result of a dropped course may be applied toward charges for a subsequent semester or, if requested in writing, refunded directly to the student. No financial adjustment will be made for courses dropped after the change in program period.

Withdrawal from the University

Total withdrawal is defined as having withdrawn from all courses for a given term. A student who is registered for only one course and withdraws from that course is considered totally withdrawn.

The general University refund policy for tuition and refundable University fees is based on the date of total withdrawal according to the following schedule:

These charges apply to students who leave to attend another college or university, who leave because of financial conditions, family or personal reasons, or as the result of University community standards sanctions.

If the student has paid an amount in excess of the assessed charges, the excess amount also will, if the student desires, be reserved for credit, or a refund will be given upon request. In the case where the student is granted academic credit for the semester's work, the total charge is due and payable.

If a student withdraws because of prolonged illness, an account will be rendered according to the percentage ratio of the total number of days elapsed during the student's attendance to the total calendar days of the semester. A "prolonged illness" is one that must be attested to by a doctor's certificate to the effect that the illness is or was of such a nature as to require the student's absence for a period of three consecutive weeks.

If a student has made only partial payment of tuition and fees, and the prorated charges exceed the partial payment, the additional amount is due and payable at the time of withdrawal. A student will not receive an honorable withdrawal until all financial obligations have been met.

Any refund that is necessary as a result of withdrawal from the University will be made by mail only. Refunds will not be made until at least two weeks after the start of a semester.

If a student withdraws from the University during the University's refund period, a recalculation of his or her financial aid will be performed by Enrollment Services to ensure that the student is entitled to the financial aid he or she received for that term. If it is determined that the student is not eligible for the aid received, either a portion or the full amount of aid will be refunded to the program from which it was received. The student is responsible for any outstanding balance with the University resulting from the reduction or cancellation of financial aid. Federal aid will be reduced or canceled first, followed by state and institutional aid respectively.

Withdrawal from Residence Halls

The housing license that all resident students sign is binding for the entire academic year (Fall and Spring semesters). Once a student "checks in" to a room assignment, the license obligation begins, and no refund of housing charges will be made. The University considers "check in" to be proper when the student accepts the room key.

At the end of the Fall Semester, students may be released from their housing license and relieved of Spring Semester housing charges:

- if the Department of Housing and Residence Life is notified in writing by December 1, and
- the resident student is:
 - withdrawing from the University;
 - marrying (proof required);
 - transferring to another University (proof required);
 - graduating; or
 - approved by the assistant director of housing and residence life for a special exemption.

Academic Policies and Procedures



Degree Requirements

To assure the attainment of its particular aims, each school and college of the University prescribes a program of basic courses and areas of study. Each student in the school/college must complete the required program. For specific school/college course and credit requirements candidates should consult the individual sections of this catalogue pertaining to the College of Arts and Sciences, College of Education and Human Services, College of Nursing, School of Diplomacy and International Relations, and the Stillman School of Business.

In addition to individual school/college requirements, each department or division of the University prescribes certain courses to fulfill major field and concentration requirements. All candidates for the bachelor's degree must maintain a GPA of 2.0, overall, in major courses and in any optional minors, except where departments require a higher minimum average. In the College of Education and Human Services, 2.75 is the minimum GPA for retention in the program and graduation.

Academic Advisement

Academic advising is a process that assists students in gaining the greatest possible benefit from their education at Seton Hall. In addition to helping prepare student schedules, academic advisers help students understand themselves; recognize their educational needs; realize their educational aspirations; and prepare for their future in an appropriate career, profession or graduate study program.

During the freshman year, students work with a Freshman Studies mentor (see Freshman Studies page 53). Thereafter, students consult with departmental advisers assigned by the chair. Students are urged to consult their advisers on a regular basis with regard to program planning, academic policy questions and career information. Advisers can direct students to persons and University offices that offer specialized assistance in areas such as personal counseling, career placement services, tutorial assistance and other student services.

Transfer students accepted to Seton Hall will receive by mail an advanced standing evaluation. This evaluation indicates how many credits are approved for transfer to Seton Hall, and in which areas. Transfer students then may seek advisement for course selection from the assigned adviser.

Class Attendance

Attendance at each class meeting is expected. Instructors may take class attendance into account when determining grades as long as a clear statement on attendance policy and its impact on grading is given to students, within the syllabus at the start of the semester.

Students whose absences in the judgement of the instructor are causing performance below reasonable expectations may be referred to their dean for appropriate action.

Transfer Between Schools

Students who wish to transfer from one school or college to another within the University must file a Curriculum Adjustment Form with the chair of the department and the dean of the school/college to which they wish to transfer. The dean may admit students who meet requirements for admission to the school/college.

Change of Major

Students may change major programs with the permission of the chair of the department into which they wish to transfer. If the major change involves a change in school/college, the permission of the dean of the school/college also is required. In order to effect a change of major, students must secure the required signatures on a Curriculum Adjustment Form, which then must be filed with Enrollment Services.

Declaration of Minor

Students may declare a minor by completing a Curriculum Adjustment Form with signatures of their department chair and the chair of the department of their minor field. Students also may use a Curriculum Adjustment Form to rescind a prior minor declaration.

Course Transfer Policies

Students matriculated at the University may not take courses at any other college or university without the prior permission of their chairperson, the dean of their school/college and the chairperson of the department offering the equivalent course at Seton Hall. Students with 30 or fewer credits to complete for their degrees are not eligible for this permission. No credit is allowed for courses taken unless an official form granting permission is on file with Enrollment Services, to which an official transcript of this work must be sent directly. No credit for work completed at another institution will be accepted in transfer unless the grade received is "C" or better. Grades for transfer courses are not used in computing the major grade point average or the overall cumulative grade point average.

Continuing Seton Hall students may be granted permission to take a maximum of 12 credits at another College/University for transfer to their degree program. Students studying abroad may request permission for additional transfer credits. Transfer regulations vary by department/school. Students should consult their own department, as well as the department offering the Seton Hall course equivalent.

The total number of credits a transfer student may accrue via transfer or testing is 100. Once a student reaches this maximum, no further transfer or testing authorizations are accepted.

Residency

The final 30 consecutive credits for a degree must be taken at the University. Of these 30 credits, the number to be taken in the major field is determined by each department.

Nursing students in off-campus programs must complete a minimum of 30 credits at Seton Hall University. These students are encouraged to study in residence during their final term at the University.

Time Limit

Full-time undergraduate students are expected to complete their degree requirements within seven years. However, financial aid is restricted to a maximum of six years. Part-time undergraduate students are expected to complete their degree requirements in 12 years. Students may petition their dean for an extension if medical problems, family obligations, changes in program or other significant factors make it impossible for them to complete their degrees within the applicable time frame. In this case, the dean must execute a waiver if the student is to be granted additional time to pursue his or her studies. This waiver must include a signed written agreement between the dean and the student outlining a proposed plan of study and a calendar for completion of outstanding degree requirements.

If a student is granted a leave of absence, the time on leave shall not be counted toward degree completion time. Requests for a leave of absence are available in Enrollment Services.

Academic Integrity

All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal.

Work submitted in courses must be the product of the efforts of the student presenting the work, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course.

Class Standing

These classifications do not excuse the student from meeting the course requirements of a school/college or department.

Freshman - A student who has completed fewer than 30 credits.

Sophomore - A student who has completed at least 30 but fewer than 60 credits.

Junior - A student who has completed at least 60 but fewer than 90 credits.

Senior - A student who has completed 90 or more credits.

Application for Graduation

By December 1 of the junior year, students are required to report to Enrollment Services to make application for degree. Students should consult their On Course degree audit as a guide to course selection and to assure that they meet degree requirements.

Graduation Eligibility

In order to be eligible for graduation, a candidate must successfully complete all degree requirements and achieve the required minimum overall GPA, as well as the minimum GPA in his or her major and any second major or minor field he or she may have.

Participation in the commencement ceremony is restricted to those students whom Enrollment Services determines to be eligible for their degree. The University also may allow students who are within 6 credits of degree eligibility, and who have the requisite GPA, both overall and in each degree component, to participate in the ceremony as space permits. Participation in the ceremony does not constitute confirmation of degree eligibility. Enrollment Services determines eligibility for participation in commencement.

Diploma Policy

Diplomas are normally available by mid-June following the May commencement date. A student's name appears on his or her diploma exactly as it appears on the University's computerized database. Students must file a name change request in Enrollment Services by April 1 in order to have their diploma reflect that change. Changes in last name require official documentation, e.g., marriage certificate or court order. The addition of a middle name or initial does not require supporting documentation.

Diplomas are released upon determination of academic eligibility and financial clearance. Graduates who have an unresolved financial obligation to the University will not receive their diplomas until cleared by Enrollment Services.

Graduation Rate

Of the students who entered Seton Hall University in Fall 1995 as first-time, full-time freshmen, approximately 60 percent graduated from the University within six years. Students who did not graduate and/or left the University did so for various reasons, including academic difficulties, financial problems, changes in career plans, family and personal circumstances, and medical problems.

Registration Regulations

Preregistration and Registration

To prepare for preregistration for the coming semester, students must consult with their academic advisers, who will assist them in selecting an appropriate schedule of classes from the Registration Handbook. The handbook is a compendium of important information for the semester that includes the schedule of courses, the details of preregistration procedures for the semester, the academic calendar, and information about academic regulations and procedures. All students are urged to familiarize themselves with the handbook. The semester schedule of courses, the preregistration calendar and registration procedures are also available online at the Seton Hall Web site (www.shu.edu).

Students who plan to continue their studies in the following semester are required to preregister for courses. This accords continuing students first priority in course selection for the following semester. Continuing students who do not preregister are assessed a failure to preregister fee.

Preregistration dates are generally scheduled during November for Spring Semester and late March and early April for Fall Semester and Summer Session. Details regarding registration procedures appear in Seton Hall's Registration Handbook available

in Enrollment Services and in departmental offices. Registration on the Web is available for all students. Students are encouraged to use this convenient method of registration after consulting their adviser to select their courses and to get their PIN number.

Registration periods for new and readmitted students immediately precede the beginning of each term. The University Calendar specifies these dates. Continuing students who do not preregister may register during the registration period, although they are required to pay tuition at the time of registration.

Academic and Financial Responsibility

The University reserves seats in classes for all students who preregister. The students then incur academic and financial responsibility for any preregistered course(s). Accordingly, students who preregister must pay their tuition bills by the due date, or notify Enrollment Services in writing by that same date, of their intention not to attend so that their reserved class seats may be made available to other students. Cancellation of course reservations by this deadline removes all semester tuition and fee charges.

Preregistered students who cancel course registrations after the payment due date, but before the end of the add-drop periods, will be liable for registration fees but not tuition charges. Students who withdraw from all their courses will incur prorated charges according to the Total Withdrawal Schedule.

Students who register during the registration or late registration periods incur academic and financial responsibility for their courses and must submit payment by the due date appearing on the bill. These students are liable for tuition charges and fees, unless they officially drop courses in Enrollment Services by the end of the add/drop period, in which case they are responsible for registration fees only. Withdrawal after the end of the add/drop period will result in the assessment of prorated charges when the student withdraws from all classes within the refund period.

Students who have a prior outstanding balance and who have been late in making payments on their deferred payment schedule are subject to a hold on their registration. These students must satisfy their current balance and prepay the tuition/fees for the next term before they can be cleared to register for that term.

Schedule Changes

Adjustments to the semester schedule are permitted through the second Friday of the semester, and by the day of the second class meeting for summer courses.

To add or drop a course, the student must complete the schedule adjustment process as detailed in the Registration Handbook by the add/drop deadline. When a student has properly dropped a course, the course is removed from the student's semester schedule. Students may change their schedule online using their PIN or in person in Enrollment Services.

Nonattendance does not constitute dropping a course. The only way a schedule may be adjusted is for the student to complete the add/drop procedure on the Web or in person by the appropriate deadline.

In no case will a student be allowed to drop or add a course after the end of the add/drop period. No refund or credit is granted for any course that is not officially dropped by the appropriate deadline.

Semester Credit Load

No full-time, matriculated student may enroll for more than 18 credits in any semester. However, with the permission of the dean of the school, the student whose GPA in the preceding semester is 3.0 or higher may be allowed to take additional credits. The nonmatriculated student may not register for more than 9 credits in any semester. Part-time student status involves a maximum of 11 credits in any semester. During Summer Session the credit load is one and one-half credits for each week of the particular session. Students may not complete more than 15 credits during a Summer Session. Students in the College of Arts and Sciences are restricted to a maximum of 3 credits in the May intersession.

Undergraduate Grading System

The University uses the following letter grades on the undergraduate level to indicate the record of achievement in courses taken:

Letter Grade	Quality Point Weight
A Superior	4.0
B+ Good	3.5
B Good	3.0
C+ Satisfactory	2.5
C Satisfactory	2.0
D+ Poor but Passing	1.5
D Poor but Passing	1.0
F Failing	0.0
P Pass	0.0
I Incomplete	0.0
IW Incomplete Withdrawal	0.0
AU Audit	0.0
NR No Record	0.0
WD Withdrawal	0.0

Institutional Credit Courses Only:

SP Satisfactory Performance	0.0
RR Retake Required	0.0

The following are explanations and regulations that apply to certain grades:

I – Incomplete: This grade indicates non-completion of assignment(s) or failure to take the examination for a course. An Incomplete grade cannot be given when a student does not complete any course requirements or fails to attend class meetings. A student who receives an “I” grade may not attend class meetings in a future semester in order to make up outstanding requirements. Students must obtain written permission to receive an Incomplete by submitting a Course Adjustment Form to the professor before the officially scheduled final examination. The professor will indicate on this form the amount of time allowed for completion of this work, up to a maximum of 12 months or by the time the student has graduated (whichever comes first). If the missing course requirements are completed within this time period, the professor must submit a new Course Adjustment Form indicating the changed grade to the dean’s office within 10 working days. If a grade of “I” is not resolved within the time allotted, this grade will be changed automatically and permanently to “IW.” In extenuating circumstances a written request for

a limited time extension to complete course requirements may be submitted in advance of the one-year deadline by the student to the professor and dean of the school/college in which the course was offered, with a copy to the Office of Enrollment Services for approval. The grade “I” is not counted in determining class standing, eligibility or grade point average.

Although a student’s GPA is not affected by an “I” grade, the fact that the student receives no credit for the course may impact academic eligibility and, as a consequence, the student’s eligibility for financial aid.

IW – Incomplete Withdrawal: If, within 12 months or by graduation (whichever comes first), a grade of “I” has not been resolved, it is automatically changed to “IW.” The grade “IW” indicates that the student has not satisfied, within the permissible time period, all outstanding requirements for the course in which an “I” was received. An “IW” grade is not reversible; it does not count in determining class standing, eligibility or GPA.

WD – Withdrawal: Withdrawal from a class with written permission incurs no academic penalty. Withdrawal will be allowed up to the end of the fourth week after the end of the add/drop period without faculty or dean signature during Fall and Spring semesters. Withdrawal may be requested at Enrollment Services by the individual student using the Course Adjustment Form. After the end of this initial period, withdrawals will require signatures of faculty members and deans. Under normal circumstances course withdrawal will be allowed only through the Friday of the eighth week of each semester. Withdrawal after that date will be allowed by the respective deans’ offices only under exceptional circumstances. The Summer Session schedule specifies withdrawal deadlines. A “WD” is not reversible; it is not counted in determining class standing, eligibility or GPA.

When a student receives a “WD” grade, the student’s grade point average is not affected. However, the fact that the student receives no credit for the course may affect the student’s academic eligibility, and, as a consequence, the student’s eligibility for Title IV financial aid.

P/F – Pass/Fail Option: This option is open to matriculated undergraduate students on a restricted basis. Students may opt for Pass/Fail grading in free electives for a maximum of 12 credits, with no more than 6 pass/fail credits in any 12-month period. To request the Pass/Fail Option on a course, students must file a Course Adjustment Form with the course instructor and the dean of the school/college in which they are matriculated. The deadline for Pass/Fail requests (and for their cancellation) is the end of the fifth week of class for Fall/Spring semesters and for summer, the first third of the course’s class meetings. Registration handbooks specify deadline dates. Pass/Fail courses may not be taken in the department in which a student is majoring. A “P” (pass) grade is used in determining class standing and eligibility, but is excluded from the GPA. The “F” grade is factored into the GPA.

F – Failing: When a student receives an “F” grade in a course, no academic credit or quality points are awarded for that course. The student’s grade point average is, accordingly, negatively impacted by a failing grade. When a student fails a course for which the student has elected a pass/fail option, the “F” grade has the same statistical effect as in a regularly graded course.

When a student fails a course required in his or her program of study, the student must successfully repeat that course in order to establish degree eligibility. When a student fails a free elective, he or she is not required to make up the course. When the student successfully repeats the failed course at Seton Hall, the original "F" grade remains on the student's transcript with the "repeated" designation, but is no longer factored into the student's grade point average. In the event that a student fails a course for the second time, only the most recent "F" grade is factored into the grade percent average.

In general, students are not granted permission to retake, at another institution, a course failed at Seton Hall. If the student were to retake a failed course at another institution for transfer to Seton Hall, no statistical adjustment would be made. In this case, the "F" would continue to be calculated into the average. The student would earn credits, but no quality points, from the transferred course.

Poor academic performance can affect eligibility for financial aid and eligibility to participate in student activities. In general, it is recommended that students repeat courses that they have initially failed so that they may improve their GPA. Students on probation should consult with their advisers to determine how to improve their academic performance and raise their grade point averages.

An "F" is not counted in determining class standing, but it is counted in the GPA until the course is successfully repeated at Seton Hall. An "F" grade also is factored into determinations regarding academic eligibility.

AU – Audit Options (no credit): Students who register as auditors are expected to attend class regularly but are not obligated to take tests or comply with any other course requirements. The audit option is not allowed in computer, computer-based, laboratory, applied art, applied music, graphics, studio television, writing, physical education activity, independent study, thesis or dissertation, or any off-campus courses. There are two audit options available:

Audit Declaration at Registration – Students who declare an audit option at the time of registration by filing an Audit Declaration are assessed tuition of \$100 per credit plus fees. Audit declaration is restricted to open courses at in-person registration sessions immediately prior to the beginning of a semester.

Students who file an Audit Declaration subsequently may not switch to credit status. Auditors who withdraw from a course for which they have filed an Audit Declaration will not receive any refund. Within the add/drop period, auditors may drop a course for which they have filed an Audit Declaration; they will receive a refund of tuition only, not fees.

Standard Audit Option – Students who wish to audit a class may submit this request on a Course Adjustment Form available in Enrollment Services. Auditors may enroll for any course for which they are qualified. They may be dropped from a course by the professor if their presence impedes normal class progress. They may not change from audit to credit or vice-versa after the fifth week of class or the first third of the course meetings in Summer Session. Regular tuition and fees are assessed for the standard audit option.

The designation of "AU" is noted on the transcript. An "AU" is not used in determining class standing, eligibility or GPA.

SP – Satisfactory Performance: Successful completion of an institutional credit course is indicated by an "SP" grade. Courses with "SP" grades are used to determine class standing and eligibility, but are not factored into the GPA and are not counted toward degree requirements since these courses are for institutional credit only.

RR – Retake Required: Student must retake institutional credit course. This grade is not factored into the GPA but it does disqualify the student from eligibility for the Dean's List.

Registration for Graduate Courses

Under specified conditions undergraduate students with a 3.0 GPA may take graduate courses in their senior year. Students must secure written permission in advance of their registration. Students may not take a graduate course on a pass/fail basis. Students pay graduate tuition for these courses, and they are graded according to graduate grading rules.

In cases where these courses count toward the undergraduate degree, they cannot later be applied to a graduate program. Permission to take graduate courses does not constitute admission to a graduate program.

Withdrawal

Students who find it necessary to withdraw from any school/college of the University should notify Enrollment Services on the official form provided for that purpose.

Grade Point Average

To calculate weighted averages, quality units assigned to grades are multiplied by the number of credits assigned to the course in which the grade is received. For example, a grade of "B+" in a two-credit course represents seven quality units; a grade of A in a three-credit course equals 12 quality units and so forth. The sum of the quality units that the student had earned is then divided by the sum of credits attempted, which are graded "A" through "F." The resulting figure, when truncated to four decimal places, is then rounded by adding .0005 and truncating all but three digits to the right of the decimal.

Grade Change Policy

A request for a grade change must be made in writing to the instructor no later than four months from the date of the submission of the final grade in the course. Incompletes are not final grades and are governed by stated University policies. If the matter is not resolved in 10 class days from the submission of the request for change, the student has recourse to the University grievance policy.

After clearance for graduation, the student's academic record is finalized, and no grade changes may be authorized. Graduating students who have a pending grade appeal must advise Enrollment Services in writing of this fact.

Repeated Courses

A student may repeat a course in order to earn a higher grade. The student must repeat the course at Seton Hall; no statistical adjustment is made when a student repeats a course at another institution. A student may not repeat at another institution a course for which the student has already earned credit at Seton Hall. When a course taken at Seton Hall is repeated at Seton Hall,

only the higher grade is used in the calculation of the GPA. In this case, the lower grade will remain on the transcript marked "repeated." Credit (if any) attached to the lower grade is rescinded; only the credit attached to the higher grade is applied to the student's record. This statistical adjustment will be made only when the student repeats the exact course with the identical course number.

If a student receives the same grade in the course when it is repeated, the more recent grade will be applied to the student's record. If a student receives a lower grade when the course is repeated, the higher grade will remain applied to the student's record. The lower grade will be reflected on the student's transcript, but will not be calculated into the student's GPA.

Students must inform their advisers and Enrollment Services if they are repeating a course for a better grade. While there is no limit to the number of times a student may repeat a course, excessive repeated courses may have an impact on satisfactory academic progress requirements.

Students may not repeat a course to improve their GPA after they have graduated.

Honors

Dean's List

After the close of every semester, the deans of the schools/colleges publish on the Dean's List the names of full-time students who have done outstanding work during the semester. Undergraduate students completing all courses with a GPA of 3.4, with no grades lower than "C," qualify for the Dean's List.

Graduation Honors

Honors citations are awarded in connection with the granting of the bachelor's degree. Honors awards are computed on the basis of all Seton Hall credits earned by the student through the semester in which the degree is granted. Enrollment Services determines eligibility for graduation honors. In computing these honors the grade point system is used. Honors are awarded only to students who meet the following GPA requirements and have a minimum of 60 earned Seton Hall credits:

Cum Laude (with honors)	3.395–3.594
Magna Cum Laude (with high honors)	3.595–3.894
Summa Cum Laude (with highest honors)	3.895–4.000

Transfer Student Honors

Transfer students are awarded honors only on the basis of course work taken at Seton Hall; transfer students must complete a minimum of 60 credits in residence by graduation in order to qualify for graduation honors.

National Honor Societies

Alpha Epsilon Delta (pre-medical)
 Alpha Kappa Delta (sociology)
 Alpha Mu Gamma (foreign languages)
 Alpha Sigma Lambda (part-time students)
 Beta Alpha Psi (accounting)
 Beta Gamma Sigma (business)
 Delta Epsilon Sigma (Catholic honor society)

Kappa Gamma Pi (Catholic women's honor society)
 Kappa Delta Pi (education)
 National Honor Society of the Financial Management Association
 Omicron Delta Epsilon (economics)
 Phi Alpha Theta (history)
 Pi Mu Epsilon (mathematics)
 Pi Sigma Alpha (political science)
 Psi Chi (psychology)
 Sigma Pi Sigma (physics)
 Sigma Theta Tau (nursing)
 Sigma Xi (science)
 Theta Alpha Kappa (religious studies)
 Theta Rho (Spanish)

Full-Time Student Probation Policy:

Standards

A full-time undergraduate student is one who is registered for a minimum of 12 credits in the Fall or Spring semester. A student enrolled in a department-approved program in which fewer than 12 credits is the recommended full-time credit load also is a full-time student.

Full-time undergraduate students are required to:

- complete successfully at least 24 credits in each 12 months of full-time registration; and
- have a cumulative GPA of at least 1.75 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors.

Eligibility

Students who were registered for the previous two semesters as full-time students, but have not successfully completed 24 credits in the previous 12 months, are not eligible:

- for student employment;
- to participate in recognized student activities, including varsity athletics; and
- to hold office in recognized student organizations.

The dean of the student's school/college may waive any or all of these ineligibilities if the student's failure to complete the 24 credits in the previous 12 months was due to medical conditions, family emergencies or other similar circumstances beyond the student's control. The dean's waiver is to be accompanied by a signed written agreement between the student and the dean outlining the course of action to be taken by the student to remedy the deficiency.

Warning

A student who meets the cumulative GPA criterion but whose GPA for any one semester falls below 1.75 (if a freshman), 1.90 (if a sophomore) or 2.00 (if a junior or senior) shall receive a letter of warning from the dean of his or her school/college, reminding the student of the criteria for probation.

Probation

Students whose cumulative GPAs do not meet the minimum requirement are automatically placed on probation for the current semester. Probation is a disciplinary period during which the student is afforded the opportunity to raise his or her cumulative GPA to meet the minimum requirement.

As soon as the respective dean is informed of the failure of a student to maintain the minimum GPA, the dean must inform the student by letter that he or she is on probation and remind the student of the minimum requirements. The dean must require the student to meet with the dean and with the student's department chair or representatives.

Students on probation are permitted to enroll on a full or part-time basis. Their course loads may be restricted by the dean.

If a student is placed on probation for a second consecutive semester, the dean must conduct a suspension/dismissal review, and the student is ineligible:

- for student employment;
- to participate in recognized student activities, including varsity athletics; and
- to hold office in recognized student organizations.

The dean may waive any or all of these ineligibilities if the student's failure to maintain the required minimum GPA was due to medical conditions, family emergencies or other similar circumstances beyond the student's control. The dean's waiver is to be accompanied by a signed written agreement between the student and the dean outlining the course of action to be taken by the student to remedy the deficiency.

The dean shall review the student's progress with the student's department chair and with the student, and also may consult with other appropriate persons. The resulting decision must be communicated to the student in writing by the dean. Normally, the review will allow no more than one additional semester for the student to improve his or her performance.

If a student's performance is not satisfactory after the period of extension, suspension or dismissal is automatic unless the dean grants an additional extension in writing.

Dismissal constitutes permanent expulsion from the University. Suspension constitutes removal from the University for a stipulated period of time.

Dismissal and suspension are judgements based on the student's unsatisfactory academic process; and therefore, the student is not in good standing with the University and is not eligible for financial aid.

Enrollment Services shall distribute lists of students placed on probation or in

"The future belongs to those who believe in the beauty of their dreams."

ELEANOR ROOSEVELT

default of the 24-credit requirement to the deans, department chairs, faculty representative for athletics and vice president for Student Affairs. The dean shall notify these officials and Enrollment Services of any waivers, extensions, suspensions or dismissals. In areas under their jurisdiction, these officials must assure that students do not participate in activities or organizations or employment for which they are ineligible under this policy.

Part-Time Student Probation Policy:

Standards

A part-time undergraduate student is one who is registered for fewer than 12 credits in the Fall or Spring semester.

Part-time undergraduate students are required to have a cumulative GPA of at least 1.75 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors. Part-time students who were enrolled for the previous two semesters must complete a minimum of 6 credits in the previous 12 months.

Eligibility

Part-time students who meet the above standards are eligible to:

- participate in student activities which allow for part-time involvement;
- hold office in student organizations, the constitutions of which specifically provide for such office holding; and
- receive Title IV federal aid for which part-time students may qualify and for which the student may otherwise be eligible.

The dean of the student's school/college may waive the 6-credit per year requirement if the student's failure to complete the required credits within the stipulated time frame was due to medical conditions, family emergencies, employment factors or other similar circumstances beyond the student's control.

Unsatisfactory academic progress by part-time students can affect eligibility for financial aid.

Probation

Part-time undergraduate students whose cumulative GPAs do not meet the minimum requirements are automatically placed on probation.

As soon as the respective dean is informed of the failure of a student to maintain the minimum GPA, the dean must inform the student by letter that he or she is on probation and remind the student of the minimum requirements. The dean must require the student to meet with the dean and the student's department chair or representatives. Part-time students on probation are subject to the rules and procedures outlined above for full-time students.

A part-time student who meets the cumulative GPA criterion, but whose GPA for any one semester falls below the applicable minimum, shall receive a letter of warning from the dean of his or her college, reminding the student of the criteria for probation.

Appeals

A student who believes that a decision made in his or her regard has been procedurally incorrect, or has otherwise violated his or her rights, may appeal the dean's decision to the provost, according to the established University grievance procedures. Details appear in the Student Handbook, which is located on the Student Affairs Web site at studentaffairs.shu.edu

Student Academic Records

Access and Privacy

The University provides all present and former students with the right of access to inspect and review by appointment any and all educational records, files and data that relate directly to them. Students also are afforded the opportunity to challenge these records.

All educational records are considered confidential. Their release is regulated by University policy in keeping with the provisions of Public Law 93-380, Family Educational Rights and Privacy Act of 1974, as amended. The University policy is fully detailed in the Student Handbook available on the Student Affairs Web site at studentaffairs.shu.edu

Students who wish to inspect information or records may do so by requesting a Right of Access form from the office or department in which a specific record is kept, and filing it with that office. Right of Access forms also are available in Enrollment Services. Within 10 days of receipt of the Right of Access form, the office or department will notify the student about the date, time and location where the record will be available for inspection. Enrollment Services answers all questions relating to right of access.

Transcripts

Transcript requests should be filed well in advance of any deadline. Normal processing time is three days, except for peak periods at the end of the semester and commencement.

To send a transcript, the student must file a Transcript Request or alternate signed written request with Enrollment Services. Telephone and e-mail requests cannot be honored. The first five copies per year are free; a transcript fee of \$3 per copy is assessed thereafter. The mailing address for transcript requests is Seton Hall University, Enrollment Services - Transcripts, South Orange, NJ 07079-2689.

Only student (unofficial) transcripts are released to students. Upon written request of the student, official transcripts may be sent directly to third parties, including colleges, employers, etc.

The University reserves the right to withhold transcript services from students who have an outstanding financial obligation to the University.

Course Information

Course Numbering System

The course identification number includes a four-character subject field and a four-digit course number; for example, ENGL 1201, College English I.

The following guide was used to develop the course numbers:

Significance of 1st digit

- 0 – noncredit or institutional credit.
- 1 – freshman-level course; no prerequisites, except for the first part of a two-semester course.
- 2 – second-level course, with at least one one-level prerequisite.
- 3 – third-level course, with at least one two-level prerequisite.
- 4 – fourth-level course, with at least one three-level prerequisite.
- 5 – senior seminars and similar capstone undergraduate courses.
- 6 – first-level graduate courses.
- 7 – second-level graduate courses, with at least one six-level prerequisite.

8 – third-level graduate courses, with at least one seven-level prerequisite.

9 – fourth-level graduate courses.

Significance of second digit

May indicate sub-discipline within a subject area.

Significance of third and fourth digits

May indicate course order or corequisite, etc.

Caution: The course number is intended as a guide only. Prerequisites must still be checked with the University catalogue and faculty advisers.

Course Offerings

Not every course listed in University catalogues is offered each semester. Before each registration period the University publishes a Registration Handbook (see page 37) indicating which courses may be taken during the coming semester and the times at which they will be given. The University reserves the right to cancel any course for which registration is insufficient, change the time and place of any course offered, and change the professor assigned to teach the course.

Each course section for a term is assigned a unique call number for use in registration on the Web. Students should make note of the call numbers of the courses for which they want to register if they choose to register via the Web.

Independent Study

Several schools and departments of the University offer opportunities for independent study. Application forms and regulations for independent study may be obtained from the department chairs. Students may not register for any independent study course without the prior written permission of the department chair.

Name and Address Changes

Changes in personal data, including changes of name, address, next of kin and expected graduation date, should be reported in writing to Enrollment Services on a priority basis. Requests for changes in last name require accompanying official documentation (e.g., marriage certificate or court order). Graduating students must file name change requests by April 1 preceding the May commencement date. Name changes will not be made after a student has graduated. Similarly, student identification numbers are not changed after graduation.

Personal Identification Number (PIN)

Each student is assigned a PIN each semester for use in accessing their records for Web-based registration and other services. Students should keep their PIN confidential.

In the event that a student forgets his or her PIN, the student should contact his or her adviser.

Student Affairs



Bishop Dougherty University Center
(973) 761-9075
studentaffairs.shu.edu

Vice President for Student Affairs: Laura A. Wankel, Ed.D.
Associate Vice President for Student Affairs: Reverend Robert S. Meyer, J.D., S.T.L., J.C.L.
Assistant Vice President for Student Affairs: Jeffrey Hurrin, M.S.Ed.

The Division of Student Affairs coordinates the following departments: Athletics and Recreational Services, The Career Center, Health/Counseling Services, Community Development, Housing and Residence Life, and Public Safety and Security. The division maintains an open-door policy and encourages all students, full-time, part-time, undergraduate, graduate, day or evening, to stop by if they have any questions or concerns in reference to the University.

The Division of Student Affairs assists, directs and informs students concerning the various nonacademic services and programs available to them.

For information, call (973) 761-9075, or visit the Student Affairs office located on the second floor of the Bishop Dougherty University Center.

Housing and Residence Life

Director: Craig Allen, M.A.
64 Duffy Hall, (973) 761-9172
Hours: Monday - Thursday, 8:30 a.m. - 5:30 p.m.
Friday, 8:30 a.m. - 5 p.m.
E-mail: shuhousing@shu.edu
studentaffairs.shu.edu/housing

The Department of Housing and Residence Life provides a living, learning environment that fosters the academic and personal experience for residents, and helps them prepare for the rest of their lives.

Seton Hall is "home" to approximately 2,100 students – nearly 50 percent of the undergraduate population. There are six on-campus residence halls for undergraduate students and one apartment building, located in South Orange, for sophomores, juniors, seniors and graduate students.

Seton Hall University and the Department of Housing and Residence Life are dedicated to meeting the needs of all residential students. The residence halls provide a rich variety of lifestyle options, including a first-year student hall, a professional lifestyles floor, academic teaming floors and an alcohol-free floor. All residence halls are smoke-free environments. In addition, residents are encouraged to be part of the decision-making process by participating in hall council.

All residence hall rooms are furnished with twin beds, dressers, desks and wardrobe/closets for each resident. Additionally, each

room is technologically ready with high-speed data connections for two individual computers. All rooms have cable television service featuring HBO, ESPN and other popular channels, as well as AT&T ACUS phone service allowing for individualized student billing.

The department employs a diverse and experienced staff of professionals who work together to facilitate the personal growth of each resident student. The staff's goal is to create a strong community that encourages student involvement. The director of housing and residence life is responsible for overall management of all activities, administrative processes and supervision of all staff. One associate director is responsible for residential education, staff supervision and programming. Three assistant directors are responsible for the first-year residential experience, training and development and summer conferences. An operations manager coordinates student room assignments and other business functions.

In addition, each residence hall and apartment has its own staff. Five residence hall directors and an apartments coordinator are responsible for all the activities and staff in a particular building or area. They are assisted by graduate assistants, resident assistants (RAs) and academic teaming assistants (ATAs). RAs are undergraduate students assigned to each wing or floor in the residence halls and apartments. RAs are programmers, mediators and advisers for residents. ATAs are undergraduate students in designated majors who conduct programs aimed at promoting academic success.

GPA Requirement for On-Campus Living

Beginning with the incoming class for Fall 2000, (and subsequent implementation for all returning students) residents will be required to maintain at least a 1.8 overall GPA to reside in campus housing. A student may file an application for an exception to this minimum GPA requirement. If granted, the student can expect conditional residence focused on ensuring academic success and progress.

Priests in the Residence Halls

Priests of the University community live in the residence halls. The role of priests living in the halls is pastoral. They offer opportunities for spiritual growth, counseling, prayer, and Eucharistic Mass, room blessings, individual/prayer group and other celebrations.

Dining on Campus

Director: Rick Joseph
Bishop Dougherty University Center, (973) 761-9559
Hours: Monday - Sunday, 7 a.m. - 1 a.m.
E-mail: gourmetdining@shu.edu

The Galleon Room is located in the lower level of the Bishop Dougherty University Center. It is open from 7 a.m.-1 a.m., seven days a week when the University is in regular session. The Galleon Room accepts DBP Point Plans, Flex Plans* and cash. The Galleon Room allows students to purchase food on an "à la carte" basis from different stations in a food court setting.

Seton Hall University's Declining Balance Program (DBP) uses a declining balance "Meal Point Plan" program that offers four meal plan options to students. Using the student's University ID card, the amount of the student's purchase automatically is deducted from the DBP account. A display at the register shows the amount being charged and the balance of points remaining. DBP plans may be used in the Galleon Room and the Pirate's Cove, and are active during the entire Fall and Spring semesters. They are not active between the Fall and Spring semesters (Christmas) or the Spring and Fall semesters (summer).

Please note: DBP plans are mandatory for all resident students. Any unspent points remaining at the end of a semester are not refundable. Meal point plans are not carried over from one semester to another. Meal plan options are as follows:

Plan I: \$1,040
Plan II: \$1,170
Plan III: \$1,405
Plan IV: \$1,639

The Pirate's Cove, the University coffeehouse is located on the first level of the University Center. The Pirate's Cove offers a wide range of coffees, specialty sandwiches and desserts in a relaxing coffeehouse atmosphere. It is open Monday - Thursday 9 a.m. - 11:30 p.m., Friday 9 a.m. - 3 p.m., closed on Saturday, and on Sunday when the University is in regular session.

***Seton Hall Flexible Point Plans** ("Flex Plans") are prepaid accounts that may be used like cash in the Galleon Room, Book Store and vending machines throughout campus. These prepaid accounts work like the DBP Points Plan. Flex Points may be used to supplement exhausted Point Plans or simply to provide a convenient way to keep spending money handy for use in on-campus facilities. To create a "Flex Plan" account, deposit money at Enrollment Services in increments of \$100. Additional money may be deposited at any time. Flex Points represent money already on deposit so it is impossible to overdraw an account. Unspent Flex Points are carried over to the following semester or may be refunded at the end of the academic year.

Reminder: Point Plans are mandatory for all resident students. Flex Plans may not be substituted for Point Plans.

Public Safety and Security

Assistant Vice President/Director: Patrick P. Linfante, M.A.
Security Building, (973) 761-9300
Hours: Monday - Friday, 9 a.m. - 5 p.m.
24-hour Guard Security Service
E-mail: dispatch@shu.edu
studentaffairs.shu.edu/security

Seton Hall University provides 24-hour security services throughout the campus. The Department of Public Safety and Security offers, for the personal safety of all University, an escort service to anywhere on campus when requested to do so. Call ext. 9300 for this service. Report a crime online at studentaffairs.shu.edu/security. More information about the Department of Public Safety and Security can be obtained by calling (973) 761-9328.

Parking Services

Seton Hall University offers limited parking for commuting students and senior residents. Exceptions are made for other resident students in curriculum-related employment, such as co-op programs, internships, student teaching and clinical assignments. A.D.A. approved accessible parking spaces are located throughout the campus in proximity to academic buildings. The use of these spaces is strictly enforced.

Students (including those studying part-time) must obtain a parking decal to park on campus. Detailed information about parking is available through the Parking Services Office, Duffy Hall, (973) 761-9329, 8 a.m. - 7 p.m. (Monday - Thursday), 8 a.m. - 5 p.m. (Friday).

Identification Cards/Card Access Services

All members of the University community must present a University identification card upon request to any University official, representative or campus security officer. Identification cards must be presented at residence halls, the Recreation Center, the computer center and Walsh Library. Card Access Services at (973) 761-9771 is located in Duffy Hall and is open Monday - Thursday, 8 a.m. - 7 p.m., and Friday, 8 a.m. - 5 p.m.

Campus Ministry

Director: Reverend James F. Spera, M.Div., M.A.
South Boland Hall, (973) 761-9545
Hours: Monday - Friday, 9 a.m. - 5 p.m.
E-mail: sperajam@shu.edu
admin.shu.edu/campusmn

Campus Ministry provides a pastoral presence on campus, seeking to evangelize and empower all, by the prompting of the Holy Spirit, to become dedicated members of God's family. Campus Ministry seeks to bring to higher education the Church's general mission; namely, to preach the Gospel of Jesus Christ, by creating an environment that allows for spiritual, moral, liturgical, and sacramental development, as well as intellectual, social and physical nurturing. Campus Ministry staff helps guide the maturing Christian conscience, educate for peace and justice, and develop future Christian leaders.

The activities listed below are open to participants of all faiths. The Campus Ministry staff also will direct any member of the University community to local congregations that will foster individual spiritual development. An Interfaith Directory, which includes addresses and telephone numbers of houses of worship in the area, is available through Campus Ministry.

Worship

Sunday Mass is celebrated at 10 a.m., 6 p.m., 8 p.m. and 10 p.m. Daily Mass is offered Monday - Thursday at 8 a.m., noon and 5 p.m., and on Fridays at 8 a.m. and noon in the Immaculate Conception Chapel. Confession is available Monday - Friday at 11:30 a.m. and Wednesday at 11 p.m. and by appointment; Penance Services are celebrated in preparation for Holy Days.

Lay Ministry is an important element of Catholic worship. To enhance the celebration of the Liturgy, anyone interested in serving as a liturgical minister (lector, music minister, eucharistic minister or greeter) will be trained and mandated.

Morning Prayer is offered Monday - Friday in the Immaculate Conception Chapel at 7:30 a.m.

Additionally, Campus Ministry enriches the academic year by celebrating the University's religious heritage in traditions of:

- Mass of the Holy Spirit in September
- Eucharistic Day
- Special Thanksgiving and Advent liturgies
- A procession for the Feast of the Immaculate Conception
- A Christmas Tree Lighting and blessing of the manger
- Lenten liturgies
- Baccalaureate liturgical celebrations

There also are liturgies specially arranged for student groups. Chapels in Boland and Xavier residence halls complement the Main Chapel and are available for private prayer, evening Mass, and specially scheduled events. All are open daily. Arrangements for Masses, baptisms and weddings may be made through the Campus Ministry office.

Education

The Rite of Christian Initiation for Adults (RCIA) is a process that directs the full formation of students into the Catholic Church. Students learn to understand the teaching, worship, formation and community that comprise the Church. It is also a catechetical program for baptized Catholics who desire full membership in the Catholic Church through the sacraments of Confirmation and the Eucharist.

Bible Study groups meet weekly in the Campus Ministry Lounge to promote a Catholic approach to the study of the Old and New Testament.

Prayer

Each week, student-directed Prayer Meetings take place in Boland Hall. The meetings incorporate praise and worship, faith and Scripture sharing, as well as intercessory prayer.

Spiritual Renewal

Retreat experiences are offered each semester, both on and off campus. Campus Ministry also provides a small-group environment, known as Small Christian Communities, where formation of Christian life is nurtured through friendship, reflection and social action.



Campus Ministry also assists any person who seeks spiritual direction, vocation discernment or crisis counseling. For more information, call (973) 761-9545.

Social Awareness

The Division of Volunteer Efforts (DOVE) responds to an ongoing call for social justice by direct involvement in serving others. This service stems from a desire to affirm the dignity of all people, and to live as Christ taught by putting faith into action. The pro-life student organization Seton Hall United for Life (SHUFL) hosts continuous pro-life awareness activities.

The Career Center

Director: Jacqueline Chaffin, M.A.

Bayley Hall, Suite 209

(973) 761-9355

Hours: Thursday, 8:45 a.m. - 7 p.m.,

Monday - Friday, 8:45 a.m. - 4:45 p.m.

E-mail: careers@shu.edu

studentaffairs.shu.edu/career

The Career Center facilitates and promotes career development and experiential education programs that enrich the academic experience and develop the career, as well as life skills essential for students to be successful contributors in their professional and community lives. An integrated career development/management plan (which includes self-exploration, values-centered and ethical career decision making, experiential education, and employer/alumni networks) provides students with meaningful career and life experiences.

Experiential Education

Experiential Education at Seton Hall University is an educational strategy in which students apply factual, practical and theoretical knowledge in a real-world work experience. Programs include cooperative education/internships, community service, service learning, field experiences, practica, clinicals and student teaching. The common element of these programs is that all provide the opportunity to combine classroom learning with "hands on" work and learning experiences.

The Career Center supports students' career preparation for all experiential education programs. These programs enrich the academic experience and impact postgraduate success.

Cooperative Education/Internships

A co-op/internship integrates substantive work experience with intentional learning/academic goals. The Career Center works closely with the academic departments and employers to provide quality work experiences for students. Co-op/internships are monitored and evaluated and require that the student reflect on what is being learned.

Co-op/internships provide students with the opportunity to explore career interests by obtaining valuable work experience prior to graduation. Students work 15-40 hours per week, gain critical work skills and professional contacts, and earn money to offset educational expenses. Co-op/internships can be paid or non-paid and credit bearing or non-credit bearing. To be eligible

to participate in a co-op/internship, students must be matriculated and in good academic standing at the University.

Students who elect to earn academic credit for their co-op/internship experience must obtain approval from a faculty adviser. Faculty advisers approve the work experience for academic credit, help students articulate learning objectives and evaluate and grade the academic component of the experience. Academic departments may have additional requirements for credit-bearing internship experiences.

Students not interested in obtaining academic credit for the cooperative education/internship experience will work closely with a career professional from The Career Center. A prerequisite of sophomore standing (30 credits) is recommended.

Students interested in obtaining a co-op/internship, should make an appointment with a professional at The Career Center, who will guide them through the process.

Career Success Workshops

Seminars and hands-on workshops assist students with career assessment, resume and cover letter writing, goal setting, skill identification, interviewing techniques, developing portfolios or preparing personal/career statements, career search and networking strategies, and graduate school preparation.

Employer/Alumni Networking Events

The Career Center has forged strong partnerships with hiring employer organizations that specifically recruit Seton Hall students. Recruiting employers and alumni serve as career mentors and participate in networking events throughout the year to identify talent for their organizations.

Events include the following: Career alumni/employer networking forums that target specific industry areas; a Job Fair that hosts more than 150 employers; the College of Education and Human Services Career Fair, and the Nursing and Health Professions Career Fair.

Virtual Career Resources

The Career Center's home page provides 24/7 (24-hour, 7 days-a-week) access to: employment postings (e.g. co-op/internships, part-time jobs and full-time professional employment opportunities); a calendar of events including career workshops, career fairs and employer information sessions; a career management plan; and more than 300 links to career management resources and additional job banks.

Career Navigator is The Career Center's internal online co-op/internship and full-time professional job listing and resume posting system. Navigator also offers E-resume books and the opportunity for students to network with alumni through the Internet. All students must register and construct a resume online with The Career Center.

Alumni Network

The Career Center provides career transition guidance and invites alumni to participate in professional networking events. As a member of the Seton Hall University community, alumni stay involved with The Career Center and the University by participating in career networking events, serving as career mentors and recruiting students for co-op/internships and full-time professional employment opportunities. Alumni are invited to become involved in Pirate Navigator, an online alumni mentoring program.

Department of Athletics and Recreational Services

Athletic Director: Jeffrey Fogelson, M.A.
Recreation Center, Second Floor
(973) 761-9498
Hours: Monday - Friday, 8:45 a.m. - 6 p.m.
E-mail: athletics@shu.edu
athletics.shu.edu

Mission Statement

The mission of the Department of Athletics and Recreational Services is to ensure that the intercollegiate athletics and recreational programs represent and reflect the mission and goals of the University. By providing quality opportunities and programs that reflect high academic, moral and athletic standards, Seton Hall University enables all student-athletes to maximize their personal potential.

The department is committed to ethnic, racial, cultural and gender diversity along with attention to inclusion of the physically challenged. By providing challenging recreational opportunities and quality facilities for all members of the Seton Hall community, the Department of Athletics and Recreational Services seeks to create a sense of community spirit and pride among all constituents: students, faculty, staff, administrators and alumni.

The department believes in providing community experiences and opportunities for the development of leadership and personal life skills and career growth.

Athletics

The Department of Athletics and Recreational Services organizes, manages and promotes all intercollegiate and recreational sports activities at Seton Hall University, with the objective of enriching the educational experience of every involved student.

On an intercollegiate level, the University competes in 17 sports, with approximately 250 student-athletes participating. Seton Hall is a charter member of the prestigious BIG EAST Conference, and competes on the NCAA Division I level in all sports.

Pirate athletics has enjoyed a rich tradition. In recent years, the men's basketball team has advanced to the championship game of the NCAA Tournament in 1989, the "Sweet Sixteen" in 2000 and won three BIG EAST titles during the 1990s. The women's basketball team competed in the NCAA Tournament in 1994 and 1995, advancing to the "Sweet Sixteen" in 1994. The baseball, golf, men's and women's track, men's soccer and volleyball teams all have won BIG EAST titles. Student-athletes from the track, swimming and tennis programs have earned BIG EAST individual titles and have excelled at the national level.

Seton Hall student-athletes have been recognized for their athletic and academic achievements by being named to All-America, Academic All-America and All-BIG EAST Academic teams. Several athletes have been awarded post-graduate scholarships for their outstanding academic and athletic accomplishments.

Seton Hall also has had a substantial impact in international competition. The University has been well-represented in recent Olympic Games, and coaches and athletes from the University participated in the 1992, 1996 and 2000 Summer Games.

Recreational Services

The University's Recreational Services Program promotes health and wellness and encourages wise use of leisure time. It provides extensive programmed activities developed to complement the many "open-recreation" opportunities provided by the Recreation Center.

A comprehensive program of noncredit instructional courses in "lifetime" sports and fitness/wellness activities is offered in the center, including aerobics, swimming and racquet sports.

The intramural program is open to all students, and offers recreational and leisure sports activities such as leagues, tournaments and special events. Students can participate in flag football, basketball, volleyball, softball, soccer, tennis, hockey, road races and more.

Club sports at Seton Hall are available to students interested in a higher level of competition than intramurals in a sport not offered on the intercollegiate level. Clubs are organized, financed and run by the students with administrative assistance provided by Recreational Services. Current club sports include ice hockey, rugby, lacrosse and volleyball.

The offices of the Department of Athletics and Recreational Services are located in the Recreation Center. Information about athletic programs may be obtained by calling (973) 761-9497. For information concerning intramurals, club sports or Recreation Center memberships call (973) 761-9722.

Recreation Center hours (during the Regular Session):
Sunday, 10 a.m. - 10 p.m.,
Monday - Thursday, 7 a.m. - 10 p.m.,
Friday, 7 a.m. - 9 p.m.,
Saturday, 10 a.m. - 8 p.m.

Department of Community Development

Dean: Dawn L. Williams, Ed.D.
Bishop Dougherty University Center, Room 237
Hours: Monday - Friday, 8:45 a.m. - 4:45 p.m.
E-mail: community@shu.edu
studentaffairs.shu.edu/community

The Department of Community Development partners with students to develop and promote opportunities that celebrate unity. The department provides educational, social and leadership opportunities for all members of the Seton Hall University community, and encourages all students to create and take responsibility for the community in which they live. The department motivates and empowers students to succeed today and in the future. For more information, call (973) 761-9076.

Community Standards

Seton Hall seeks to create a community, through community standards, where rights and mutual responsibilities are both recognized and valued, where truth and Christian ideals are sought and lived. The University seeks to foster an environment of mutual respect and dignity for each member of its community of scholars and learners, and expects each person to take seriously his or her role in establishing such an environment.

Human Relations

Seton Hall believes that successful human relations are central to the University mission and identity as a Catholic university. The University views human relations as successful personal and professional interactions that foster respect and understanding for individuals and groups. The department continues to demonstrate leadership by assuring that the University's multicultural community and the interdependent nature of today's global world are reflected in the curriculum, programs and campus environment. These educational and social experiences provide students with appreciation of the present world in the larger context of human history.

Leadership Development

The department provides a student-focused environment that enhances creative expression, motivates students and organizations to achieve in goals for individuals and groups, and enhances interpersonal connections with others. The department fosters collaboration among campus departments and student organizations toward the goal of presenting a comprehensive campus life program that facilitates social, educational, spiritual, cultural, cognitive and ethical development.

Student Government Association (SGA)

The Student Government Association is made up of the legislative (senate) and executive branches. Both branches are responsible for representing students, providing educational programs and allocating monies to clubs. Elected representatives from the schools/colleges and departments of the University make up the Student Senate. Student senators are elected to the University Senate, which addresses all legislative matters pertinent to the University. The executive branch is responsible for managing the student government and its organizations.

Commuter Council

The Commuter Council was established to assist in the development and implementation of a program of social and academic activities to promote the welfare and interests of commuter students. The Executive Board — consisting of a president, vice president, treasurer and secretary — encourages students to participate actively on the council's committees. All commuters are urged to become involved in the co-curricular activities sponsored by the council to enhance their academic and personal growth.

Student Activities Board (SAB)

The Student Activities Board is the central programming body that plans all activities on campus. Through its various committees, the board provides a variety of low-cost programs. Events, such as films, lectures, travel, recreation, special events, comedy, concerts and coffeehouses are sponsored by the SAB and organized through committees.

Student Organizations

The following groups are jointly recognized by the Student Government Association and the University:

Accounting Club
 Adelante/Caribe
 African-American Studies Club
 African Student Leadership Coalition (ASLC)
 Alpha Epsilon Delta (pre-med)
 Alpha Kappa Psi (National Business Fraternity)
 American Chemical Society Affiliate
 Anthropology Club
 Archaeology Club
 Asian Student Association
 Beta Alpha Psi
 Black Student Union (BSU)
 Brownson Speech and Debate Union
 Catholic Studies Advisory Council
 C.H.A.T.T. (Confidential Hotline Available to Talk)
 Chavez (literary magazine)
 Clinical Psychology Student Organization
 College Democrats
 College Panhellenic Council
 College Republicans
 Commuter Council
 Diplomacy Students Organization
 Ecology Club
 Economics Club
 E.O.P.S.O. (Educational Opportunity Student Organization)
 Filipino League at Seton Hall (FLASH)
 Finance Club
 French Club
 Freshman Class Council
Galleon Yearbook
 Habitat for Humanity
 Interfraternity Council
 International Students Association
 Italian Student Union
 Junior Class Council
 Kappa Alpha Psi
 Kappa Delta Pi (Academic)
 Lacrosse Club
 Marketing Club
 Martin Luther King Jr. Scholarship Association
 Mathematics Club
 Minority Greek Council
 Museum Guild
 National Council of Negro Women
 Order of Omega
 Phi Alpha Theta (History Honor Society)
 Phi Alpha Delta (pre-legal)
 Phi Sigma Alpha (Political Science Club)
 Physician's Assistant Students Organization
 PRSSA (Public Relations)
 Psi Chi (Academic)
 Psychology Club
 Resident Student Association
 Slavic Club
 Senior Class Council

Seton Hall United For Life (SHUFL)
 Seton Hall United Nations Student Association
The Setonian (undergraduate newspaper)
 SHU Gospel Choir
 Sigma Delta Pi
 Sigma Pi Sigma (Physics Honor)
 Slavic Club
 S.N.J.E.A. (Student New Jersey Education Association)
 Social Work Student Association
 Society for Physics
 Sociology Club
 Sophomore Class Council
 Speech and Hearing Association
 Sports Management Students Association
 St. Thomas More Pre-Legal Association
 Student Activities Board (SAB)
 Student Ambassador Society
 Student Government Association
 Student Nursing Association
 Theatre-in-the-Round
 Undergraduate School of Diplomacy Student Organization
 West Indian Student Organization
 Women's Resource Center
 WSOU Pirate Radio

Fraternities and Sororities

In addition to the national honor societies listed in the Academic Policies and Procedures section of this catalogue, fraternities and sororities active on campus include:

Fraternities

Alpha Phi Delta
 Iota Phi Theta
 Lambda Theta Phi
 Omega Psi Phi
 Phi Beta Sigma
 Phi Kappa Sigma
 Phi Kappa Theta
 Pi Kappa Phi
 Psi Sigma Phi
 Sigma Phi Epsilon
 Sigma Pi
 Tau Kappa Epsilon
 Zeta Beta Tau

Sororities

Alpha Gamma Delta
 Alpha Kappa Alpha
 Alpha Phi
 Alpha Sigma Tau
 Chi Upsilon Sigma
 Delta Phi Epsilon
 Lambda Tau Omega
 Lambda Theta Alpha
 Omega Phi Chi
 Phi Delta Pi
 Sigma Sigma Sigma
 Zeta Phi Beta

Health/Counseling Services

Director: Gail Pakalns, Ph.D.
 University Counseling Services
 Mooney Hall, Second Floor
 (973) 761-9500
 Hours: Monday - Friday, 8:45 a.m. - 5 p.m.
 Evenings by appointment until 9 p.m.

Student Health Services
 Boland Hall, First Floor
 (973) 761-9175
 Hours: Monday - Friday, 8 a.m. - 5 p.m.
studentaffairs.shu.edu/health

The Department of Health/Counseling Services provides primary medical care, psychological assessment and counseling, and health education information and activities for matriculated resident and commuting undergraduate students. Regular consultations between health and counseling staff ensure consideration of both physical and psychological factors in an integrated view of health and wellness. All services are free and strictly confidential.

Crisis Services

In the event of a personal or medical crisis, students may contact Health Services or Counseling Services directly; seek assistance from a University official, such as a residence hall director, faculty member or dean; or call the Department of Public Safety and Security at (973) 761-9300 or 911 on campus. After-hours, for health emergencies the 911 system activates an immediate response by EMTs, local police, the Department of Public Safety and Security. Counseling professionals can be paged by the Department of Public Safety and Security to assist with urgent psychological crises.

Peer Health Education

Peer Health Education offers a variety of activities that promote healthy lifestyles and informed, responsible choices. Students are involved in planning, promoting and leading programs on topics such as nutrition, depression, substance use, stress management, violence prevention, sexuality and HIV. Students provide activities for annual special events (e.g., Women's Conference), campus celebrations (e.g., Human Relations Week; Black History Month), and ongoing health campaigns. Students also serve on campus-wide committees for which they help develop policies and programs.

Health/Counseling Services professionals train students for the following: Peer Health Educators; Women's Resource Center. For more information, call (973) 275-2801.

Health Services

The purpose of Health Services is to help students achieve and maintain optimal health. The staff of nurses, physicians and nurse practitioners provide primary medical care emphasizing patient education.

The office provides a full range of primary care services, including assessment and treatment of acute illness, laboratory tests, routine gynecological care, allergy injections, free and confidential HIV testing, treatment for accidents and sports injuries, men's and women's health care, immunizations and care for chronic disease (e.g., asthma). Commonly prescribed medicines and some lab tests are available at low cost. Referrals to off-campus specialists and labs are available as necessary. Programs on health-related topics, such as hypertension, physical fitness, heart disease, nutrition and glaucoma, are offered free of charge. Health Services collaborates with the College of Nursing and the School of Graduate Medical Education in providing training opportunities for graduate students in the health professions.

The office is open Monday through Friday, 8:30 a.m. to 5 p.m. In the event of a health emergency after-hours, the 911 system activates an immediate emergency response. Appointments and other information are available at (973) 761-9175 or at Health Services on the first floor of South Boland Hall.

Required Immunizations and Physical Examination

Health Services complies with New Jersey law, the recommendations of the Centers for Disease Control and University policy by requiring all matriculated students to provide proof of a physical exam, a tuberculin skin test, and immunity to specific vaccine-preventable diseases prior to registration. At the time of admission a Student Health Form is sent to each student's home. All students must return this completed form in order to register for classes.

Mandatory Health Insurance

In compliance with New Jersey law, all full-time students must carry health insurance. Full-time students who cannot show proof of health coverage will be automatically enrolled in health insurance through the University. For information on the University-sponsored Student Health Insurance Plan, contact Student Health Services at (973) 761-9175.

Counseling Services

The staff of psychologists and professional counselors assists students with personal concerns such as relationship problems, stress management, substance use and adjustment to college life. Counseling aims to facilitate personal development, prevent personal problems through skills-development (e.g., conflict-resolution skills), and identify and treat emotional difficulties interfering with academic achievement or personal well-being. Counseling collaborates with the Department of Professional Psychology and Marriage and Family Therapy in providing training opportunities for graduate students in mental health professions.

The office is open from 8:45 a.m. to 5 p.m., Monday through Friday; evening hours are available by appointment. To make an appointment, call (973) 761-9500 or come to Counseling Services on the second floor of Mooney Hall.

Short-Term Personal Counseling

Services include crisis-intervention, short-term individual counseling, group counseling, substance abuse services, referrals for longer term treatment and supportive services for students in off-campus treatment. Usually students will have their first appointment within a few days of when they call or come in. After the initial interview, regular appointments can be conveniently scheduled. All services are free and strictly confidential.

Student Development and Personal Growth Programs

Workshops, educational programs and skills development training are offered on topics such as stress management, coping with loss, test anxiety, procrastination, assertiveness, prevention of relationship violence, multicultural competencies and substance abuse education. Students may participate with other students in a support group with a focus on specific concerns, such as addiction recovery, adult children of alcoholics (ACOA), adult incest survivors, and eating and food concerns.

Designated Consumer Officials

Certain members of the University administration have been designated as consumer information officials. Questions pertaining to various aspects of student life may be directed to these officials, as follows:

Academic Affairs:

Mel J. Shay, Provost and Executive Vice President for Academic Affairs, Presidents Hall, (973) 761-9655.

Admissions, Financial Aid and Enrollment Services:

Arthur Blanck, Executive Director for Enrollment Services, Bayley Hall, (973) 761-9332.

Student Records:

Mary Ellen Farrell, Enrollment Services, Bayley Hall, (973) 275-2293.

Student Services:

Dawn Williams, Dean for Community Development, Bishop Dougherty University Center, (973) 761-9076.

A comprehensive listing of University offices and departments with their phone numbers and locations can be found in the Directory section of this catalogue.

WSOU-FM

Director: Michael Collazo
Recreation Center
(973) 761-9546
E-mail: wsou.shu.edu

WSOU, which transmits with 2,400 watts of power at 89.5 FM, is Seton Hall University's stereo radio station. It is operated by

Seton Hall students under the supervision of a professional director, business manager and chief engineer.

The station broadcasts to a potential listening audience of 13 million in the tri-state metropolitan area. WSOU greatly enriches the career-oriented educational experience of students interested in broadcasting by providing them the opportunity to function as engineers, newscasters, sportscasters, disc jockeys or producers. Junior and senior students function in management positions with professional direction.

One of the strengths of WSOU is its maintenance of a diversified program format, while continuing to provide increased educational opportunity to students and service to the University. WSOU was

"Twenty years from now, you will be more disappointed by the things you did not do than by the things you did do. So, throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

MARK TWAIN

named "Best College and Non-Commercial Radio Station" for 1991 and 1995 by *CMJ Magazine*, "College Rock Station of the Year" in 1995, 1996 and 1997 by *The Gavin Report* and also the Album Network "Aggro" Station of the Year for 2001. The station has received 50 platinum record awards for its role in the music industry. WSOU is administered by the Department of Communication.

In March 1998, WSOU began operating from its new, state-of-the-art, million dollar facility. WSOU celebrated its 50th anniversary in April 1998. Please visit the Web site at wsou.shu.edu



Special Programs

College Seminary Program

Rector: Reverend Joseph R. Reilly, S.T.L.

Vice Rector: Reverend James F. Spera, M.Div., M.A.

Spiritual Director: Reverend Stanley J. Gomes, M.Div.

Corrigan Hall
(973) 761-9420

Hours: Monday- Friday, 8:45 a.m. - 4:45 p.m.

The College Seminary of the Immaculate Conception at St. Andrew's Hall takes seriously the Gospel invitation to "come and see."

A College Seminary exists to provide students who experience a desire to be priests with an environment conducive for discerning the Lord's will for their lives. This is done through a program of spiritual formation within community and through ongoing guidance and direction.

Jesus Christ is the center of life at St. Andrew's. Through the power of His Spirit, College Seminary students are formed in the likeness of Him whom they serve. The Seminary community life offers encouragement and fraternal support in living the Christian life. The University setting allows for the development of a strong foundation in various academic areas, which are essential to a well-rounded person.

Designed to prepare students for the diocesan priesthood, the College Seminary functions under its own rector, vice rector and a spiritual director. The program of formation is guided by the 1992 apostolic exhortation of Pope John Paul II, (*Pastores Dabo Vobis*), and by other documents of the Holy See and National Conference of Catholic Bishops.

The College Seminary is affiliated with the Seminary Department of the National Catholic Education Association and with the Eastern Regional Association of Catholic Seminaries. It operates under the auspices of the Roman Catholic Archdiocese of Newark, but accepts students for the priesthood sponsored by other dioceses and religious orders as well. Students wishing to study for the priesthood of the Archdiocese of Newark at the college level are strongly encouraged to attend the College Seminary.

Students must be accepted for admission by the University before they can be enrolled in the College Seminary. College Seminary students board at St. Andrew's Hall, a few blocks from the main University campus in South Orange. St. Andrew's provides a community setting where students and priests live and work closely together in an atmosphere of friendship, study and prayer.

Freshman Studies Program

Dean: Tracy Gottlieb, Ph.D.

Associate Dean: Bernadette Manno, M.A.

Operations Manager: Joan Brennan

Freshman Studies Mentors: Maria Bartolomeo, M.S.; Dawn Beatty, M.A.; Andrae' Brown, M.A.; Renee Ferraraccio; Christina Garczynski, M.A.; Nomagugu Oagile, M.A.; Hezal Patel, M.A.; Forrest Pritchett, M.A.; Courtney Sanfelippo; Masami Tokumo, M.A., Ed.M.

Mooney Hall
(973) 761-9740

Hours: 8:45 a.m. - 4:45 p.m.

academic.shu.edu/freshstd

Freshman Studies

Every entering student wants to succeed. Success is measured in many ways, but at Seton Hall University we envision a type of success where individuals are at their best socially and academically. The University aims to instill in its students a vision that involves forming students to be servant leaders in a global society.

The Freshman Studies Program, now beginning its 15th year, is an award-winning academic advising program designed to initiate students into this kind of success. The particular objectives of this crucial first year experience are:

- to help students adjust to life on a college campus;
- to assist in creating a social network; and



- to ensure that each student receives the best academic support available.

Freshman Studies uses three elements to accomplish these objectives: the Mentor, the Peer Adviser and the College Study Skills Course.

Mentors

At New Student Orientation, students meet the mentors in Freshman Studies. The mentors are highly trained professionals whose primary responsibility is to provide a constant resource person throughout a student's first year at Seton Hall University. Mentors instruct the College Study Skills Course that all freshmen take in order to ensure a regular academic contact. Mentors help students take advantage of the many resources available at Seton Hall, including Academic Support Services, The Career Center, Health/Counseling Services, Campus Ministry and the many activities in Student Affairs.

Mentors also ensure that students are connected to their chosen departments, and that the particular academic experience within each major happens according to plan. Students who are "undecided" as to their major when they enter Seton Hall are provided additional resources to assist in clarifying career and professional goals. All students are encouraged, through formal programming and informal meetings, to connect to an academic department as soon as they feel comfortable, but every effort is made to place students into a major by the end of their first year.

The primary goal of the mentors is to assist students in making choices regarding an academic program, while simultaneously integrating students into the life and community of the University.



Peer Advisers

Each first-year student is assigned a specially selected and trained peer adviser. The peer adviser, a successful undergraduate student representing the various schools and colleges in the University, works in tandem with mentors to provide "first-hand" insight to the student. It is vital that new students connect to the existing student body. Peer advisers provide an immediate resource in accomplishing this objective. Peer advisers serve as "big-brothers" and "big-sisters," working to ensure personal support and assistance to each person in our entering class.

The College Study Skills Course:

Each first-year student is enrolled in a one-credit academic course that meets during the first semester. This College Study Skills Course, taught by the mentor with assistance from the peer adviser, meets once a week for 50 minutes. The objectives are:

- to provide an academic context for resolving and planning academic and personal success;
- to integrate computer technology into regular classroom instruction;
- to familiarize students with University resources and opportunities;
- to improve reading and writing skills as well as analytical thinking; and
- to help meet the mission at Seton Hall University in "forming students to be servant leaders in a global society."

First Semester of Coursework:

The major programs in the University have common requirements for beginning students. This core curriculum, in combination with a declared interest or major, makes up the courses of the first term. Most entering students take five classes and the College Study Skills Course. Since most courses meet three times a week for 50 minutes or twice a week for 75 minutes and the College Study Skills Course meets once a week for 50 minutes, the majority of Seton Hall students have a course load of 16 credits. Students who are admitted on a probationary basis, or who have other time constraints to consider, will take a course load of approximately four courses or 12 credits.

Freshman Studies is located in Mooney Hall on the University Green. Contact the office at (973) 761-9740 or visit the Web site at academic.shu.edu/freshstd

"The best preparation for tomorrow is to do today's work superbly well."

SIR WILLIAM OSLER

Seton Hall University Comprehensive Achievement Program (SHUCAP)

Director: David Abalos, Ph.D.

Fahy Hall

(973) 761-9472

E-mail: abalosda@shu.edu

Coordinator: Janet Easterling, Institutional Research Associate
Planning Office

Presidents Hall

(973) 761-9735

E-mail: easterja@shu.edu

SHUCAP is a faculty mentoring program for undergraduate students, established in 1997-98 by 30 faculty from across the university. The program is open to all students, but is particularly appropriate for sophomores, juniors, seniors and new transfer students in any year. Students are assigned a faculty mentor who is available to meet regularly with them and to work one-on-one through any academic issues or other concerns affecting a student during their years of study at Seton Hall.

Through meeting with their mentor and – for those whose schedules permit – by attending workshops, students are informed about the array of resources available to them at SHU and are guided toward the wealth of information and services accessible at The Career Center at Seton Hall.

The focus of SHUCAP is establishing a personal and long-term relationship between a student and a knowledgeable faculty member such that there is in-depth discussion of academic plans and possibilities, and there is confidence that a faculty member is accessible to a student should they need help in resolving any issues that affect their academic progress or personal growth. Through this type of out-of-class contact with faculty, a student is encouraged and empowered to formulate an individual academic and career path in a planned and proactive way.

SHUCAP is a voluntary program – for both students and mentors. The program runs on the good efforts and donated time of its volunteering faculty and on the faith of participating students in Seton Hall's commitment to their success and concern for them as individuals. There are currently more than 40 faculty involved in the program. For a list of SHUCAP faculty mentors, and for additional information, please visit the Web site at admin.shu.edu/shucap.

University College

Associate Provost: Charles D. Edinger, M.B.A., M.Div.

Kozlowski Hall

(973) 313-6184

E-Mail: edingech@shu.edu

University College, a unit within Seton Hall University's Division of Academic Affairs, was originally founded in 1937 to serve the "non-traditional" degree and non-degree student. With particular emphasis upon learning in the corporate and institutional environments, technology mediated learning plays an important role in the delivery of programs, both through SetonWorldWide Academic programs and through the Center for Professional Education.

SetonWorldWide

SetonWorldWide, a unit within University College, serves as Seton Hall University's online campus. Embodying the University's commitment to learning technologies, SetonWorldWide works collaboratively with on-campus academic programs in the development and support of technology mediated degree and certificate programs. Please see the SetonWorldWide section of this catalogue for online degree listings.

Center for Professional Education

The Center for Professional Education provides professional, continuing education, corporate learning and consulting services to corporate and institutional clients. The Center sponsors a wide variety of non-academic certificate programs, seminars, workshops and conferences on topics of interest to business leaders and offers full-scale consulting services on human resource issues, insurance, marketing and business development. All professional education offerings can be delivered in-house, online, through internet-based videoconferencing or on premises and can be customized for the client's unique needs.

Insurance and Risk Management Institute

The Insurance and Risk Management Institute, a unit of the Center for Professional Education, addresses the special needs of insurance, financial services businesses, and the risk and finance functions of organizations throughout the world. In addition to specialized seminars, workshops and conferences, the Institute offers license services, including pre-license classes and continuing education for license renewal.

Special Academic Programs

Executive Director: Frank J. Morales, M.A.

(973) 761-9422

Educational Opportunity Program

Director: Carol McMillan-Lonesome, J.D., M.A.

Associate Director: Ingrid S. Hill, M.A.

Alfieri Hall

(973) 761-9161

Hours: Monday - Friday, 9 a.m. - 5 p.m.

academic.shu.edu/eop

The Educational Opportunity Program (EOP) offers academic and financial assistance to disadvantaged New Jersey students whose true abilities and college potential may not be reflected in secondary school achievement. A personal interview is required as part of the application procedure. Supportive services in the form of a first year summer program, mini-courses, learning center enrichment, tutoring, individualized counseling, information technology and graduate school access and placement programs are provided for each student.

Additionally, parents of students are eligible to participate in family counseling and/or information technology certification programs.

Students accepted into the Educational Opportunity Program are full-time matriculated students. Once admitted to EOP, students must abide by policies and procedures outlined in their

acceptance agreement. Those students who meet eligibility criteria receive the New Jersey Educational Opportunity Fund (EOF) Grant. Inquiries may be directed to the Educational Opportunity Program, (973) 761-9161.

Military Science Reserve Officer's Training Corps (ROTC)

Professor of Military Science:

Lieutenant Colonel Edward J. Free, M.S.

Faculty: Captain Gardner; Captain Sekelsky; Captain Zygadlo; Sergeant First Class Broady; Sergeant Patterson.

Mooney Hall, 4th Floor

(973) 761-9446, 761-9544, 763-3078

Hours: Monday - Friday, 8 a.m. - 5 p.m.

academic.shu.edu/rotc

Seton Hall has a long tradition of association with the ROTC program. ROTC is a college course in leadership training open to all students. ROTC prepares students for success in life by training them to be leaders in their chosen field, whatever that may be. ROTC will not limit your choice in major, your ability to play a sport, join a club or have a job. Students enrolled in the ROTC are representative of the various disciplines in the University; the one thing these students all have in common is the desire to excel in college and beyond. It is a college elective that reveals to future employers that ROTC students have real-life experience managing people and solving problems. Students may enroll for two years with no obligation. Students may enroll for no cost, when not taken for credit.

For those students who so chose, ROTC can lead to a commission as an officer in the U.S. Army. Army officers are the upper management of the Army. They work in a wide variety of fields on Army bases around the country and throughout the world. Officers can serve their country full time on active duty or part time as a citizen-soldier in the Army Reserve or National Guard.

The ROTC program annually awards two-, three-, and four-year scholarships on a competitive basis to outstanding young people who are interested in receiving a commission in the U.S. Army. The scholarships currently provide up to \$17,000 per year for tuition and fees, \$600 as a textbook allowance and a stipend of up to \$400 per month, for up to 10 months each school year. Any citizen, including those who are cross-enrolled at nearby colleges and universities, may apply.

For those considering a nursing career, the Seton Hall ROTC program has been designated as a Program for Nursing Education Center and works closely with nursing students, enabling many to start their careers successfully as Army nurses. Scholarships for nursing majors are designated annually.

ROTC can be completed in two, three or four years. We will work with you to develop the best program to meet your needs. The courses aid students by providing leadership and management experience; developing self-discipline, physical stamina and poise; enhancing development of management skills; and developing qualities basic to success in any career. Depending on the degree program, a maximum of 22 credits in ROTC courses may be applied toward a bachelor's degree.

In keeping with the military's demanding challenges, physical fitness is an extremely important part of the ROTC experience. All

cadets participate in supervised physical training, designed to gradually bring the individual to a high level of health and fitness.

The advanced course also includes, for qualified cadets seeking a commission, a requirement to attend the five-week Nation Advanced Leadership Camp (NALC), during the summer between the junior and senior years, in which the cadet is further trained and evaluated for leadership potential. While at NALC, cadets receive pay, travel and benefits.

Cross-Enrollment. The Department of Military Science offers students attending nearby colleges and universities the opportunity to participate in ROTC through a cross-enrolled program where cadets attending other institutions commute to Seton Hall to participate in ROTC.

Courses

Basic Course

ROTC 1101/0101 Foundation of Officership	2/0
ROTC 1102/0102 Basic Leadership	2/0

ROTC 2201/0201 Individual Leadership Studies	3/0
ROTC 2202/0202 Leadership and Teamwork	3/0

Advance Course

ROTC 3301/0301 Leadership and Problem Solving	3/0
ROTC 3302/0302 Leadership and Ethics	3/0

ROTC 4401/0401 Leadership and Management	3/0
ROTC 4402/0402 Officership	3/0

Advanced Independent Study

ROTC 5501/0501 Applied Leadership	3/0
ROTC 5502/0502 Leadership in the 21st Century	3/0

Course Descriptions

Basic Course

ROTC 1101/0101 Foundation of Officership

Discuss the organization and role of the Army. Introduction to leadership, military customs and traditions. Review the basic life skills pertaining to fitness and communication. Analyze Army values and expected ethical behavior. Corequisite: Leadership Laboratory. *2 credits.*

ROTC 1102/0102 Basic Leadership

Practice basic skills that underlie effective problem solving and learn briefing techniques and the army writing style. Apply active listening and feedback skills. Examine factors that influence leader and group effectiveness. Examine the officer experience and life in the Army. Corequisite: Leadership Laboratory. *2 credits.*

ROTC 2201/0201 Individual Leadership Studies

Develop knowledge of self. Self-confidence and individual leadership skills. Develop problem solving and critical thinking skills to include goal setting and the decision making process. Apply communication, feedback and conflict resolution skills. Corequisite: Leadership Laboratory. *3 credits.*

ROTC 2202/0202 Leadership and Teamwork

Focuses on self-development guided by knowledge of self and group processes. Challenges current beliefs, knowledge, and skills while focusing on teamwork and group processes. Provides equivalent preparation for the ROTC Advance Course as the Leaders Training Course. Corequisite: Leadership Laboratory. *3 credits.*

Advance Course

ROTC 3301/0301 Leadership and Problem Solving

Examine basic skills that underlie effective problem solving. Analyze the role officers played in the transition of Army from Vietnam to the 21st Century. Review the features and execution of the Leadership Development Program. Analyze military missions and plan military operations for small unit tactics. Corequisite: Leadership Laboratory. *3 credits.*

ROTC 3302/0302 Leadership and Ethics

Probes leaders responsibilities that foster an ethical command climate. Develop confidence and leadership competencies. Recognize leader responsibility to accommodate subordinate spiritual needs. Apply principles and techniques of effective written and oral communication. Instruction to National Advance Leadership Camp procedures. Prerequisite: ROTC 3301/0301 Corequisite: Leadership Laboratory. *3 credits.*

ROTC 4401/0401 Leadership and Management

Builds on National Advanced Leadership Camp experience to solve organizational and staff problems. Discuss staff organization, functions, and processes. Examine principle of subordinate motivation and organizational change. Analyze counseling responsibilities and methods. Apply leadership and problem solving principles to a complex case study and simulation. Prerequisite: ROTC 3302/0302. Corequisite: Leadership Laboratory. *3 credits.*

ROTC 4402/0402 Officership

Capstone course designed to explore topics relevant to second lieutenants entering the Army. Describe legal aspects of decision making and leadership. Analyze Army organization for operations from the tactical to strategic level. Assess administrative and logistics management functions and perform platoon leader actions. Examine leader responsibilities that foster an ethical command climate. Prerequisite: ROTC 4401/0401. Corequisite: Leadership Laboratory. *3 credits.*

Advanced Independent Study

ROTC 5501/0501 Applied Leadership

Independent study of applied leadership through battlefield case studies. Prerequisite: ROTC 4402/0402. *3 credits.*

ROTC 5502/0502 Leadership in the 21st Century

Independent study of the demands of leadership in today's Army and the Army of the future. Prerequisite: ROTC 5501/0501. *3 credits.*

Office of International Programs

Acting Director: Frank J. Morales, M.A.

Presidents Hall

(973) 761-9072

Hours: Monday - Friday, 8:45 a.m. - 4:45 p.m.

academic.shu.edu/oip

The Office of International Programs assists international students and scholars studying at Seton Hall and those domestic students interested in studying abroad with a variety of programs and services.

Information is available regarding all Immigration and Naturalization Service procedures and requirements; finances and foreign exchange; student status; employment; and University policies, procedures and services. Personal support, guidance and referral also are available. Ongoing social and cultural programs are planned throughout the academic year.

The Office of International Programs encourages study abroad programs for students interested in expanding their educational experiences to include study in another country and culture. Seton Hall maintains exchange relationships with universities in many countries, including Puerto Rico, Italy, Ireland, France, Japan, Taiwan, People's Republic of China and the Dominican Republic.

The Office of International Programs provides information, resources and application materials, as well as support, encouragement and guidance to all.

The Office of International Programs also provides assistance and guidance to the International Student Association (ISA).

Project SHUTTLE

Director: Frank J. Morales, M.A.

Associate Director of Technology and Training: Willie Francine Brown

Coordinators: Erwin Ponder, M.Th., M.A.E. and Carol A. McMillan-Lonesome, J.D.

Duffy Hall

(973) 761-9167

Hours: Monday - Friday, 8:45 a.m. - 4:45 p.m.

Seton Hall University has initiated an innovative technology-driven demonstration project with national implications to develop a comprehensive program to encourage underrepresented groups, such as women and persons of color, to enter careers in technology and business. The project capitalizes on the University's extensive network of partnerships with urban school districts already developed through its Upward College Bound Program and the University's Educational Opportunity Program (EOP). The project fosters mentor relationships between the Upward College Bound high school students and the University's EOP students. PROJECT SHUTTLE (The Seton Hall University Technology Training for Lifelong Education) targets these student and adult populations. It engages, encourages and equips these underrepresented groups to enter careers in business and technology through an intensive summer and academic-year computer training program that will result in marketable skills as a minimum outcome and a Microsoft Certification and/or degree in a business or technology field. The project is funded by the Fund for the Improvement of Post-Secondary Education (FIPSE) in the U.S. Department of Education.

Student Support Services Program

Director: Carol A. McMillan-Lonesome, J.D., M.A.

Duffy Hall
(973) 761-9166

Hours: Monday - Friday, 9 a.m. - 5 p.m.

academic.shu.edu/sss

Student Support Services is a federally funded academic program that offers a variety of educational, social and cultural activities to eligible low income, first-generation and disabled students. Completion of an application and personal interview are required.

The program provides seminars, and individual and group tutoring in many disciplines. Special emphasis is placed on information technology, mathematics, laboratory sciences and business. Academic, career, financial and other counseling services are also available.

Periodically, mini-seminars on subjects of particular interest to participants in Student Support Services are sponsored by the Program. Topics include career opportunities, leadership development, preparation for licensing examinations and financial management.

Student Support Services is especially attentive to the needs of its disabled students. Every effort is made to accommodate the special academic needs of these students by recommending extended test-time and a distraction-free environment. The program assists students in arranging for note-takers, and in obtaining adaptive equipment, textbooks or cassette tapes.

Puerto Rican Institute

Acting Director: Frank J. Morales, M.A.

Presidents Hall
(973) 761-9422

Hours: Monday - Friday, 8:45 a.m. - 4:45 p.m.

academic.shu.edu/pri

The Puerto Rican Institute was established in 1974 to recognize the presence of Puerto Rican and Latino students on campus, and celebrate their contributions to cultural diversity at Seton Hall. Specifically, the institute aims to provide academic, personal and cultural counseling to all Spanish-speaking students enrolled at the University. The institute sponsors study tours, courses, workshops and seminars exploring the Caribbean islands and their sociological, economic, historical, political and cultural development.

To achieve the goal of recruiting and retaining Puerto Rican and other Hispanic students, the institute has worked within established structures to improve needed support and assistance. The Puerto Rican Institute provides tutorial assistance to students enrolled in Spanish language courses and English as a second language courses. Translations (English/Spanish) also are provided by bilingual staff members.

The institute seeks to involve the University in the surrounding Latino community by providing educational and cultural programming, including movies, lectures, concerts and publications relevant to Latino issues and cultures.

Educational Talent Search Project

Director: Erwin Ponder, M.Th., M.A.E.

Associate Director: Johnny M. Rodriguez, M.A.
Presidents Hall

(973) 761-9230

Hours: Monday - Friday, 8:45 a.m. - 4:45 p.m.

The Educational Talent Search Project at Seton Hall University is a federally funded career and college counseling program servicing economically disadvantaged students who attend public and parochial schools in Newark. The project's primary goal is to encourage and assist students to apply and gain admission to institutions of higher education, technical schools or continuing education programs throughout the United States. Participants in the Educational Talent Search Project are provided with personal support counseling, as well as the academic and financial aid information that is necessary for success in college.

The primary target populations served by this program include students at Barringer, Central, Technology, Weequahic and Our Lady of Good Counsel High Schools; as well as Rafael Hernandez, Gladys Hillman-Jones, George Washington Carver Middle Schools and Sussex Avenue Elementary School in the Newark Public Schools system. The Educational Talent Search Project also supports high school drop-outs and other students who are referred to the program via community-based organizations and other sources.

Upward Bound/Project GRAD Institute

Director: Erwin Ponder, M.Th., M.A.E.

Associate Director: Kcyied A. Zahir, M.A.

Mooney Hall
(973) 761-9419

Hours: Monday - Friday, 8:30 a.m. - 4:45 p.m.

The Upward Bound/Project GRAD Institute of Seton Hall University combines federal, state and private funding to offer a variety of academic, counseling and cultural enrichment activities for disadvantaged "at-risk" students in grades 9-12. The academic curriculum is High School Proficiency Assessment (HSPA) based and conforms to the New Jersey Core Curriculum Content Standards. The project provides a six-week Adventure Based Learning non-residential summer program, and a 22-week (Saturdays only) Academic Year program for 150 low-income, first generation high school students from the cities of Newark, Orange, East Orange and Irvington.

Funding sources include the U.S. Department of Education, the state of New Jersey, Department of Agriculture, Bureau of Child Nutrition and Project GRAD Newark.

College of Arts and Sciences



Fahy Hall and Arts and Sciences Hall
(973) 761-9022
artsci.shu.edu

Dean: Molly Easo Smith, Ph.D.
Associate Dean: Joan F. Guetti, Ph.D.
Associate Dean: Gregory Burton, Ph.D.
Assistant to the Dean for Finance: Catherine Buckley, M.B.A.
Director of Academic Projects: Chrysanthy M. Grieco, Ph.D.
Director of Special Projects: Miriam Lyons Frolow, M.P.A.
Coordinator of Project Acceleration: Lisa Tilton Levine, Ph.D.

Departments and Chairs

African-American Studies: William W. Sales Jr.
Art and Music: Jeanette Hile
Asian Studies: Gilbert Mattos
Biology: Sulie Chang
Chemistry and Biochemistry: Richard D. Sheardy
Classical Studies: Reverend Eugene J. Cotter
Communication: Peter Reader
English: Martha Carpentier
History: Maxine Lurie
Jewish-Christian Studies: Reverend Lawrence Frizzell
Mathematics and Computer Science: Bert Wachsmuth
Modern Languages: Daniel Zalacain
Philosophy: Vincente Medina
Physics: Parviz H. Ansari
Political Science: Jo Renee Formicola
Psychology: Jeffrey C. Levy
Religious Studies: Reverend John Morley
Social Work: Emma G. Quartaro
Sociology/Anthropology: Barbara Feldman

Programs and Special Studies

Archaeology: Departments of Religious Studies, Sociology / Anthropology and Classical Studies: Charles Carter
Economics: John Dall Jr.
Environmental Sciences: Carolyn Bentivegna
Gerontology: Emma G. Quartaro
Health Professions: Linda Hsu
University Honors: Gisela Webb
Liberal Studies: David Bénéteau
Russian and East European Studies: Nathaniel Knight
Social and Behavioral Sciences: Mary A. Boutilier

The College of Arts and Sciences offers programs of study leading to the degrees Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Public Administration and Doctor of Philosophy.

The degree Bachelor of Arts is offered with major programs of study in African-American studies, anthropology, art, Asian studies, classical languages, criminal justice, communication, economics, English, French, history, Italian, modern languages, music, philosophy, political science, psychology, religious studies, social work, sociology and Spanish.

The degree Bachelor of Science is offered with major programs of study in biology, chemistry and biochemistry, computer science, mathematics and physics.

Other areas of instruction are included under the special headings, such as Honors Program, Gerontology, and Russian and East European Studies Program. From time to time the College offers special courses unattached to any particular department. They are by nature occasional, interdisciplinary and experimental, and allow for a variety of interests and initiatives.

The undergraduate program is based on the general requirements to which students, guided by a faculty adviser, add courses required in their major field and free electives.

Academic Advising

Students who have declared their majors are assigned a faculty member from their departments to help them choose educational objectives commensurate with their interests and abilities, and to select courses in the appropriate sequence. These advisers also inform students of policies, programs and procedures of the University, and the ranges of services and opportunities available.

Students who remain undecided about their major after the completion of their freshman year continue to be advised by mentors within the Freshman Studies Program. These mentors are responsible for preregistration advisement, coordinating the advisement process and referrals to other University offices.

Effective with the 1991 Fall Semester, any student in the College of Arts and Sciences who has not declared a major and who has completed 75 or more credits prior to October 15 preceding a Spring Semester, or prior to March 1 preceding a Fall Semester, shall not be allowed to register or preregister for any further courses at Seton Hall University without formally declaring an academic major. This shall be accomplished by placing an academic hold on the student's record, which can only be removed with permission of the dean or by filing a declaration of major.

Please note: It is the responsibility of each student to know and meet graduation and other requirements, and to make every reasonable effort to obtain adequate academic advising.

Health Professions/Pre-Medical and Pre-Dental Advisory Committee

There are many health professions for those seeking such careers. They can be rewarding, fulfilling and satisfying. Seton Hall graduates have been successful as doctors, dentists, physical therapists, physician assistants, athletic trainers, optometrists, occupational therapists, podiatrists, veterinarians and chiropractors.

Admission to medical, dental or other health professional schools is a highly selective matter based generally on scholarship, character and overall fitness. Although the majority of health professional schools prefer applicants with a bachelor of arts or bachelor of science degree, occasionally an exceptional student is admitted after completion of three full years of college work. Traditionally, health profession students have selected a science concentration. However, health professional schools encourage applicants to select major fields of concentration that reflect their interests and require some depth of learning within a given discipline.

While there is some variation of practice, most health professional schools require the following undergraduate studies: two years of chemistry, one year of biology, one year of physics, one year of English and one year of mathematics. Normally medical and dental schools require an aptitude examination (Medical College Admission Test or Dental Aptitude Examination) usually administered in April of the prospective students' junior year in college.

The health professions committee at Seton Hall aids students in selecting appropriate courses. Committee members get to know each student personally and consider all the variables in a student's academic and personality profile.

The University participates in several dual degree programs (Physical Therapy, Physician Assistant, Athletic Training, Occupational Therapy) and in early admission programs (Pennsylvania College of Optometry, Access-Med). Interested students should contact the director of health professions for details about these programs. For additional information, visit the health professions Web site at artsci.shu.edu/biology/health.html

Pre-Medical/ Pre-Dental Plus Program

The Pre-Medical/Pre-Dental Plus Program offers a wide range of support services and activities during the year to assist students in gaining access to graduate and professional schools. Potential candidates must demonstrate the motivation and desire to pursue a career in the sciences, in addition, they must satisfy financial and educational criteria. Additional services include site visits, MCAT/DAT/GRE reviews, training/internship programs and a resource room. The program also offers financial assistance through the Educational Opportunity Fund (EOF), and a limited number of room and board awards.

*"What you
theoretically know,
vividly realize."*

FRANCISTHOMPSON

Pre-Law Advising

Admission to law school is highly competitive. The selection of applicants for admission rests with the admissions committees of the various law schools and is generally based on an acceptable level of performance at the undergraduate level, an acceptable score on the Law School Admissions Test (LSAT) and other criteria that may be set by the individual institutions.

There are no mandatory requirements for specific courses or majors that must be taken in preparation for entrance into law school; students from a wide variety of undergraduate major programs are regularly accepted by the various schools. Prospective law students most commonly major in such disciplines as political science, history, English and accounting, but admission to law school has often been granted to students who have majored in other areas.

Of far more importance to the prospective law student than the choice of major or of specific courses is attention to the development of skills in the expression and comprehension of the English language, and to the cultivation of the ability to think creatively and critically, with thoroughness and intellectual curiosity. As noted in the Pre-Law Handbook, the official guide to American Bar Association-approved law schools, the development of these capacities “is not the monopoly of any one subject-matter area, department or division.” Students interested in pursuing a career in law should work closely with the University’s pre-law adviser.

External Programs

Off-Campus Courses

The undergraduate off-campus program is offered through the College of Arts and Sciences and leads to the Bachelor of Arts degree with a major in criminal justice. The program is particularly suited to the needs of the working professional and is offered at the following locations: New Jersey State Police Training Academy in Sea Girt and the Bergen Police and Fire Academy in Mahwah.

Project Acceleration

Sponsored by Seton Hall University since 1978, Project Acceleration affords high school students the opportunity to earn college credit for successfully completing Project Acceleration courses at their local high schools. Courses are primarily in the sciences, languages, English and mathematics. Credits earned through completion of these courses are offered at a reduced tuition rate and are entered on a Seton Hall transcript. Project Acceleration credits will apply to a Seton Hall degree, and are accepted by many colleges and universities.

Cooperative Education Experiential Education

This optional program, available to students in the College of Arts and Sciences, integrates classroom study with specific planned periods of supervised learning through productive work experience. Students must maintain a 2.8 GPA and receive the approval of the co-op faculty adviser in their major area of study. While arts and sciences students generally should have completed 60 credits before taking their first co-op course, sophomores (30 credits or more) who are exceptionally well-qualified also may be eligible for employment. Co-op assignments begin in September, January or May. Departments may place additional restrictions on co-op assignments. Co-op students are not required to complete all 9 credits. Upon the approval of the appropriate department faculties, 6 of the earned credits can be considered general elective credits, and 3 credits can count toward major electives.

Courses in the Cooperative Education Program include:

Cooperative Education I — Preprofessional introductory / exploratory experience in a field. Assignments will be made in an entry-level position of employment. Taken only with the permission of a co-op faculty adviser.

Cooperative Education II — Intermediate professional experience in a field. Taken only with the permission of a co-op faculty adviser.

Cooperative Education III — Professional experience in the field specifically oriented to the academic major and career objectives. Taken only with the permission of a co-op faculty adviser.

Course Identification

The course numbering system used throughout the University is described in the Academic Policies and Procedures section of this catalogue. The abbreviations used to designate courses offered within the College of Arts and Sciences are:

Department of African-American Studies (AFAM)
 Department of Art and Music
 (ARTA, ARTH, MUAP, MUHI, MUTH)
 Department of Asian Studies (ASIA, CHIN, JAPN)
 Department of Biology (BIOL)
 Department of Chemistry (CHEM)
 Department of Classical Studies (CLAS, LATN, GREK)
 Department of Communication
 (COBF, COGR, COJR, COPA, COST, COTC)
 Major Program in Computer Science (CSAS)
 Department of Criminal Justice (CRIM)
 Major Program in Economics (ECON)
 Department of English (ENGL)
 Department of History (HIST)
 Honors Program (HONS)
 Interdisciplinary Courses (ARCH, IDIS)
 Department of Mathematics (MATH)
 Department of Modern Languages
 (FREN, GERM, ITAL, RUSS, SPAN)
 Department of Philosophy (PHIL)
 Department of Physics (PHYS, EARTH)
 Department of Political Science (POLS, GEOG)
 Department of Psychology (PSYC)
 Department of Religious Studies (RELS)
 Department of Social Work (SOWK)
 Department of Sociology and Anthropology (SOCL, ANTH)
 To locate course descriptions, consult the Index.

Degree Requirements

To attain the degree Bachelor of Arts or Bachelor of Science in the College of Arts and Sciences, students must satisfactorily complete the core curriculum requirements of the College, the requirements of their major fields and a sufficient number of electives for a minimum of 130 credits. To qualify for the bachelor’s degree, the student must have a minimum cumulative GPA of 2.0. A GPA of 2.0 also must be maintained in the major field and in any optional second major or minors unless a higher GPA is required.

All students are assigned a faculty adviser from the department or program in which they are enrolled who will assist in planning a four-year program.

The Core Curriculum of the College of Arts and Sciences

The following core curriculum is the basis of the education of all students in the College of Arts and Sciences who enter the

University in the Fall Semester of 1984 or later. This statement of the core curriculum begins with a discussion of the aims of a college education and proceeds to a listing of the various elements of the core requirements. These requirements, integrated into each student's departmental major requirements and a number of free elective courses to a total of 130 credits, constitute the four-year framework of the education offered by the College of Arts and Sciences.

An effective core curriculum is based on a set of educational goals that set out the faculty's understanding of the University's mission as a Catholic institution of higher learning at this time in its history:

1. The University should develop in students a critical intelligence, which is primarily, but not exclusively, a matter of intellect. It includes the ability to wonder, inquire, discern, distinguish, judge and grasp issues, and see relationships.
2. The University should promote the capacity to live in context, in community. This is to have a sense of history and of roots, and to participate in the building of community during a time of change in an interdependent world that is, paradoxically, endangered by fragmentation.
3. The University should develop communication skills and personal growth in the ability to articulate ideas and to receive them critically. Students should be able to read, write, speak and listen effectively.
4. The University should promote an understanding of the methods of the sciences and the humanities and an ability to confront the gap between them, as well as an understanding of its historical and philosophical origins.
5. The University should develop an appreciation of beauty and human work as they contribute to making life more humanly productive and creative.
6. The University should assist in the development of a vision of human life and its meaning, and an understanding of the values and grounds of values that shape it.
7. The University should develop in students, in addition to this broad liberal education, a specific competence in a particular academic discipline or area of study.

For these purposes, the following core curriculum of requirements has been established for every student in the College of Arts and Sciences.

A course taken to fulfill one core requirement may not be used to fulfill another requirement.

The Core Curriculum

The following are the requirements for the core curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements.

A. All students must demonstrate college-level competence in the English language. Remedial courses do not count for graduation credit.

ENGL 1201-1202 College English I and II or English department procedure **0-6 credits**

B. All students must demonstrate competence in spoken communication.

COST 1600 Oral Communication or communication department procedure **0-3 credits**

C. All students must demonstrate competence in at least one college-level mathematics course, depending on major. Remedial courses do not count for graduation credit.

MATH 1101	Statistical Concepts and Methods
MATH 1102	Mathematical Perspectives
MATH 1202	Mathematical Models in the Social Sciences
MATH 1203	Statistical Models for the Social Sciences
MATH 1303	Quantitative Methods for Business
MATH 1401	Calculus I
MATH 1501	Honors Calculus I or mathematics department examination procedure

0-3 credits, plus prerequisite courses, if necessary

D. 1) All students must complete at least two 3-credit courses in the natural sciences: biology, physics and chemistry.

BIOL 1101	Introduction to Biology
BIOL 1102-1103	Human Anatomy and Physiology I-II
BIOL 1105-1106	Human Structure and Function I-II
BIOL 1201	General Biology/Organism
BIOL 1202	General Biology/Cell
CHEM 1001	Chemistry and the World Around Us
CHEM 1301	Elements of Organic Chemistry and Biochemistry
CHEM 1103-1104	General Chemistry I-II
CHEM 1107-1108	Principles of Chemistry I-II
PHYS 1001	Introduction to Physical Science
PHYS 1007	Introduction to Astronomy
PHYS 1701-1702	General Physics I-II
PHYS 1705-1706	Principles of Physics I-II
PHYS 1811-1812	Physics Laboratory I*-II*
PHYS 1815	Physics Laboratory and Data Analysis I*

Total: 6 credits

*Laboratory courses must be taken in conjunction with the appropriate lecture courses.

D. 2) All students must complete at least two 3-credit courses in the behavioral sciences: anthropology, archaeology, economics, political science, psychology, sociology and social work.

AFAM 1111	Introduction to African-American Studies
ANTH 1201	Introduction to Physical Anthropology
ANTH 1202	Introduction to Cultural Anthropology
ECON 1402	Principles of Economics I*
ECON 1403	Principles of Economics II*
ECON 1411	Introduction to Economics
POLS 1001	Introduction to Political Science
POLS 1401	Western Political Thought I
PSYC 1101	Introduction to Psychology
PSYC 1105	Principles of Psychology I
PSYC 1106	Principles of Psychology II
SOCI 1101	Understanding Society
SOCI 2601	Social Problems and Solutions
SOCI 2701	Social Change
SOWK 1111	Introduction to Social Work
SOWK 2301	Social Policy Analysis
SOWK 2401	Social Welfare: Commonality and Diversity

Total: 6 credits

*Both ECON 1402 and 1403 must be taken to fulfill 3 credits of this requirement.

E. 1) All students are required to take 12 to 18 credits in culture and civilization courses distributed as follows:
A 6-credit sequence of courses in the study of Western civilization.

Courses in the core curriculum that are linked by a hyphen (ARTH 1101-MUHI 1102) must **both** be taken in order to fulfill the requirement. These courses should be taken in the order listed.

ARTH 1101- MUHI 1102	Art of the Western World/ Music and Civilization
ENGL 2101-2102	Great Books of the Western World I-II
HIST 1201-1202	Western Civilization I-II
PHIL 1102-1103	Philosophy and the Classical Mind/ Philosophy and the Modern Mind

E. 2) A 6-credit sequence in a foreign language, taken in one of the following ways:

- by completion of a two-semester foreign language course at the intermediate level;
- by achievement of exemption through satisfactory performance on a foreign language examination at the intermediate level departmental examinations; or
- by completion of any two courses in advanced conversation.

CHIN 2101-2102	Intermediate Conversational Chinese I-II
FREN 1101-1102	Intermediate French I-II
GERM 1101-1102	Intermediate German I-II
GREK 2205-2206	Intermediate Greek I-II
GREK 2207-2208	New Testament Greek I-II
ITAL 1101-1102	Intermediate Italian I-II
JAPN 2101-2102	Intermediate Japanese I-II
LATN 2101-2102	Intermediate Latin I-II
RUSS 1101-1102	Intermediate Russian I-II
SPAN 1101-1102	Intermediate Spanish I-II
SPAN 1103	Accelerated Intermediate Spanish I-II
SPAN 2401-2402	Intermediate Spanish for Hispanics I-II
Departmental examination in Latin, French, German, Italian or Spanish	
0-6 credits	

E. 3) Complete 6 credits from one E-3 category:

E. 3. A)—A 6-credit sequence of courses in one of the following:
The study of American civilization

ARTH 1107-MUHI 1108	American Art/Music of America
ENGL 2103-2104	American Literature I-II
HIST 1301-1302	American History I-II

The study of Third World Civilizations

AFAM 1201-1202	History of African Civilization I-II
AFAM 1213-1214	African-American History I-II
AFAM 2411-2412	Early/Modern African-American Literature
ASIA 3102-3103	History of Traditional Asia/Modern Asia
HIST 1401-1402	History of Latin America I-II
HIST 1501-1502	History of African Civilization I-II
HIST 1601-1602	History of Traditional Asia/Modern Asia
IDIS 1101-1102	Traditional Cultures of the Non-Western World I-II
IDIS 1501-1502	Peoples and Cultures of America I-II

E. 3. B)— The study of foreign literature or language, taken in one of the following ways:

1. By completion of two 3-credit courses taught in the same foreign language.

FREN 3301-3302, 4311-4319
GERM 2301-2308

ITAL 2301-2304, 2311-2316, 2321-2332
RUSS 2115-2116, 2313-2314, 2317
SPAN 3311, 4311-4315, 4317-4323, 5393

2. By completion of a two-semester sequence in foreign literature taught in translation.

ASIA 2101-2102	Asian Literature in English Translation I-II
CLAS 2301-2302	The Classical Epic/Greek and Roman Drama
CLAS 2303-2304	Politicians in Antiquity/Historians of Greece and Rome
ENGL 3401-3402	Classical Russian Literature/Contemporary Russian Literature
ENGL 3608-3609	Asian Literature in English Translation I-II

3. By completion of a two-semester sequence in language at a higher level than intermediate.

CHIN 3101-3102	Advanced Chinese Conversation and Reading I-II (or above)
FREN 1201-1202	Advanced French I-II (or above)
GERM 1201-1202	Advanced German I-II (or above)
ITAL 1201-1202	Advanced Italian I-II (or above)
RUSS 2111-2112	Advanced Russian I-II (or above)
SPAN 1201-1202	Advanced Spanish I-II (or above)
SPAN 2501-2502	Advanced Spanish for Hispanics I-II (or above)

6 credits

F. All students must complete one 3-credit course dealing with ethical questions viewed in the perspective of the Judaeo-Christian tradition.

PHIL 1105	Ethics
PHIL 1108	Self and Community: Philosophy in Theory and Practice II
RELS 1502	Contemporary Moral Values

3 credits

G. All students must complete three 3-credit courses in philosophy and religious studies, with a minimum of one 3-credit course in philosophy and one 3-credit course in religious studies.

AFAM 2415	African Religions
AFAM 2416 (PHIL 1251)	African Cultural Philosophy
AFAM 2417 (RELS 2261)	The Black Church
ASIA 3101 (RELS 1403)	History of Asian Religious Reflections
PHIL 1101	Introduction to Philosophy
PHIL 1104	Logic
PHIL 1107	Self and Community: Philosophy in Theory and Practice I
PHIL 1204	Symbolic Logic
RELS 1010	The Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1202	Christian Belief and Thought
RELS 1302	Introduction to Catholic Theology
RELS 1402 (ASIA 1101)	World Religions
RELS 1403 (ASIA 3101)	History of Asian Religious Reflections
RELS 2261 (AFAM 2417)	The Black Church

9 credits

Department of African-American Studies

Arts and Sciences Hall, Room 202
(973) 761-9415

Faculty: Alexander; Caulker; Greene; Pritchett; Sales Jr. (*Chair*).

The Department of African-American Studies offers a program leading to the degree of Bachelor of Arts.

The Bachelor of Arts in African-American Studies is an interdisciplinary program of studies in the social and behavioral sciences, mathematics and the humanities, with practical field experiences applied to the special needs of the Black community. It is grounded in developing in students a broad background and understanding of all aspects of Black culture and history, forms of expression and application, as well as knowledge of other cultures. Students develop skills in policy analysis, scientific, social and cultural research, and formulation of community development and improvement proposals.

Depending on their preferences, graduates are prepared to work in social and educational institutions and agencies, government, business or the arts, libraries, museums, communication and other related areas. Graduates are fully prepared to take advantage of graduate training in Black studies, the social and behavioral sciences, the arts, humanities and the professions.

The Department of African-American Studies encourages serious scholarship committed to social change and obtaining human rights. Through the study of the unique history, society and life of Black people, the department encourages active participation in the struggle for social justice and freedom for Black people and thus for all peoples.

Major Program

To attain the bachelor of arts degree, students must complete the core curriculum of the College, the major requirements and free electives to total 130 credits. Upon completion of work for the degree, students must have a minimum cumulative GPA of 2.0. Each student will be assigned a faculty adviser who will assist in planning a four-year program.

Major Requirements

Level I		Credits
AFAM 1111	Introduction to African-American Studies	3
AFAM 1517	Research Methods	3

Level II

AFAM 1201-02	History of African Civilization I-II	6
AFAM 1213-14	African-American History I-II	6
AFAM 2412	Modern African-American Literature	3
<i>Select one course from the following:</i>		
AFAM 2314	Psychology of the Black Experience	3
AFAM 2317	The Black Man and Woman	3
AFAM 2318	The Black Family	3
AFAM 2417	The Black Church	3
<i>Select one course from the following:</i>		
AFAM 2411	Early African-American Literature	3
AFAM 2414	African-American Experience in Music	3
AFAM 2416	Black Cultural Philosophy	3

Level III

<i>Select one course from the following:</i>		
AFAM 2212	History of the Civil Rights Movement	3
<i>(The following four courses are offered once every four semesters)</i>		
AFAM 2216	History of Western Africa	3
AFAM 2217	History of East and Central Africa	3
AFAM 2218	History of Southern Africa	3
AFAM 2219	History of North Africa	3
<i>Select one course from the following:</i>		
AFAM 2311	Public Institutions and the African American	3
AFAM 2313	Urban Black Politics	3
AFAM 2325	Political Economy of Racism	3
AFAM 2329	Racism in Education	3
<i>Select one course from the following:</i>		
AFAM 2330	Mass Media and Minorities	3
<i>(The following three courses are offered once every three semesters)</i>		
AFAM 2413	Literature of the Harlem Renaissance	3
AFAM 2418	Contemporary African Literature	3
AFAM 2420	Major Figures in African-American Literature	3

Level IV

AFAM 5511	Senior Seminar	3
-----------	----------------	---

Electives

Two electives from the offerings of the AFAM department	6
Total:	45

Minor or Concentration in African-American Studies

AFAM 1111	Introduction to African-American Studies	3
AFAM 1201-02	History of African Civilization I-II	6
AFAM 1213-14	African-American History I-II	6
<i>Electives within department offerings in the following areas:</i>		
	Social and Behavioral Science	3
	Culture	3
Total:		21

Course Descriptions

AFAM 1111 Introduction to African-American Studies

Answers the questions: What has been the content of the Black experience and how has it changed over time? The economic, cultural, political and religious experiences of African-Americans are examined in traditional Africa, during slavery, after slavery in the rural South and in the present period of urban living. *3 credits.*

AFAM 1201 (HIST 1501) History of African Civilization I

Emphasizes independent developments in African civilization and the impact those developments have had on human progress. *3 credits.*

AFAM 1202 (HIST 1502) History of African Civilization II

Study of the traditional peoples and cultures; survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization and the independence era. *3 credits.*

AFAM 1213 (HIST 2375) African-American History I

Interaction between Black and White society in the United States and the nature of Black society and culture to 1865. *3 credits.*

AFAM 1214 (HIST 2376) African-American History II

Continuation of AFAM 1213 from 1865 to post World War II. *3 credits.*

AFAM 1411 Performing Arts

From ideas to actual performances using music, dance and drama with student participation. *3 credits.*

AFAM 1412-1413 African-American Dance I-II

Performance course based on the use of space, sense of rhythm, positions and sequence of movements, and general aesthetics associated with the Black experience in dance. *1 credit each.*

AFAM 1511 Basic Research and Writing

Developmental approach to learning how to write. Writing techniques and exercises drawn from creative sources to motivate students to be better writers. *3 credits.*

AFAM 1512 Intermediate Research and Writing

Extensive application of the principles of research and writing to areas of problem solving within the context of various disciplines. Writing formats include the exploration of scientific writing and technical reports. Problems analyzed include affirmative action, needs assessment, demographic analysis, introduction to operations research. Introduction to computer-based data analysis. *3 credits.*

AFAM 1513-1514 Gospel Choir

From ideas to performance, using various musical forms drawn from traditional Black music. *1 credit each.*

AFAM 1517 Research Methods

For description see POLS 3310. *3 credits.*

AFAM 1518 (SOWK 1314) Social Work and Law

Examines the advocacy role of the professional worker through study of American public policy and the problems of populations

at risk. Focuses on cases and materials in law applicable to children, the aged and the physically and mentally disabled. Alternatives in housing, medical care and legal services. *3 credits.*

AFAM 2211 Puerto Ricans and the Mainland

Overview of the Puerto Rican presence and experience in the continental U.S. combining social, cultural and historical elements. Primary emphasis is given to a comparative analysis of the dynamics and the unique manifestation of the Puerto Rican presence in the U.S. and its relationship to its Caribbean origin. *3 credits.*

AFAM 2212 History of the Civil Rights Movement

Review of major events and campaigns. The decade 1955-65 represents the temporal focus of the course, but the movement's 20th century antecedents and the period between 1965-68 are discussed; the period within which the movement was broadened in international perspective and transformed into a struggle for human rights. Goals and objectives of the struggle and the movement's impact on American society are identified and evaluated. *3 credits.*

AFAM 2213 History of Black Nationalism

Examines the philosophy of Black nationalism as it appears in the writings and speeches of major leadership figures in the African-American community in the 19th and 20th centuries. The nationalism of Martin R. Delany, Alexander Crummell, Edward Wilmot Blyden, Bishop Henry McMeal Turner, Booker T. Washington, W.E.B. Dubois, Marcus Garvey, Honorable Elijah Muhammad and Malcolm X is covered. *3 credits.*

AFAM 2214 History of Black Education

History of Black education from its origins in Timbuktu, Egypt and Ethiopia. Impact on Western civilization. Black colleges and universities; the Black student on the White campus. The Black scholar and the community; contributions of Black scholars to general knowledge. The myth of Black intellectual inferiority. Role of education in American society; educational innovation and improvement. Proposes models for urban education and its institutions, community involvement and community control. Preschool programs. Liberation schools. *3 credits.*

AFAM 2215 Caribbean Experience

Investigates the history and culture of the English, French and Spanish speaking Caribbean Islands and contemporary issues confronting these societies and their immigrant communities on the mainland. Literature and music, film and guest lectures augment classroom discussion. *3 credits.*

AFAM 2216 (HIST 2552) History of Western Africa

In-depth study of the primary forces that have shaped the political, cultural and social development of the area. *3 credits.*

AFAM 2217 (HIST 2553) History of East and Central Africa

In-depth study of both the internal and external factors that have helped to shape the history of the area. *3 credits.*

AFAM 2218 (HIST 2551) History of Southern Africa

In-depth study of the historical development of African and European societies in Southern Africa. Special emphasis on the

beginnings and growth of White settlements and the evolution and de jure institutionalization of apartheid. *3 credits.*

AFAM 2219 History of North Africa

Topics in North African History include pre-Arabia; Arabization and Islamization; Ottoman rule; North Africa since the Napoleonic invasion. *3 credits.*

AFAM 2221 Pre-Colonial Africa

Exploration of the major intellectual, philosophical, religious, political, social, cultural and historical currents in the development of Africa from prehistory to c. 1800. *3 credits.*

AFAM 2222 (HIST 2561) 20th Century Africa

Evolution of Africa from dependent colonial status to sovereign states in the international political arena, and the role and impact of these states on world global politics. *3 credits.*

AFAM 2311 Public Institutions and the African-American

Critical examination of public institutions and public policy formation as it impacts on the welfare of the African-American community. Examines methods used by professionals, advocates and activists to improve responsiveness of public institutions to the legitimate needs of African-Americans. *3 credits.*

AFAM 2312 (POLS 2615) African Political Institutions

An African-centered political system course. The salient economic, social and political variables involved with discussion of specific experiences. Examination of traditional background, colonial experience and post-independence era. *3 credits.*

AFAM 2313 (SOC 2312) Urban Black Politics

Analytical study of the impact of black participation in American political institutions and their responsiveness to the political demands of the Black community. *3 credits.*

AFAM 2314 Psychology of the Black Experience

Contemporary psychology and White racism. Consequences of being Black. Strengths of the Black community. Alternative psychological models. *3 credits.*

AFAM 2317 (WMST 2317) The Black Man and Woman

Analysis of historical and sociological perspectives of the Black man and woman as separate entities and as partners. Primary focus on the African-American experience. Myths and misconceptions. Contemporary issues: projects for the future. *3 credits.*

AFAM 2318 (SOC 2211) The Black Family

The Black family in America. Effects of slavery in Africa and the United States. Urban and rural America. Effect of socioeconomic levels. *3 credits.*

AFAM 2319 American Foreign Policy in Africa

Historical development of American foreign policy in Africa. Analysis of the institutions and political and economic forces that shaped policy toward African countries and Africa's response to American foreign policy. *3 credits.*

AFAM 2321 Community Mental Health

Indices of mental health as defined in terms of the unique community. The role of the professional and nonprofessional in developing viable alternatives. Crisis intervention, sensitivity training and community control as mechanisms for fostering community mental health. *3 credits.*

AFAM 2322 Teaching the Black Experience

Focuses on the methods of teaching the salient facts of the Black experience to primary school children. Includes field visits and classroom observations in inner-city traditional and alternative schools. *3 credits.*

AFAM 2325 (SOC 2515) Political Economy of Racism

Analysis of the anatomy of contemporary racism in the U.S. Examination of the socioeconomic structure, especially in the urban setting, as the dynamic creating and recreating institutional racism. *3 credits.*

AFAM 2326 Economic Development in Africa

Materialist analysis of problems associated with underdevelopment in Africa. Origin and evolution of the "anatomy" of underdevelopment through the concept of "structured dependence." Investigation of trade, colonialization, foreign ownership of means of production and dependence on the world market. Examination of alternative development strategies, including socialist planning. *3 credits.*

AFAM 2327 Organizing the Inner City

Methods of organizing Black communities to alter the responsiveness of institutions, assume control of them, or replace them. Heavy emphasis on the theories of power, politics and community control along with practical examples. *3 credits.*

AFAM 2328 Minority Aging

Examination of the "cultural difference" in the process of aging and its influence on resultant behavior patterns. Emphasis on comparison of traditional theories of aging with new data produced from an analysis of the "ethnic" variable. Topics include historical perspectives, demography, research methodology, theoretical orientations, social intervention and socioeconomic living circumstances. *3 credits.*

AFAM 2329 Racism in Education

Study of the impact of overt and institutional racism on curricula and structure in public education. Examines strategies and materials used to reeducate miseducated teachers and to create multicultural curricula free of racism. *3 credits.*

AFAM 2330 Mass Media and Minorities

Study of mass media from a Black perspective. Covers a broad outline of the history of media and its developments, paralleling Black media and White media, and the impact each has had on the other and the institutions of our society. *3 credits.*

AFAM 2331 People and Cultures of Africa

Social and material cultures of Africa through time, emphasizing the unity and diversity of the continent and its people. *3 credits.*

AFAM 2333 The Black Child

Critical investigation of factors that condition and determine the physical, mental, emotional and spiritual development of the Black child. Topics include family and community life, education and self-awareness. *3 credits.*

AFAM 2411 (ENGL 2613) Early African-American Literature

Survey of the major developments in Black literature since the 19th century. Literature in view of social, political and cultural movements of African-Americans. Comparisons with some works of Africans throughout the diaspora. *3 credits.*

AFAM 2412 (ENGL 2614) Modern African-American Literature

Black writings involved with social protest and as an outgrowth of social change. The Black writer as an outgrowth of social change, and as a "mover," directing himself to his own community. Richard Wright to Imamu Baraka and contemporary neo-African and pan-African writers. *3 credits.*

AFAM 2413 (ENGL 2617) Literature of the Harlem Renaissance

Harlem Renaissance (1920-40): the emergence of the "New Negro" and the impact of this concept on Black literature, art and music. Literary movements shaped by Claude McKay, Countee Cullen, Langston Hughes and Jean Toomer compared to American writers of the "lost generation." Special emphasis on new themes and forms developed by the Harlem Renaissance writers. *3 credits.*

AFAM 2414 African-American Experience in Music

Performance/seminar/discussion format analyzing Black music from the historical perspective and as a unique vehicle for cultural expression and human communication, and as a basis for understanding the social and psychological development of the African-American. Requirements include concert attendance and listening assignments. *3 credits.*

AFAM 2415 (RELS 2261) African Religions

Explores the complex nature of the African system of thought concerning God, man, animate and inanimate things, and the meaning of religious experience in African society. The effect of Christianity and Islam on African religious thought. *3 credits.*

AFAM 2416 (PHIL 1251) African Cultural Philosophy

A survey of the philosophy and world views of representative Black thinkers and cultures from ancient Africa through the contemporary societies of Africa and its diaspora. *3 credits.*

AFAM 2417 (RELS 2261) The Black Church

A survey of the major institution for religious expression developed by African Americans from its origins in slavery until the contemporary urban period. The social, economic and political role of the Black church as well as its cultural and religious functions are examined. *3 credits.*

AFAM 2418 (ENGL 2616) Contemporary African Literature

Introduction to some of the major African novelists and poets, such as Chinua Achebe, Camara Laye and Denis Brutus. Identification of recurring themes and comparisons of various writers' attitudes toward the themes. *3 credits.*

AFAM 2419 Cults and Cultism

Study in religion and culture; an analysis of the nature and manifestation of cults and the cultic experience. Affects of Western culture on folk societies; conflict between the world views of folk culture and Western ideas and technology. Affects of technology on the social and religious life of modern society. *3 credits.*

AFAM 2420 (ENGL 2615) Major Figures in African-American Literature

In-depth study of major African-American literary figures, their lives and major works. *3 credits.*

AFAM 3312 Advanced Seminar in Gerontology

For description, see page 161. *3 credits.*

AFAM 3313 Practical Orientation in Inner-City Neighborhood Life

For advanced undergraduate and graduate students, an involvement with inner-city residents in researching neighborhood needs, demographic designs and collaborative problem solving. Problems, resources, city services and alternatives for change. Students assigned to groups in designated geographic areas, reflecting random samplings of socioeconomic and political life. *6 credits.*

AFAM 3314 Psychological Testing and the Black Child

General, philosophical, theoretical and practical aspects of Western psychological testing. Specific in-depth discussion to afford the opportunity to comprehend the historical impact of testing in various contexts on African-American children. Examination of alternatives to standardized testing of norm reference, culture-fair and culture-free procedures. *3 credits.*

AFAM 3315 Martin Luther King Jr. Honors Seminar

Designed for Martin Luther King Jr. scholars. An exploration of the philosophical development of Martin Luther King Jr. Study of theories of leadership through examination of the history of multicultural leaders in the 19th and 20th centuries. Seminar faculty assist students in development of a research paper relative to seminar topics. *3 credits.*

AFAM 3316 Seminar in Urban Third World People

Study of the tradition of protest thought that has developed in the last century and a half in response to overseas expansion of Europe. Major emphasis on social theory of African and African-American intellectuals such as Fanon, Nkrumah, Cabral, Malcolm X, Marcus Garvey, Martin Luther King Jr. and W.E.B. DuBois. *3 credits.*

AFAM 3317 Institute in African-American History and Culture

Intensive program of lectures, discussions, audiovisual presentations, readings and research assignments. Designed to increase familiarity with major themes and problems of African-American history and to examine the means into courses on the secondary level. *3 credits.*

AFAM 3332 Community Research Internship and Seminar

Pragmatic community research, based on the assumption that the urban community understands its needs. Students learn specific skills, such as computer functioning and capability, census tract

reading, data collection and compilation, report writing. Joint student-community and faculty projects. *6 credits.*

AFAM 3390 Independent Study

Independent research under the supervision of the Black studies faculty. Faculty assigned according to areas. *1 credit.*

AFAM 3391 Independent Study

Independent research under the supervision of the Black studies faculty. Faculty assigned according to areas. *3 credits.*

AFAM 3393-3394 Independent Study

Independent research under the supervision of the Black studies faculty. Faculty assigned according to areas. *3 credits.*

AFAM 3395 Independent Study

Independent research under the supervision of the Black studies faculty. Faculty assigned according to areas. *2 credits.*

AFAM 5511 Senior Seminar

Conducted by faculty members. Focuses on the synthesis of field experience and classroom study through preparation of a major research project. *3 credits.*

Department of Art and Music

Art, Art Center, (973) 761-9459
 Music, Corrigan Hall, (973) 761-9417
artsci.shu.edu/artmusic

Faculty: Cate (*Graduate Director*); Chu; Friedman; Haney; Heinrichs; Hile (*Chair*); Levine; Leshnoff; Lowe (*Co-op Adviser*); Nichols; Schiller; Zsako.

The Department of Art and Music offers major programs in art and music leading to the Bachelor of Arts degree. Several different concentrations are available, as listed below. For a complete listing of the requirements of Art and Music Education programs (K-12 certificate), offered in conjunction with the College of Education and Human Services, please see the Secondary Education section on page 204 for program and degree requirement listings.

In the field of art, students may opt for one of the following majors:

Art History

Fine Arts

(Recommended for New Jersey certification in the teaching of art)

Graphic Design and Advertising Art

In the field of music, students have a choice of three different majors:

Music History

Applied Music

(Voice, keyboard, selected orchestral instruments)

Comprehensive Music

(Required for students seeking New Jersey certification in the teaching of music)

Major Programs

All programs are chosen in consultation with the student's academic adviser.

Electives must be approved by the adviser. The requirements listed are the minimum, and students may choose to take more credits in their major fields.

Art History Major

	Credits
ARTH 1101 Art of the Western World (freshman year)	3
ARTH 1111 Classical Art	3
ARTH 1113 Italian Art of the Renaissance	3
ARTH 1116 19th-Century Art: From Neoclassicism to Impressionism	3
ARTH 1118 20th-Century Art	3
ARTH Art History electives	21
Total:	36

Fine Arts Major

	Credits
I. Required Courses	
AART 1110 Fundamentals of Drawing (first year)	3
AART 1223 Art of Design (first year)	3
AART 2210 Advanced Drawing	3
AART 2220 Figure Drawing	3
AART 1217 Painting	3
1227/1228	
AART 1224/25 Printmaking	3
ARTH 1101 Art of the Western World (first year)	3
ARTH 1118 20th Century Art (first year)	3
ARTH Art History Electives	6

II. Elective Courses (12 credits)

For Fine Arts:

AART 1215-16 Watercolor	2
AART 1217 Painting	3-6
1227/1228	
AART 1219 Sculpture	3
AART 1224-25 Printmaking	3
AART 2230 Illustration	3
AART 2314 Computer Assisted Illustration*	3
AART 3161-66 Independent Study	1-6

*Prerequisites: AART 2230 (Illustration) & AART 2312 (2D Computer Design)

For Art Education:

AART 1215-16 Watercolor	2
AART 1219 Sculpture	3
AART 1220 Art Materials and Techniques	3
AART 1226 Traditional American Crafts	3
AART 2312 Two-Dimensional Computer Design	3
AART 3161-66 Independent Study	1-6
Total:	42

Graphic Design and Advertising Art Major

	Credits
I. Required Courses	
AART 1110 Fundamentals of Drawing (first year)	3
AART 1223 The Art of Design (first year)	3
AART 1311 Introduction to Advertising Art	3
AART 2230 Illustration	3
AART 2233 Layout and Lettering	3
AART 2311 Advanced Advertising Art*	3
AART 2312 Two-Dimensional Computer Design	3
AART 2314 Computer-Assisted Illustration**	3
AART 3311 Advertising Production Lab	3
AART 4312 Advertising Art Portfolio (senior year)	3
ARTH 1118 Twentieth-Century Art	3
ARTH 1124 History of Graphic Design (first/second year)	3
COGR 2321 Print Typography and Electronic Publishing	3
COGR 2324 Desktop Publishing	3

II. Elective Courses (18 credits)**Group I (9 credits)**

AART 1215-1216	Watercolor	2
AART 1217	Painting	3-6
1227/1228		
AART 1219	Introduction to Sculpture	3
AART 1224/1225	Introduction to Printmaking	3
AART 2210	Advanced Drawing	3
AART 2220	Figure Drawing	3
AART 3193-3194	Advertising Internship	3

Group II (9 credits)

AART 2315/2316	Art of Web Design I and II	3-6
COGR 2322	Introduction to Computer Graphics	3
COGR 3321	Publication Design	3
COGR 3323	Presentation Graphics	3
COGR 3324	Advanced Two-Dimensional Computer Design	3

Total: 60

*Prerequisite: AART 1311 (Introduction to Advertising Art)

**Prerequisites: AART 2230 (Illustration) & AART 2312 (2D Computer Design)

Note: All students majoring in graphic design and advertising art must take the following core sequences:**A. Western Civilization (Core, E-1):**

ARTH 1101	Art of the Western World	3
MUHI 1102	Music and Civilization	3

B. Non-Western Civilization (Core, E-3):

ARTH 1107	American Art	3
MUHI 1108	American Music	3

Music History Major**I. Basic Requirements (3 credits):**

MUHI 2102	Introduction to Music History	3
-----------	-------------------------------	---

II. Theory (credits: 14)

MUAP 1171	Sight Singing and Ear Training	2
MUTH 1111	Theory of Music I	3
MUTH 2111	Theory of Music II	3
MUTH 3111	Theory of Music III	3
MUTH 4111	Theory of Music IV	3

III. Applied Music (Select 4 credits):

MUAP 1011-1012	Beginning Piano I-II or	4
MUAP 1131	Beginning Voice	2
MUAP 2231-2239	Private Voice Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3291-3299	Private Brass Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3391-3399	Private Woodwinds Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3491-3499	Private Strings Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3591-3599	Private Percussion Instruction or	2
MUAP 1011	Beginning Piano	2
MUAP 3691-3699	Private Organ Instruction	2

IV. Music History (Select 21 credits):

MUHI 1108	Music of America	3
MUHI 1113	Symphonic Music	3
MUHI 1114	Music in the Baroque Era	3
MUHI 1115	Music in the Classical Era	3

MUHI 1116	The Art of Beethoven	3
MUHI 1117	Music in the Romantic Era	3
MUHI 1118	Music in the Modern Era	3
MUHI 1119	History of Opera	3
MUHI 1120	Richard Wagner	3
MUHI 1121	Contemporary Music	3
MUHI 1122	Charles Ives and the Pioneers of 20th-Century American Music	3
MUHI 1133	Jazz and Rock	3
MUHI 1134	Music of Broadway	3
MUHI 1135	Music of Russia from 1850 to Present	3
MUHI 1137	Gregorian Chant: Notation Methods of Singing, Direction	3
MUHI 3171-3176	Individual Studies in Music History	1-6

V. Ensemble (Select 2 credits):

MUAP 1141-1148	Band	
or		
MUAP 1151-1158	Chorus	
or		
MUAP 1161-1168	Vocal Chamber Ensemble	
or		
MUAP 1183-1190	Instrumental Chamber Ensemble	

Total: 44**Music Performance Major (Voice/Keyboard/Instrument)****I. Music History****Credits: 9**

MUHI 2102	Introduction to Music History	3
MUHI electives (other than MUHI 1102, 1108, 1133 and 1134)		6

II. Theory**14**

MUAP 1171	Sight Singing and Ear Training	2
MUTH 1111	Theory of Music I	3
MUTH 2111	Theory of Music II	3
MUTH 3111	Theory of Music III	3
MUTH 4111	Theory of Music IV	3

III. Applied Music**28****A. Primary Instrument (Select 16 credits):**

MUAP 2211-2219	Private Piano Instruction or	16
MUAP 2231-2239	Private Voice Instruction or	16
MUAP 3291-3299	Private Brass Instruction or	16
MUAP 3391-3399	Private Woodwinds Instruction or	16
MUAP 3491-3499	Private Strings Instruction or	16
MUAP 3591-3599	Private Percussion Instruction or	16
MUAP 3691-3699	Private Organ Instruction	16

B. Secondary Instrument (Select 4 credits):

MUAP 1011-1012	Beginning Piano I-II or	4
MUAP 1131	Beginning Voice	2
MUAP 2231-2239	Private Voice Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3291-3299	Private Brass Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3391-3399	Private Woodwinds Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3491-3499	Private Strings Instruction or	2
MUAP 1291-1294	Beginning Instruments	2
MUAP 3591-3599	Private Percussion Instruction or	2
MUAP 1011	Beginning Piano	2
MUAP 3691-3699	Private Organ Instruction or	2

<i>C. Ensemble (Select 6 credits):</i>		6
MUAP 1141-1148	Band or	
MUAP 1151-1158	Chorus or	
MUAP 1161-1168	Vocal Chamber Ensemble	

<i>D. Conducting (2 credits):</i>		2
MUAP 1182	Conducting Techniques for Vocal Ensembles	

Total: 51

IV. Additional Requirements:

- A. all music performance majors shall demonstrate their proficiency for a faculty jury at the end of each semester;
- B. music performance majors shall present formal recitals during the last semesters of their junior and senior years;
- C. all music students are required to attend concerts and other activities sponsored by the Department of Art and Music and the Arts Council; and
- D. students will participate in recitals during the academic year.

Comprehensive Music Major (Music Education)

I. Music History		Credits: 9
MUHI 2102	Introduction to Music History	3
MUHI elective (other than MUHI 1102, 1108, 1133 and 1134)		6

II. Theory		14
MUAP 1171	Sight Singing and Ear Training	2
MUTH 1111	Theory of Music I	3
MUTH 2111	Theory of Music II	3
MUTH 3111	Theory of Music III	3
MUTH 4111	Theory of Music IV	3

III. Performance Music **40**

<i>A. Primary Instrument (Select 16 credits):</i>		
MUAP 2211-2219	Private Piano Instruction or	16
MUAP 2231-2239	Private Voice Instruction or	16
MUAP 3291-2299	Private Brass Instruction or	16
MUAP 3391-3399	Private Woodwinds Instruction/Majors or	16
MUAP 3491-3499	Private Strings Instruction/Majors or	16
MUAP 3591-3599	Private Percussion Instruction/Majors or	16
MUAP 3691-3699	Private Organ Instruction/Majors	16

B. Secondary Instrument (Select 8 credits):
 Note: All students must study piano as their secondary instrument.

MUAP 1011-1012	Beginning Piano I-II	4
MUAP 2211-2219	Private Piano Instruction or	4
MUAP 1131	Beginning Voice	2
MUAP 2231-2239	Private Voice Instruction or	6
MUAP 1291-1294	Beginning Instruments	2
MUAP 3291-3299	Private Brass Instruction or	6
MUAP 1291-1294	Beginning Instruments	2
MUAP 3391-3399	Private Woodwinds Instruction or	6
MUAP 1291-1294	Beginning Instruments	2
MUAP 3491-3499	Private Strings Instruction or	6
MUAP 1291-1294	Beginning Instruments	2
MUAP 3591-3599	Private Percussion Instruction or	6
MUAP 1011	Beginning Piano	2
MUAP 3691-3699	Private Organ Instruction or	6

<i>C. Other Instruments (8 credits):</i>		
MUAP 1291-1294	Beginning Instruments	8

<i>D. Ensemble (Select 6 credits):</i>		6
MUAP 1141-1148	Band or	
MUAP 1151-1158	Chorus or	
MUAP 1161-1168	Vocal Chamber Ensemble or	
MUAP 1183-1190	Instrumental Chamber Ensemble	

<i>E. Conducting (2 credits):</i>		2
MUAP 1182	Conducting Techniques for Vocal Ensembles	

<i>F. Methods (3 credits):</i>		3
EDST 3513	Methods of Teaching Music	

Total: 63

IV. Additional Requirements:

- A. all comprehensive music majors shall demonstrate their proficiency for a faculty jury at the end of each semester;
- B. comprehensive music majors shall present formal recitals during the last semester of their senior year;
- C. all music students are required to attend concerts and other activities sponsored by the Department of Art and Music and the Arts Council;
- D. students will participate in recitals during the academic year; and
- E. all senior recital dates and sites must be approved by the private instructor and the chair of the division.

Minor Programs

Minor programs are available in art history (18 credits), fine arts (18 credits), advertising art (21 credits) and applied music (20 credits). Requirements are:

Art History Minor

ARTH 1101	Art of the Western World	3
ARTH	Art History electives	15
		Total: 18

Fine Arts Minor

I. Required Courses		
AART 1110	Fundamentals of Drawing	3
ARTH 1101	Art of the Western World	3

II. Elective Courses, 12 credits

AART 1215-1216	Watercolor	2-4
AART 1217	Painting	3
1227/1228		
AART 1223	The Art of Design	3
AART 2210	Advanced Drawing	3
AART 2220	Figure Drawing	3
		Total: 18

Graphic Design and Advertising Art Minor

AART 1223	The Art of Design	3
AART 1311	Introduction to Advertising Art	3
AART 2311	Advanced Advertising Art	3
AART 2312	Two-Dimensional Computer Design	3
ARTH 1101	Art of the Western World	3
ARTH 1118	20th-Century Art	3
COGR 2322	Introduction to Computer Graphics	3
		Total: 21

Music History Minor

MUAP 1171	Sight Singing and Ear Training	2
MUHI 2102	Introduction to Music History	3
MUTH 1111-4111	Music Theory I-IV	3
MUHI	Music History elective (other than MUHI 1102 and 1108) selected in consultation with minor adviser	12
Total:		20

Music Performance Minor**I. Basic Requirements (8 credits)**

MUAP 1171	Sight Singing and Ear Training	2
MUHI 2102	Introduction to Music History	3
MUTH 1111-4111	Music Theory I-IV	3
MUHI	Music History elective (other than MUHI 1102, 1108, 1133 and 1134) selected in consultation with adviser	12

II. Music Performance*A. Instrument/Voice (Select 8 credits):*

MUAP 1011-1012	Beginning Piano I-II	4
MUAP 2211-2219	Private Piano Instruction or	4
MUAP 1131	Beginning Voice	2
MUAP 2231-2239	Private Voice Instruction or	6
MUAP 1291-1294	Beginning Instruments	2
MUAP 3291-3299	Private Brass Instruction or	4
MUAP 1291-1294	Beginning Instruments	2
MUAP 3391-3399	Private Woodwinds Instruction or	4
MUAP 1291-1294	Beginning Instruments	2
MUAP 3491-3499	Private Strings Instruction or	4
MUAP 1291-1294	Beginning Instruments	2
MUAP 3591-3599	Private Percussion Instruction or	4
MUAP 1011	Beginning Piano	2
MUAP 3691-3699	Private Organ Instruction or	4

B. Ensemble (Select 6 credits):

MUAP 1141-1148	Band or	
MUAP 1151-1158	Chorus or	
MUAP 1161-1168	Vocal Chamber Ensemble or	
MUAP 1183-1190	Instrumental Chamber Ensemble	
Total:		20

Musical Theatre Minor**I. Required Courses**

COST 2631	Theatre History	3
COST 3620	Acting	3
MUAP 1131	Beginning Voice and/or	2
MUAP 2231-2239	Private Lessons	4-6
MUAP 1151-1158	Chorus	1
MUAP 1172	Opera/Musical Theater	1
MUHI 1134	Music of Broadway	3

II. Elective Courses*Choose one of the following (3 credits)*

COST 2612	Dramatic Theory and Criticism	3
COST 3621	Directing	3
COST 3623	Lighting for Television, Theater and Film	3
COST 3625	Scene Design	3
COST 3626	Acting II: Classical Styles	3

Dual Degree Program in Museum Studies

The combined B.A./M.A. program leading to a master's degree in museum studies allows students to take 12 graduate credits during their junior and senior years, which count at once as elective credits for the B.A. and as graduate credits toward the M.A. degree. Students are admitted into the dual degree program at the end of their sophomore year. Admission is based on GPA, application essay and interview. Students must maintain a 3.0 average in the four graduate courses in order to be allowed to continue beyond the B.A. degree. Students can major in any undergraduate major as long as they complete four undergraduate courses in art history before they receive their B.A. degree. Please contact Dr. Chu at ext. 9460 for further information.

Web Design Certificate Program

The Web Design Certificate Program provides students with instruction in the theory and industrial application of Web design and related visual information technologies. Students pursuing the certificate will be exposed to all aspects of Web design, including electronic graphic design, programming, creative information architecture, interactive product advertising and their relation to corporate marketing. Students completing this program will be capable of using multimedia techniques and user interface design to assemble content into aesthetically sound, persuasive and interactive Web sites.

Required Courses (16 credits)

AART 1223	Art of Design	3
AART 2312	2-D Computer Design	3
AART 2315	The Art of Web Design I	3
AART 2316	The Art of Web Design II	3
COGR 2111	Introduction to Hypertext Markup Language	1
COGR 2112	Introduction to Multimedia Communication	3

Course Descriptions**Art History****ARTH 1101 Art of the Western World**

General survey of the history of art in the West from pre-classical Greece to the present day. 3 credits.

ARTH 1107 American Art

Overview of art and architecture in America from colonial times to the 20th century. 3 credits.

ARTH 1111 Classical Art

Study of the art and architecture of the ancient Greeks and Romans. *3 credits.*

ARTH 1112 Medieval Art

Art in Europe from the beginning of Christianity through the full flowering of medieval culture in the Gothic age. *3 credits.*

ARTH 1113 Italian Art of the Renaissance

Evolution of Italian art from the 14th through the 16th centuries. *3 credits.*

ARTH 1114 Leonardo and Michelangelo

Detailed study of the two great masters of the Renaissance. *3 credits.*

ARTH 1115 Baroque and Rococo Art

Historical development of painting and architecture in Europe from the post Renaissance period to the late 18th century. *3 credits.*

ARTH 1116 19th-Century Art from Neoclassicism to Impressionism

Evolution of modern art in Europe from the dawn of Neoclassicism in the later part of the 18th century until the last Impressionist exhibition in 1886. *3 credits.*

ARTH 1118 20th-Century Art

Art in our century, from Fauvism and Cubism to the present. *3 credits.*

ARTH 1121 History of Architecture

Major epochs and areas in the history of architecture and the ordering of man's environment, ranging from the study of village remains of prehistoric times to the urban planning of our day. *3 credits.*

ARTH 1123 Prints and Printmakers

Introduction to the major printing techniques with the help of original graphic art material and visual aids. Detailed discussion of some of the great printmakers in history: Dürer, Rembrandt, Goya, Daumier. *3 credits.*

ARTH 1124 History of Graphic Design

An historical overview of graphic design from the early pictograph to the present. The course stresses both the theory and historical development of visual communication. The relationship between word and image is also a major theme. *3 credits.*

ARTH 1125 Rubens, Rembrandt and the Masters of the North

History of painting and graphic art in the Low Countries from the early 15th to the late 17th centuries. *3 credits.*

ARTH 1126 The Arts of China and Japan

Survey of Far Eastern art from prehistoric times to the 19th century. Original works of art from the University's collections used for illustration and examination. *3 credits.*

ARTH 1127 The Art of Van Gogh and His Contemporaries

European art of the Post-Impressionist era, with special emphasis on Vincent van Gogh. *3 credits.*

ARTH 1128 Modern Art and Technology

Explores the nature and degree of the relationship between the arts (painting, sculpture, architecture, applied arts) and technological change in the industrial era, roughly covering the period between 1750 and the present. *3 credits.*

ARTH 1130 Folk Art in America

A study of weather vanes, figureheads, cigar store Indians, paintings and other works by native artists. *3 credits.*

ARTH 2141-2144 Special Topics in Art History

Selected topics in art history. May be repeated for credit (under different number as topics change). *3 credits each.*

ARTH 3151-3156 Individual Studies in Art History

Study and research in individual areas selected by the student in consultation with adviser and department chair. Junior or senior art history majors. *1-6 credits.*

ARTH 3193-3194 Art Internship *3 credits each.*

The following courses are open to graduate and advanced undergraduate students. Undergraduates need the permission of the instructor to register.

ARTH 5000 Art and Human Needs in a Multicultural World

The ritual, political and personal functions of artworks in their original context. The universal roles of art across all cultures, analyzing cultural differences as well as provocative parallels between such varied works as a Zuni clay vessel and a Greek amphora, and Los Angeles' Watts towers and the west facade of Chartres Cathedral. *3 credits.*

ARTH 5001 Art Since 1945

An overview of contemporary art since the end of World War II in the Americas, Europe and the Pacific Rim. Emphasis on the contextualization of art in the political, social and cultural realm. The blur of traditional boundaries between art forms will be discussed, as well as the erasure of certain canonical properties of art, such as visibility and plasticity, (e.g., the handmade object). *3 credits.*

ARTH 5002 The Interpretation of Art

The methodology of visual interpretation, (i.e., ways to determine what and how art signifies). Includes interpretive and critical approaches to art, such as Panofskian iconology, semiology, social history, political history, feminism, psychoanalysis and reception theory. The major assignment is interpreting a work of art on several different levels. *3 credits.*

ARTH 5003 The Discriminating Eye

The role of art as object by dealing with issues of connoisseurship relative to the functions of the art museum — collecting, researching, conserving and exhibiting artifacts. How the quality of an object is determined, how the selection of objects controls our impression of an artistic epoch and how museum collections have been shaped by these kinds of judgements. Art restoration and its effect on the integrity of objects also will be discussed. *3 credits.*

ARTH 5005 History and Theory of Museums

This course will survey the history of museums and introduce students to the complex theoretical discourse that has informed

museums since their inception. Special attention will be given to the lively debate regarding the significance of museums that has gone on during the past two decades. Though the course will focus primarily on museums of art, it will also touch on history museums, historic houses, and museums of anthropology and natural history.

Fine Art, Graphic Design and Advertising Art

AART 1110 Fundamentals of Drawing

Introduction to the various media and techniques of drawing with emphasis on line, form, tone and texture in relation to composition and design. *3 credits.*

AART 1211-1214 Drawing and Painting

Various drawing and painting techniques are demonstrated in the course. Students work independently under the supervision of the instructor. One two-hour workshop a week. *2-8 credits.*

AART 1215-1216 Watercolor

Materials and methods of watercolor with experience in both opaque and transparent pigments. One two-hour workshop a week. *2-4 credits.*

AART 1217, 1227-1228 Introduction to Painting

Independent creative work under guidance of instructor. *3 credits.*

AART 1218 Outdoor Landscape Painting

Work under the guidance of the instructor on campus and in nearby locations. Offered only in Summer Session. *3 credits.*

AART 1219 Introduction to Sculpture

Freestanding and relief sculpture are modeled in terra cotta. Individual patina finishes are applied. *3 credits.*

AART 1220 Art Materials and Techniques

Examination of the qualities and nature of the materials and processes by which art is created. *3 credits.*

AART 1221-1222 Chinese Brush Painting

Introduction to the theories and techniques of Chinese painting. Emphasis on the art of line and design, control of various brushwork and asymmetrical balance of positive and negative space. One two-hour workshop a week. *2 credits each.*

AART 1223 The Art of Design

Concentrated examination of the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical applications. *3 credits.*

AART 1224-1225 Introduction to Printmaking

Introduction through lectures, demonstrations and practical work to the major intaglio, relief and stencil processes. Previous drawing experience recommended. *3 credits each.*

AART 1226 Traditional American Crafts

This course combines lectures on traditional American crafts with hands-on instruction in such techniques as paper making, trade sign painting, quilting, rug hooking and bandbox painting. *3 credits.*

AART 1311 Introduction to Advertising Art

Overview of creative and practical aspects of advertising art with projects, demonstrations and lectures on design, printing processes, typography, media, client contact. *3 credits.*

AART 2141-2145 Special Topics in Applied Art

Selected topics, designated in advance of the semester, in the area of applied art. May be repeated for credit (under different number as topics change). *3 credits each.*

AART 2210 Advanced Drawing

Individual projects using a variety of drawing media and techniques, resulting in a portfolio presentation. Prerequisite: AART 1110 or permission of instructor. *3 credits.*

AART 2220 Figure Drawing

Introductory course in drawing the human figure, employing the use of male and female models. Comprehensive study of the nude human figure and its relation to painting. *3 credits.*

AART 2230 Illustration

Introduction to graphic illustration. Develop basic illustrative techniques with a focus on basic composition, drawing and simple rendering techniques used in client-based illustration. *3 credits.*

AART 2232 Photography in Advertising

A critical exploration of the structure, design and meaning of the photographic image and its uses in advertising. The techniques and aesthetics of photographic image making and its possibilities for graphic design and advertising are analyzed. Practical exercises are designed to stimulate creative seeing and visual thinking. Students will provide 35 mm SLR camera, transparency film and processing. *3 credits.*

AART 2233 Layout and Lettering

Course will focus on basic use of letter forms and words as design elements in visual communication projects. Students will gain an understanding of historical roots of modern typography and use this knowledge to design logos, one page and multiple page designs for editorial, advertising, corporate and institutional design projects. *3 credits.*

AART 2311 Advanced Advertising Art

Instruction in successful union of concept, type and image as they are combined in designing a wide range of print applications in corporate, advertising and institutional areas. Prerequisite: AART 1311. *3 credits.*

AART 2312 Two-Dimensional Computer Design

Introduction to computer graphics using basic draw and paint software programs. Image and type manipulators for graphic design applications will be taught through lectures, seminars, and hands-on experience. *3 credits.*

AART 2314 Computer-Assisted Illustration

Course in generating digital illustrations from sketches, tracings and photographs. Drawing and painting software will be used to create illustrations for diverse graphic design applications with emphasis on creativity and composition. *3 credits.*

AART 2315-2316 Web Design I, II

Utilizing programs such as Macromedia's Flash and Dreamweaver, students will create dynamic Web pages incorporating animation, video, audio and interactivity. Each student will be expected to complete a fully functional site by the end of the course. *3 credits.*

AART 3161-3166 Individual Studies in Art

Independent work under the guidance of the instructor. Prerequisite: 6 credits in studio art and permission of department chair. *Credits to be arranged.*

AART 3193-3195 Art Internship

Pass/Fail option only. *3-6 credits.*

AART 3311 Advertising Production Lab

Prepares students to produce a wide range of design solutions and formats using computer software to generate artwork ready for print production. Printing industry standards and terminology will be stressed. *3 credits.*

AART 3894 Art Co-op I**AART 3895 Art Co-op II****AART 3896 Art Co-op III**

(See Co-op Adviser.) *3 credits.*

AART 4312 Advertising Art Portfolio

Comprehensive methods and techniques enabling students to best present their resumes and portfolios. *3 credits.*

Applied Music**MUAP 1011-1012 Beginning Piano I - II**

Group piano instruction for beginners, taught in electronic piano lab. One two-hour class per week. Prerequisite to private piano lessons. *2 credits each.*

MUAP 1131 Beginning Voice

Group voice instruction for beginners. One two-hour class per week. Prerequisite to private voice lessons. *2 credits.*

MUAP 1141-1148 Band

Brass and woodwinds ensemble, which plays a varied repertoire from classical to contemporary music. One or more performances a semester. *1 credit each.*

MUAP 1151-1158 Chorus

Study and performance of choral music from the Renaissance to the present. Includes development of choral skills such as sight reading, intonation, establishing a good choral tone and vocal color. Audition required. *1 credit each.*

MUAP 1161-1168 Vocal Chamber Ensemble

Auditioned vocal ensemble for advanced singers. Audition required. Membership in University chorus required. *1 credit each.*

MUAP 1171 Sight Singing and Ear Training

Basic solfège course that offers training in singing simple melodies, intervals, scales and triads using fixed and movable do. Students are given drills in identifying scales, rhythms, intervals and basic chords. *2 credits.*

MUAP 1172 Opera/Musical Theater

Preparation of arias and vocal ensembles for the purpose of stage presentation. *1 credit.*

MUAP 1182 Conducting Techniques for Vocal Ensembles

Practical training in the conducting of vocal ensembles. *2 credits.*

MUAP 1183-1190 Instrumental Chamber Ensemble

Instrumental chamber ensemble for auditioned intermediate or advanced instrumentalists. Combinations (duos, trios, quartets, etc.) will be formed on the basis of availability of instruments and students' interest. *1 credit each.*

MUAP 1291-1294 Beginning Instruments

Group instrumental lessons on wind, string or percussion instruments. The courses are designed for beginners, in an ensemble situation. *2 credits each.*

MUAP 2141-2144 Special Topics in Applied Music

Selected topics, designated in advance of the semester, in the area of applied music. May be repeated for credit (under different number as topics change). *3 credits.*

MUAP 2211-2219 Private Piano Instruction/Majors

Private lesson, 1 hour per week. Prerequisite: MUAP 1011-1012 Beginning Piano I and II, or permission of department upon successful audition. *2 credits each.*

MUAP 2231-2239 Private Voice Instruction/Majors

Private lesson, 1 hour per week. Prerequisite: MUAP 1131 Beginning Voice, or permission of department upon successful audition. *2 credits each.*

MUAP 3181-3186 Individual Studies in Applied Music

Independent work under the guidance of the instructor. For exceptional students only. Prerequisite: permission of chair. *1-6 credits.*

MUAP 3193-3194 Music Internship

Course acquaints music majors with the music industry in its different forms, (i.e., concert management, the recording industry, music broadcasting, etc.). Internships in any of these areas are extremely useful for students and may set them on a career path. *3 credits each.*

MUAP 3291-3299 Private Brass Instruction

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. *2 credits each.*

MUAP 3391-3399 Private Woodwinds Instruction

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. *2 credits each.*

MUAP 3491-3499 Private Strings Instruction

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. *2 credits each.*

MUAP 3591-3599 Private Percussion Instruction

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. *2 credits each.*

MUAP 3691-3699 Private Organ Instruction

Private lesson, 1 hour per week. Prerequisite: MUAP 1011 Beginning Piano I or permission of department upon successful audition. *2 credits each.*

Music History**MUHI 1102 Music and Civilization**

Approach to the history of music from the viewpoint of art, literature, politics and education from Greek civilization to the present. *3 credits.*

MUHI 1108 Music of America

Survey of music from colonial times to present, with special emphasis on 19th-century romanticists and 20th-century neoclassicists. *3 credits.*

MUHI 1113 Symphonic Music

Growth and principal literature of symphonic music from the 18th century to the present. Equal emphasis on parallel development of the symphony orchestra. *3 credits.*

MUHI 1114 Music in the Baroque Era

Study of choral and instrumental forms and styles of the period of Bach and Handel. *3 credits.*

MUHI 1115 Music in the Classical Era

The Golden Age of music (1750-1827). Emphasis on the three great masters: Haydn, Mozart and Beethoven. *3 credits.*

MUHI 1116 The Art of Beethoven

Inner and outer world of the most magnetic genius of music. *3 credits.*

MUHI 1117 Music in the Romantic Era

Concepts of romanticism as revealed through music. Study of art songs, operas, symphonies, program music and piano music of the 19th century. *3 credits.*

MUHI 1118 Music in the Modern Era

Styles, modes and concepts in modern music from post-romantic trends to electronic and aleatory music. *3 credits.*

MUHI 1119 History of Opera

Survey of operatic trends from 1600 to present. Concentration on the works of Mozart, Verdi, Wagner, Puccini and Strauss. *3 credits.*

MUHI 1120 Richard Wagner

Study of his art, philosophy and life. Emphasis on the Ring of the Nibelung. *3 credits.*

MUHI 1121 Contemporary Music

Evolution of modern music exemplified in the works of selected contemporary composers. *3 credits.*

MUHI 1122 Charles Ives and the Pioneers of 20th-Century American Music

Music and philosophy of Ives, one of the music pioneers of this century. The American avant garde. *3 credits.*

MUHI 1133 Jazz and Rock

Survey of the two major areas of American popular music: Jazz and Rock. Analysis of their roots, development and style will be covered. *3 credits.*

MUHI 1134 Music of Broadway

Survey of the music presented on the "Great White Way" from 1750 to the present, including a look at the minstrels, operettas, reviews, follies, vaudeville and musical plays, as well as the famous musicals that have appealed to Americans since 1939. *3 credits.*

MUHI 1135 Music of Russia from 1850 to Present

Study of Russian music from romantic nationalism to modern Soviet realism. Survey of the important musical contributions from Glinka to Shostakovich. *3 credits.*

MUHI 1137 Gregorian Chant: Notation Methods of Singing, Direction

Study of plain chant as it developed in the Church: the singing, the history, the interpretation and the relationship to the liturgy. *3 credits.*

MUHI 2110 Introduction to Music History

Survey of music history from Gregorian chant to the 20th century, with special emphasis on listening skills and score reading and musical analysis. Designed to introduce students to fundamental musical concepts, forms and genres. For music majors and minors, as well as interested students who read music and have the permission of the instructor. *3 credits.*

MUHI 2141-2144 Special Topics in Music History

Selected topics in music history. May be repeated for credit (under different number as topics change). *3 credits each.*

MUHI 3171-3176 Individual Studies in Music History

Study and research in individual areas selected by the student in consultation with adviser and department chair. Prerequisite: 6 credits in music. Course open to graduate and advanced undergraduate students. *1-6 credits.*

Music Theory**MUTH 1011 Fundamentals of Music**

Learn to read music by studying fundamentals (note reading, rhythm, intervals, scales and chords). Minors and non-musicians welcome. *3 credits.*

MUTH 1111 Theory of Music I

Comprehensive study of musical notation: sight singing, melodic and rhythmic dictation, basic analysis of triads, inversions, phrase structure and the technique employed in harmonization. *3 credits.*

MUTH 2111 Theory of Music II

Comprehensive study of harmony including harmonic and rhythmic dictation, advanced sight-singing, study of seventh chords, secondary dominants, modulation to closely related and foreign keys plus advanced four-part analysis. *3 credits.*

MUTH 3111 Theory of Music III

Basic study of the techniques used in instrumental and vocal music composition. Basic form and practical implementation of rules of composition. *3 credits.*

MUTH 4111 Theory of Music IV

Study of arranging and orchestration skills utilized in choral and instrumental music. Techniques in doubling, orchestration for large and small ensembles as well as copyright laws and how to be published. *3 credits.*

MUTH 2141-2144 Special Topics in Music Theory and Analysis
3 credits each.

MUTH 3131-3144 Special Topics in Music Composition

1-3 credits.

MUTH 4171-4176 Individual Studies in Music Theory

1-6 credits.

MUTH 5171-5176 Individual Studies in Music Composition

1-6 credits.

Department of Asian Studies

Fahy Hall
(973) 761-9464
artsci.shu.edu/asian

Faculty: Brown; Leung; Mattos (*Chair*); Osuka (*Undergraduate Adviser, Co-op Adviser*).

Faculty Emeriti: Blakeley; Kikuoka; Ma; Yang; Young.

The Department of Asian Studies offers programs of study leading to the degrees Bachelor of Arts and Master of Arts. The major program provides students with training in the languages and cultures of Asia, leading to careers in government, international services, research, teaching or business, as well as advanced graduate study.

The languages offered by the department are Arabic, Chinese (Mandarin), Japanese and Filipino. Area courses cover the civilizations and affairs of Asia, with emphasis on China, Japan and Korea.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 48 credits in Asian Studies.

Departmental Requirements

I. Language Courses

24 credits in a single Asian language

II. Area Courses

24 credits in area studies, 12 of which must include the following:

- | | |
|-----------------|--|
| ASIA 3127, 3128 | History of Traditional China,
History of Modern China |
| ASIA 3129, 3130 | History of Traditional Japan,
History of Modern Japan |

Select 6 credits in social science courses from among the following:

- | | |
|-----------|--|
| ASIA 2112 | Geography of Asia |
| ASIA 2114 | China in World Affairs |
| ASIA 3114 | Asian Politics |
| ASIA 3115 | Asian Social Life |
| ASIA 3131 | Contemporary Chinese Politics |
| ASIA 3132 | Contemporary Japan
and other approved courses |

Select 6 credits in humanities courses from among the following:

- | | |
|----------------|--|
| ASIA 1101 | World Religions |
| ASIA 1111 | Zen and Yoga |
| ASIA 2101-2102 | Asian Literature in English Translation I-II |
| ASIA 3101 | History of Asian Religious Reflections
and other approved courses |

Minor Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, students minoring in Asian studies must complete a total of 21 credits in the field.

Track A

Required Courses:

ASIA 3102 History of Traditional Asia

ASIA 3103 History of Modern Asia

Select another Asian area studies course

9 credits

Electives

Chinese or Japanese language courses (12 credits) or Asian Area Studies (12 credits: Concentration in China, Japan or Korea)

Track B

Completion of 18 credits in one Asian language and one Asian Area Studies Course (3 credits).

Course Descriptions

Arabic

ARAB 1011-1012 Introductory Modern Standard Arabic I-II

Learning the basic skills of Modern Standard Arabic: pronunciation and writing. Stress on listening comprehension and the ability to communicate in everyday situations through classroom practice and drills, reinforced with audio-visual materials and Internet and computer programs. Special emphasis will be placed on interactive learning. Prerequisites: for ARAB 1011, none; for ARAB 1012, ARAB 1011 or equivalent. 3 credits each.

Chinese

CHIN 1102-1103 Introductory Conversational Chinese I-II

Mastery of the basic skills of modern spoken Mandarin Chinese: Pinyin romanization, pronunciation, basic sentence patterns and vocabulary. Stress on listening comprehension and the ability to communicate in everyday situations. 3 credits each.

CHIN 1104-1105 Introductory Chinese Reading I-II

Mastery of the 600 most commonly used characters and the vocabulary arising from their combinations. Study of simple colloquial texts as a supplement to the basic sentence patterns of spoken Chinese. Pre- or corequisites: CHIN 1102-1103. 3 credits each.

CHIN 1106-1107 Introductory Interactive Chinese I-II

A laboratory course designed to supplement CHIN 1104-1105 that focuses on reinforcing development of the four skills through multifaceted interactive programs on computer. Corequisites: CHIN 1104-1105. 1 credit each.

CHIN 2101-2102 Intermediate Conversational Chinese I-II

Attainment of the ability to communicate in a variety of social situations. Vocabulary building and mastery of more complex sentence patterns of modern spoken Mandarin through classroom practice and drills. Prerequisites: CHIN 1102-1103. 3 credits each.

CHIN 2103-2104 Intermediate Chinese Reading I-II

Mastery of 600 additional Chinese characters and their combinations. Reading of texts in colloquial Chinese, as reinforcement to

grammar and syntax. Pre- or corequisites: CHIN 2101-2102. *3 credits each.*

CHIN 2106-2107 Intermediate Interactive Chinese I-II

A laboratory course designed to supplement CHIN 2103-2104 that focuses on reinforcing development of the four skills through multifaceted interactive programs on computer. Prerequisites: CHIN 1106-1107 and Corequisites: CHIN 2103-2104. *1 credit each.*

CHIN 3101-3102 Advanced Chinese Conversation and Reading I-II

Mastery of 600 additional characters. Exercises in advanced written materials in modern colloquial Chinese. Practice leading to a high level of oral expression. Prerequisites: CHIN 2102 and 2104. *6 credits.*

CHIN 3211-3212 Readings in Classical Chinese I-II

Introduction to classical Chinese through selected readings, with emphasis on classical grammar and syntax. Prerequisite: CHIN 3102. *3 credits each.*

CHIN 3213-3214 Readings in Modern Chinese I-II

Selected readings in modern Chinese materials in the social sciences and humanities. Prerequisite: CHIN 3102. *3 credits each.*

CHIN 3215-3216 Chinese Newspaper Readings I-II

Introduction to journalistic writings, including materials selected from newspapers and magazines. Prerequisite: CHIN 2112 or 2102. *3 credits each.*

Filipino

FILI 1011-1012 Introductory Filipino I-II

Mastery of the basic features of Filipino and development of the four skills (comprehension, speaking, reading and writing) through classroom practice and drills, reinforced with audio-visual materials and exercises. Special emphasis will be placed on mastering the sound system of Filipino. *3 credits each.*

FILI 2011-2012 Intermediate Filipino I-II

Develops further the speaking and reading skills learned in Introductory Filipino I and II. The courses focus on standard Filipino grammar and the construction of complex sentences. Readings from periodicals on Philippine culture will serve as the springboard for instruction. Prerequisites: FILI 1012. *3 credits each.*

Japanese

JAPN 1101 Intensive Introductory Japanese

Intensive study of modern Japanese. Accelerated course developing the proficiency-oriented linguistic skills of listening, speaking, reading and writing (Hiragana, Katakana and Kanji) mainly through computer-aided learning methods. *6 credits.*

JAPN 1102-1103 Introductory Japanese I-II

Modern Japanese. Mastery of the basic proficiency-oriented linguistic skills of listening, speaking, reading and writing (Hiragana, Katakana and Kanji) mainly through computer-aided learning methods. *3 credits each.*

JAPN 2101-2102 Intermediate Japanese I-II

Review of the essentials of grammar and vocabulary. More advanced study with emphasis on listening, speaking, reading and writing. Prerequisite for JAPN 2101: JAPN 1103. Prerequisite for JAPN 2102: JAPN 2101. *3 credits each.*

JAPN 2111 Intensive Intermediate Japanese

More advanced study, with emphasis on speaking, vocabulary building, reading and grammar. Prerequisite: JAPN 1101. *6 credits.*

JAPN 3111-3112 Third-Level Japanese I-II

Continuation of the four skills development in Japanese. Emphasis on reading. Prerequisites for JAPN 3111: JAPN 2111 or 2102. Prerequisite for JAPN 3112: JAPN 3111. *3 credits each.*

JAPN 3113-3114 Introduction to Readings in Japanese I-II

Intermediate level readings. Emphasis on modern Japanese in the various disciplines. Prerequisite: JAPN 2111 or JAPN 2102. *3 credits each.*

JAPN 3211-3212 Business Japanese I-II

Emphasis on conversation and reading in business-related materials. Includes basic business correspondence. (For students who have reached the third-year level in Japanese language.) Prerequisite: JAPN 2111 or JAPN 2102. *3 credits each.*

Asian Area Studies

ASIA 1101 (RELS 1402) World Religions

Basic issues in major faith traditions of the world. Special emphasis on the religious experience as expressed in sacred literature and specific world views and mythologies. Considerations of traditional rituals and symbols as well as nontraditional forms used to express response to the sacred. *3 credits.*

ASIA 1111 Zen and Yoga

Rise of Zen in China and Japan; development of Yoga in India. Students learn the actual exercises and postures of Zen and Yoga. *3 credits.*

ASIA 2101-2102 (ENGL 3608-3609) Asian Literature in English Translation I-II

Appreciation of Asian literature. Readings and analysis. Part I: traditional literature (5th century B.C. to 18th century A.D.). Part II: modern literature (19th and 20th centuries). *3 credits each.*

ASIA 2112 Geography of Asia

Physical environment and human problems of Asia. Emphasis on China, Japan, India and parts of the former Soviet Union. *3 credits.*

ASIA 2114 China in World Affairs

General survey of China's foreign relations in the 20th century, particularly in the post-1949 period. China's relations with the United States, Russia and Third World countries. *3 credits.*

ASIA 2115 Japan and the United States

A comparison of the Japanese and American political, economic and social systems; an exploration of the political and economic relations between the two nations. Special attention is focused on

United States-Japan cooperation and competition in the 1990s and into the 21st century. *3 credits.*

ASIA 2116 China and the United States

Survey of relations between China and the United States during the 20th-century, particularly from the Cold War period on. Emphasis on current issues in U.S.-China relations. Topics covered include: U.S. relations with the Chinese Nationalist and Communist governments; Sino-American detente; diplomatic normalization of the Sino-American relationship; relations with Taiwan and Hong Kong; trade and human rights issues; the impact of Tiananmen on America's relations with China; and new challenges of the 21st century. *3 credits*

ASIA 3101 (RELS 1403) History of Asian Religious Reflections

Origin and development of religious speculations in India from the Vedic period to Shankara; in China from Confucius to Chu Hsi; in Japan from Nara to the Meiji periods. *3 credits.*

ASIA 3102 (HIST 1601) History of Traditional Asia

A survey of the historical development of the major Asian civilizations (ancient Near East, India, China, Japan, Korea), primarily pre-modern. *3 credits.*

ASIA 3103 (HIST 1602) History of Modern Asia

Asian history and culture from the 19th century to the present. *3 credits.*

ASIA 3113 Eastern Mysticism

Compares the Western model of "spiritual journey," the intuitive approach of the Upanishads, the devotional orientation of the Bhagavad-Gita, and the Yogic path of spiritual transformation. The early Buddhist notion of "nirvana" and subsequent Zen emphases. The Chinese search for "Tao" and "li." *3 credits.*

ASIA 3114 Asian Politics

Political systems and behavior in modern Japan, China, India and Southeast Asia. *3 credits.*

ASIA 3115 Asian Social Life

Asian social institutions and customs, ethnic relations and family life. *3 credits.*

ASIA 3119 The Holy Books of India

Vedas, Upanishads, Ramayana, Yoga-Sutras, and the Vedanta Sutra of the Hindu tradition. Selections from the Pali canon of the Buddhist tradition. *3 credits.*

ASIA 3127 (HIST 2621) History of Traditional China

From the origins to 1800 A.D. Political, social and intellectual characteristics of Chinese civilization. *3 credits.*

ASIA 3128 (HIST 2651) History of Modern China

Transformation and continuity in China since 1800. *3 credits.*

ASIA 3129 (HIST 2622) History of Traditional Japan

Origins to 1800 A.D. Periods of aristocratic and military dominance, the "Christian century," and the isolation of Japan in the Tokugawa period. *3 credits.*

ASIA 3130 (HIST 2652) History of Modern Japan

1800 to the present. Beginning with the breakup of Tokugawa isolation through Japan's present-day modernization. *3 credits.*

ASIA 3131 (POLS 2616) Contemporary Chinese Politics

Analysis of the political system of China; present trends and future prospects. *3 credits.*

ASIA 3132 Contemporary Japan

Interdisciplinary survey of Japanese life. Social, psychological and other forces in the makeup of the Japanese people and lifestyle. *3 credits.*

ASIA 3133 Contemporary China

With a population of some 1.3 billion, China's open-door policy, begun in the late 1970s, has produced significant and far-reaching changes in its society and economy. This introductory course focuses on contemporary transformations of the world's largest Communist country: changes in social values and structure; lifestyle; people's attitudes; foreign investments; special economic zones; economic transactions; and the emergence of private enterprises. Lecture supplemented by video, Internet and CD-ROM resources. *3 credits.*

ASIA 3134 China and Japan: Diplomacy, Politics and Economy

A survey of Chinese-Japanese political, economic and cultural relations and comparison of the Chinese and Japanese political systems. Special attention to economic and political developments in contemporary China and Japan, and to major issues and problems in China-Japan political and economic relations during the 1990s and into the 21st century. *3 credits.*

ASIA 3211 Foreign Business Operations

The special circumstances under which an American firm operates abroad: social customs, political environment, and linguistic and cultural problems. Economic, financial, legal and management issues peculiar to foreign operations. Problems in foreign exchange, international finance, marketing and human resources management. The management of foreign investments, joint ventures and foreign subsidiaries. Technology transfer, foreign trade operations and the protection of intellectual property abroad. International economic policy and international corporate financial management. *3 credits.*

ASIA 3214 International Business and Trade

Introduction to international business with emphasis on international trade. The world business environment and the economic, financial, political and cultural factors affecting foreign trade will be discussed. Special attention is given to marketing opportunities in the Far East and U.S. trade with Asia. Both theory and practical applications of foreign trade problems and practices are covered. *3 credits.*

ASIA 3894 Asian Studies Co-op I

ASIA 3895 Asian Studies Co-op II

ASIA 3896 Asian Studies Co-op III

(See Co-op Adviser). *3 credits.*

Linguistics and Bilingual Education

ASIA 3143 Methods of Teaching Chinese and Japanese

Trends in methodology; basic theories concerning language and its teaching. Aims to develop skills and special techniques necessary for good teaching and use of a language laboratory. *3 credits.*

ASIA 3148 Contemporary Social Problems in the Asian Community and Asian Bilingual Children

Contemporary socioeconomic problems affecting the socialization and biculturalization of the Asian bilingual/bicultural children. Conducted bilingually. *3 credits.*

Directed Studies

ASIA 5190-5199 Directed Studies

Selected readings in each student's field of concentration under the direction of a faculty member on an individual basis. Also included are some courses in language and new course offerings. Please request a listing from the department. *3 credits each semester.*

Interdisciplinary Studies

IDIS 1101-1102 Traditional Cultures of the Non-Western World I-II

Multidisciplinary, interdepartmental team-taught survey of the major traditional cultures of Asia, Africa and the Americas. Survey of history, society, government, philosophy, religion, economy and arts. Background to understanding the cultures of the modern Third World. Applicable to section E3 of the core curriculum. *6 credits.*

Department of Biology

McNulty Hall
(973) 761-9044

artsci.shu.edu/biology

Faculty: Ahmad; Bentivegna; Blake; Chang (*Chair, Director of Biology Dual Degree Programs and Director of Biology Honors Program*); Glenn; Hsu (*Co-op Adviser and Director of Health Professions*); Ko; Krause; Moldow; Rawn; Ruscigno.

The Department of Biology offers programs of study leading to the degrees Bachelor of Science and Master of Science in Biology (also available with a Neuroscience track), Master of Science in Microbiology and three dual degree programs: Physical Therapy (B.S./D.P.T.), Physician Assistant (B.S./M.S.P.A.) and Athletic Training (B.S./M.S.A.T.).

At the undergraduate level, the Department of Biology also offers two new interdisciplinary minor programs in environmental studies and environmental sciences, respectively, that are listed under Interdisciplinary Minors on page 161.

Honors Program

The Biology Honors Program offers the opportunity for students to work closely with faculty members on sustained research projects, leading to the presentation of their work at scientific forums, abstract presentations and published papers. The Biology Honors Program is open to students with a minimum GPA of 3.0 in science courses. Students must complete at least 8 credits of biology research under the direction of a faculty member (2181, 3191, 3192, 3193, 3194*, 4186) and present their work at two scientific forums. From these credits in the Honors Program, 4 may be applied as biology electives in completing the 19 elective credits needed for the major, the remaining 4-6 credits will be counted as general electives. Honors students also will receive training in the responsible conduct of research and are encouraged to continue their research over the summer.

* *optional*

Advanced Placement

Students with a score of 3 or higher in the Biology Advanced Placement Exam may waive the natural science requirement of the arts and sciences core curriculum. The credits are assigned to BIOL 1101 and BIOL 1111. These two courses are not part of the requirements for biology majors.

Major Program

The undergraduate major in biology provides a strong background in the physical biological sciences in preparation for careers in any area of biology, medicine, dentistry and related professions. It is sufficiently flexible and open to ensure the scheduling of arts and humanities courses for a broad cultural education. Through elective courses, the program gives students the opportunity to become familiar with different specialized areas of biology and to engage in independent library or laboratory research.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the Bachelor of Science in Biology must complete a minimum of 64 credits in biology, chemistry, mathematics and physics.

Each student in the major is assigned a faculty member who serves as adviser throughout the student's undergraduate years. The adviser provides continuity of information and guidance to help plan the student's academic program, evaluate progress, explore career goals. While all students are required to schedule certain courses (see departmental requirements), each student selects courses and develops a specific program in consultation with the academic adviser.

Successful completion of the New Jersey Basic Skills Computation and Algebra tests, or equivalent tests administered by the Seton Hall University mathematics department, is prerequisite to all courses listed.

Department Requirements

The following specific courses must be completed:

		Credits
BIOL 1201-1202	General Biology Organism/Cell	8
BIOL 2211	Genetics	4
BIOL 4197	Senior Biology Seminar	1
BIOL	Elective courses in Biology	19
CHEM 1103-1104	General Chemistry I-II	8
CHEM 2311-2312	Organic Chemistry I-II	8
MATH 1401-1411	Calculus I-II	8
PHYS 1701-1702	General Physics I-II	6
PHYS 1811-1812	Physics Laboratory I-II	2

BIOL 1201, 1202, and 2211 are prerequisites for all biology major elective courses. Individual courses may have additional prerequisites as shown in the course descriptions. Students must check with biology department advisers to make sure courses are acceptable before registering.

To continue as a biology major after earning 60 credits, a student must have a 2.0 GPA in the departmental requirements (biology, chemistry, math, physics courses). The student will be given one semester of probation before being removed as a biology major. Note that the university requires a 2.0 GPA (minimum "C" average) in the major and overall in order to graduate.

A Model 4-Year Plan**First Year****Fall Semester**

		Credits
BIOL 1201	General Biology/Organism	4
CHEM 1103	General Chemistry I	4
ENGL 1201	College English I	3
MATH 1015	Pre-Calculus Mathematic Algebra and Trigonometry	4
or		
MATH 1401	Calculus I	4
	College Study Skills	1

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1104	General Chemistry II	4
ENGL 1202	College English II	3
MATH 1411	Calculus II	4

Second Year**Fall Semester**

BIOL 2211	Genetics	4
CHEM 2311	Organic Chemistry I	4
	Core	3
	Core	3
	Core	3

Spring Semester

CHEM 2312	Organic Chemistry II	4
Biology Elective Course; choose from:		
BIOL 2221	Cell Biology	3
BIOL 2222	Cell Biology Laboratory	1
	or	
BIOL 3212	Evolution	3
	Core	3
	Core	3
	Core	3

Third Year**Fall Semester**

PHYS 1701	General Physics I	3
PHYS 1811	Physics Laboratory I	1
Biology Elective Course; choose from:		
BIOL 3321	Vertebrate Physiology	4
	or	
BIOL 3411	Microbiology	4
	or	
BIOL 3341	Environmental Toxicology	3
	Core	3
	Core	3
	Core	3

Spring Semester

PHYS 1702	General Physics II	3
PHYS 1812	General Physics Lab II	1
Biology Elective Course; choose from:		
BIOL 3241	Introduction to Immunology	4
	or	
BIOL 3234	Molecular Biology	4
	or	
BIOL 2331	Histology*	4
	Core	3
	Core	3
	Core	3

Fourth Year**Fall Semester**

BIOL 4197	Biology Senior Seminar	1
Biology Elective Course; choose from:		
BIOL 3341	Environmental Toxicology	3
	or	
BIOL 3411	Microbiology	4
	or	
BIOL 3233	Metabolic Pathways in Living Systems	3
	or	
BIOL 2341	Ecology	4
	or	
Any graduate level course**		
	Core	3
	Core	3
	Core	3

Spring Semester

BIOL 4197***	Biology Senior Seminar	1
Biology Elective Course; choose from:		
BIOL 3241	Introduction to Immunology	4
or		
BIOL 3234	Molecular Biology	4
or		
BIOL 3323	Vertebrate Endocrinology	3
or		
BIOL 3333	Embryology*	4
or		
Any graduate level course		
	Core	3
	Core	3
	Core	3

* Histology and Embryology are offered every other year alternatively.
 ** See Graduate Catalogue for course listings.
 *** Seniors will take Biology Senior Seminar either in the Fall or Spring.

Minor Programs

These interdisciplinary minor programs are described on page 161.

- Environmental Science
- Environmental Studies

Professional Programs

For information on Health Professions see the Health Professions/Pre-Medical and Pre-Dental Advisory Committee on page 59.

Physical Therapy

The Department of Biology offers a 3 + 4 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy. This seven-year program offers select students an opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization.

Physical therapists have the rewarding opportunity to make a positive difference in the quality of people’s lives. Along with the patient and other healthcare practitioners, the physical therapist shares the hard work and commitment needed to accomplish each individual patient’s goals.

For people with health problems resulting from an injury or disease, the physical therapist assists in the recovery process making them stronger, relieving their pain and helping them to regain use of an affected limb, or relearn such daily living activities as walking and dressing.

Another role of the physical therapist is keeping people well and safe from injury. Physical therapists do this by teaching people the importance of fitness and showing them how to avoid hurting their bodies at work or play. By designing and supervising individualized conditioning programs, physical therapists promote optimal physical performance. Physical therapy practice is centered on patient care and may include education, research and administrative activities.

Admission Criteria

Admission to the program is open to applicants who have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

Applicants are encouraged to volunteer or work under the supervision of a physical therapist in a local hospital or other healthcare setting to strengthen interpersonal skills as well as to develop an understanding of the needs and capabilities of patients and the role of physical therapists.

The combined B.S./Doctor of Physical Therapy program is unique because it accepts students for enrollment in the entire program. Students who maintain the required GPA as undergraduates are guaranteed admission into the final four years of the professional studies. Due to a limit on the number of physical therapy students in each entering freshman class, admission into the program is extremely selective.

Program Requirements

Students who maintain the required GPA of 3.0 overall and 3.0 in the prerequisite courses (A&P I and II, Biology I, Chemistry I and II, Physics I and II, English I, Oral Communication, Calculus I, Social Science, Psychology - with no grades less than “C” in prerequisite courses) during each academic semester, and complete the course requirements within the Department of Biology, will enter the professional phase of the program after their junior year. Prior to admission into the fourth year, students must complete 50 hours of volunteer work under the supervision of a physical therapist. This volunteer experience will allow students to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of physical therapists. The volunteer work can be satisfied at any time prior to admission into the fourth year.

First Year

Fall Semester		Credits
BIOL 1201	General Biology/Organism	4
CHEM 1103	General Chemistry I	4
ENGL 1201	College English I	3
MATH 1401	Calculus I	4
SKIL 1104	Study Skills	1

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1104	General Chemistry II	4
ENGL 1202	College English II	3
MATH 1411	Calculus II	4

Second Year**Fall Semester**

BIOL 2211	Genetics	4
CHEM 2311	Organic Chemistry I	4
PSYC 1101	Introduction to Psychology	3
or		
PSYC 1105	Principles of Psychology I	
	American/Third World Civilization (E.3)*	3
	Language (E.2*)	3

Spring Semester

BIOL 2221-2222	Cell Biology/Laboratory	4
CHEM 2312	Organic Chemistry II	4
	American/Third World Civilization (E.3)*	3
	Language (E.2*)	3
	Philosophy (G.)*	3

Summer Semester

	Behavioral Science (D.2)*	3
	Ethical Questions (F.)*	3

Third Year**Fall Semester**

BIOL 3338	Human Anatomy and Physiology I	4
PHYS 1701-1811	General Physics I/Physics Laboratory I	4
	Biology elective – not Physiology	4
	Religion (G.)*	3
	Western Civilization (E.1)*	3

Spring Semester

BIOL 3339	Human Anatomy and Physiology II	4
COST 1600	Oral Communication	3
PHYS 1702-1812	General Physics II/Physics Laboratory II	4
	Philosophy or Religion (G.)*	3
	Western Civilization (E.1)*	3

* Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year**Fall Semester**

PTFY 4001	Functional Human Anatomy	3
PTFY 4002	Human Physiology	4
PTFY 4004	Professional Ethics	3
PTFY 4112	Surface Anatomy and Palpation	1
PTFY 4122	Principles of Teaching and Learning	2
PTFY 4123	PT Roles in Health Care	2

Spring Semester

PTFY 4005	Neuroscience	4
PTFY 4212	Kinesiology	3
PTFY 4213	Exercise Physiology	4
PTFY 4233	Basic PT Procedures	4

May Session

PTFY 4311	Embryology and Genetics	2
PTFY 4321	PsychoSocial Concepts in Health Delivery	2

Fifth Year**Fall Semester**

GDPT 6432	Life Span: Birth to Maturity	2
GDPT 6433	Orthotics and Prosthetics/Assistance	2
GDPT 6442	Orthopedic Clinical Medicine	2
GDPT 6443	Clinical Imaging	2
GDPT 6451	Research Methods	4
GDPT 6533	Musculoskeletal Problems-Extremities	4

Spring Semester

GDPT 6431	Therapeutic Biophysics	3
GDPT 6441	Pharmacology	2
GDPT 6531	Life Span: Maturity and Aging	2
GDPT 6532	Therapeutic Exercise	3
GDPT 6534	Clinical Integration Seminar I	1
GDPT 7132	Musculoskeletal Problems-Spine	4

May Session

GDPT 6661	Clinical Internship I (4 weeks)	2
-----------	---------------------------------	---

Sixth Year**Fall Semester**

GDPT 7111	Motor Control Theory	3
GDPT 7131	Management of Neuromuscular Problems	6
GDPT 7134	Clinical Integration Seminar II	1
GDPT 7141	Neurological Clinical Medicine	2
GDPT 7142	Cardiopulmonary Clinical Medicine	2
GDPT 7151	Research Project II	2

Spring Semester

GDPT 7231	Pediatric Problems	4
GDPT 7232	Geriatric Problems	2
GDPT 7233	Cardiopulmonary Problems	3
GDPT 7234	Management of Complex Problems	4
GDPT 7251	Research Project III	2

May Session

GDPT 7361	Clinical Internship II (4 weeks)	2
-----------	----------------------------------	---

Seventh Year**Fall Semester**

GDPT 7421	Healthcare Organization and Administration (3 weeks)	3
GDPT 7461	Clinical Internship III (12 weeks)	6

Spring Semester

GDPT 7521	Clinical Integration Seminar (1 week)	1
GDPT 7561	Clinical Internship IV (16 weeks)	8

Physician Assistant

The Department of Biology offers a dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant. This six-year program offers the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization.

The Bachelor of Science in Biology is awarded at the completion of four years of work and the Master of Science in Physician Assistant is awarded at the completion of the sixth year of study.

Physician assistants (PAs) are health professionals licensed to practice medicine with physician supervision. Within the physi-

cian assistant/physician relationship, PAs exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. PAs interview patients, compile patient's medical histories, perform physical examinations and, as necessary, order or perform required diagnostic laboratory tests. PAs also analyze the histories along with the physical examination results and consult with the supervising physician on the preliminary diagnosis.

After developing treatment plans, the PA confers with the supervising physician before implementing treatment. The PAs clinical role includes primary and specialty care in medical and surgical settings in rural and urban areas. PA practice is centered on patient care and may include education, research and administrative activities.

Admission Criteria

Admission to the program is open to applicants who successfully completed a high school college preparatory curriculum, including courses in the social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

Applicants are encouraged to volunteer or work in a local hospital or other healthcare setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of physician assistants.

The combined B.S./M.S. PA program is unique because it accepts students for enrollment in the entire program. Students who maintain the required GPA as an undergraduate are guaranteed admission into the final three years of professional studies. Due to a limit on the number of PA students in each entering freshman class, admission into the program is extremely selective.

Program Requirements

PA students who maintain the required GPA of 3.0 overall and 3.0 in selected courses (Anatomy and Physiology I and II, Microbiology, Chemistry I and II, Calculus I, Biology I and Psychology — with no grade less than "C" in prerequisite courses) during each academic semester and complete the course requirements within the Department of Biology will enter the professional phase of the program after their junior year. Prior to admission into the fourth year, students must complete volunteer work under the supervision of a clinician in at least one healthcare setting to strengthen interpersonal skills, and to develop an understanding of the needs and capabilities of patients and the role of physician assistants. The volunteer work can be satisfied at any time prior to admission into the fourth year.

First Year

Fall Semester		Credits
BIOL 1201	General Biology/Organism	4
CHEM 1103	General Chemistry I	4
ENGL 1201	College English I	3
MATH 1401	Calculus I	4
SKIL 1104	Study Skills	1

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1104	General Chemistry II	4
ENGL 1202	College English II	3
MATH 1411	Calculus II	4

Second Year

Fall Semester

BIOL 2211	Genetics	4
CHEM 2311	Organic Chemistry I	4
PSYC 1101	Introduction to Psychology	3
or		
PSYC 1105	Principles of Psychology I	
	American/Third World Civilization (E.3)*	3
	Language (E.2)*	3

Spring Semester

BIOL 2221-2222	Cell Biology/Laboratory	4
CHEM 2312	Organic Chemistry II	4
	American/Third World Civilization (E.3)*	3
	Language (E.2)*	3
	Philosophy (G.)*	3

Summer Semester

	Behavioral Science (D.2)*	3
	Ethical Questions (F.)*	3

Third Year

Fall Semester

BIOL 3338	Human Anatomy and Physiology I	4
BIOL 3411	Microbiology	4
PHYS 1701-1811	General Physics I/Physics Laboratory I	4
	Religion (G.)*	3
	Western Civilization (E.1)*	3

Spring Semester

BIOL 3339	Human Anatomy and Physiology II	4
COST 1600	Oral Communication	3
PHYS 1702-1812	General Physics II/Physics Laboratory II	4
	Philosophy or Religion (G.)*	3
	Western Civilization (E.1)*	3

*Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year

Fall Semester

PAFY 4001	Human Anatomy	4
PAFY 4002	Physiology	4
PAFY 4103	Health Maintenance Education	3
PAFY 4104	Psychiatry	2
PAFY 4203	Introduction to Clinical Medicine I	4

Spring Semester

PAFY 4006	Neuroscience	3
PAFY 4105	Pharmacology	3
PAFY 4107	Pathophysiology	3
PAFY 4204	Clinical and Diagnostic Methods	4
PAFY 4205	Introduction to Clinical Medicine II	4

Fifth Year**Fall Semester**

GMPA 6102	Principles of Epidemiology	3
GMPA 6201	Physiology Correlates	1
GMPA 7301	Fundamentals of Clinical Medicine	5
GMPA 7302	Nutrition	3
GMPA 7401	Clinical I	6

Spring Semester

GMPA 7303	Biomedical Ethics	3
GMPA 7402	Clinical II	15

Sixth Year**Fall Semester**

GMPA 8501	Research Methods I	3
GMPA 8503	Biostatistics	3
GMPA 8601	Internship	12

Spring Semester

GMPA 8502	Research Methods II	3
GMPA 8504	Healthcare Policy	3
GMPA 8602	Internship II	12

Athletic Training

The Department of Biology and the School of Graduate Medical Education offer a dual degree program leading to a Bachelor of Science in Biology (B.S.) and a Master of Science in Athletic Training (M.S.A.T.). This six-year program offers students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization.

Athletic trainers, with the supervision of attending and/or consulting physicians, play an integral role in sports health care. The American Medical Association (AMA) recognizes athletic training as an allied health profession. Through extensive preparation in both academic and practical experience, the athletic trainer provides athletes with services and education for injury prevention, evaluation of athletic trauma, immediate care and rehabilitation. The athletic trainer is a specialized professional of the sports medicine team who may work in a variety of settings, including secondary schools, colleges and universities, sports medicine clinics, professional sports programs and industrial settings.

The Master of Science in Athletic Training (M.S.A.T.) is intended to prepare graduates to critically analyze and convey information to patients, colleagues, and other health professionals. These clinicians will be able to provide a broad range of patient care services, as well as perform research and administrative responsibilities. The mission of the M.S.A.T. program is to prepare clinicians to provide athletes or physically active individuals with the highest quality of care in the areas of prevention, evaluation, treatment and rehabilitation.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students will develop the knowledge and skills they need to perform as entry-level practitioners, and grow and adapt to the

rapid changes in the profession and the healthcare delivery system. Upon completion of this M.S.A.T. program, students will be thoroughly prepared for the National Athletic Trainers' Association Board of Certification Examination.

Admission Criteria

Admission to the program is open to applicants who successfully completed a high school college preparatory curriculum including courses in the social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

Applicants are encouraged to volunteer or work with a Certified Athletic Trainer (ATC) in their high school, local sports medicine clinic, hospital or other healthcare setting. This experience will help strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of athletic trainers.

The combined B.S./M.S.A.T. program is unique because it accepts students for enrollment in the entire program. Students who maintain the required GPA as an undergraduate are guaranteed admission into the final three years of professional studies. Due to a limit on the number of athletic training students in each entering freshman class, admission into the program is extremely selective.

Program Requirements

Athletic training students who maintain the required GPA of 3.0 overall and 2.8 in selected courses (A&P I and II, Calculus I, Biology I, Physics I, Psychology, Sociology — with no grades less than "C" in prerequisite courses) during each academic semester and complete the course requirements within the biology department will enter the professional phase of the program after their junior year. Prior to admission into the fourth year, students must complete 50 hours of volunteer work under the supervision of a Certified Athletic Trainer in at least one healthcare setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of athletic trainer. The volunteer work can be satisfied at any time prior to admission into the fourth year.

First Year

Fall Semester		Credits
BIOL 1201	General Biology/Organism	4
CHEM 1103	General Chemistry I	4
ENGL 1201	College English I	3
MATH 1401	Calculus I	4
SKIL 1104	Study Skills	1

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1104	General Chemistry II	4
ENGL 1202	College English II	3
MATH 1411	Calculus II	4

Second Year**Fall Semester**

BIOL 2211	Genetics	4
CHEM 2311	Organic Chemistry I	4
PSYC 1101	Introduction to Psychology	3
or		
PSYC 1105	Principles of Psychology I	
	American/Third World Civilization (E.3)*	3
	Language (E.2)*	3

Spring Semester

BIOL 2221-2222	Cell Biology	4
CHEM 2312	Organic Chemistry I	4
	American/Third World Civilization (E.3)*	3
	Language (E.2)*	3
	Philosophy (G.)*	3

Summer Semester

	Behavioral Science (D.2)*	3
	Ethical Questions (F.)*	3

Third Year**Fall Semester**

BIOL 3338	Human Anatomy and Physiology I	4
PHYS 1701-1811	General Physics I/Physics Laboratory I	4
	Biology elective – not Physiology	
	Religion (G.)*	3
	Western Civilization (E.1)*	3

Spring Semester

BIOL 3339	Human Anatomy and Physiology II	4
COST 1600	Oral Communication	3
PHYS 1702-1812	General Physics II/Physics Laboratory	4
	Philosophy or Religion (G.)*	3
	Western Civilization (E.1)*	3

* Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year**Fall Semester**

ATFY 4001	Functional Human Anatomy	3
ATFY 4003	Surface Anatomy and Palpation	1
ATFY 4004	Athletic Training Principles I	3
ATFY 4005	First Aid and Emergency Response	2
ATFY 4007	Research Methods and Biostatistics	4

Spring Semester

ATFY 400X	Biomedical Ethics	3
ATFY 4011	Athletic Training Principles II	4
ATFY 4012	Procedures I (tests and measurements)	4
ATFY 4013	Kinesiology	3
ATFY 4101	Physical Agents	3

Fifth Year**Fall Semester**

GMAT 6102	Orthopedic Clinical Medicine	2
GMAT 6106	Basic Clinical Imaging	2
GMAT 6107	Practicum in Athletic Training I	3
GMAT 6112	Musculoskeletal System I - Extremities	4
GMED 6002	Human Physiology	4

Spring Semester

GMAT 6014	Exercise Physiology in Health and Disease	4
GMAT 6105	Pharmacology	2
GMAT 6111	Procedures II (Therapeutic Exercise)	3
GMAT 6114	Practicum in Athletic Training II	3
GMAT 7005	Musculoskeletal System II – Spine	4

Sixth Year**Fall Semester**

GMAT 6007	Principles of Motor Control	3
GMAT 6113	Sports Psychology	2
GMAT 7002	Practicum in Athletic Training III	3
GMAT 7210	Nutrition, Human Metabolism and Body Composition	3
GMED 6006	Healthcare Organizations	3

Spring Semester

GMAT 6015	Emergency Medical Technician	4
GMAT 7007	Research Project	3
GMAT 7008	Drugs and Physical Performance	2
GMAT 7308	Practicum in Athletic Training IV	3

Course Descriptions

Equivalent courses taken elsewhere may be accepted as prerequisites. Students should check with advisers to make sure courses are acceptable before registering.

BIOL 1201, 1202, and 2211 are prerequisites for all biology major elective courses. Individual courses may have additional prerequisites as shown in the following course descriptions. Students must check with biology department advisers to make sure courses are acceptable before registering.

From the combined course groups of Biology Honors, Independent Study and Biology Research a maximum of 4 credits may be counted toward the 32 biology credits required in the major. Any additional credits earned in those three course groups count as free electives.

BIOL 1101 Introduction to Biology

Introduction to concepts that contribute to understanding the distinctive nature and characteristics of life, its cellular, physical and chemical bases. Emphasis on the function of tissues, organs and systems of the human body. Three-hour lecture per week. (For students not majoring in the sciences). 3 credits.

BIOL 1102-1103 Human Anatomy and Physiology I-II

Introduction to the function of organ systems and their integration by the nervous and endocrine systems. Elements of structure as a basis for understanding function. Emphasis on the mechanisms of regulation of body processes that maintain life in the face of environmental change. Three-hour lecture, three-hour laboratory per week. Course sections for nurses are not for biology majors; sections

for PA/PT students can be taken by biology majors. (3 credits of the total 8 credits can be counted as biology elective credits. Both 3338 and 3339 must be completed to earn 3 credits of biology elective credit and 5 general electives.)

BIOL 1105-1106 Human Structure and Function I-II

Biology for Homosapiens, including discussions of human evolution, ecology, genetics and development; mammalian cellular, tissue, and organ structure and function; mammalian physiology emphasizing nervous and hormonal coordination necessary for homeostasis. Three-hour lecture, three-hour laboratory per week. (Primarily for psychology majors). Corequisite: MATH 1201. 4 credits each.

BIOL 1111 Introduction to Applications of Biology

A discussion of connections between the concepts and information base of biology and their applications in medicine, agriculture, ecology, genetics and other biological fields. Connections to chemistry, physics and math are shown. Students study biological foundation material from text and lectures in order to evaluate biology-related reports in newspapers, magazines and other media of public information. A free elective, for students in Intermediate Algebra who intend to take BIOL 1201/1202, and for those in Pre-Calculus who may want to strengthen their biology background before taking BIOL 1201/1202. Three-hour lecture per week. Corequisite: MATH 1014. 3 credits.

BIOL 1115-1116 Human Structure and Function I-II

Same course content as BIOL 1105-1106, but does not include lab. Three-hour lecture per week. (Primarily for psychology majors). Corequisite: MATH 1201. 3 credits each.

BIOL 1201 General Biology/Organism

Taxonomy, phylogeny, ecology and evolution of organisms. Structure and function of systems to maintain homeostasis in particular environments. Three-hour lecture, three-hour laboratory per week. Corequisite or prerequisite: MATH 1015. 4 credits.

BIOL 1202 General Biology/Cell

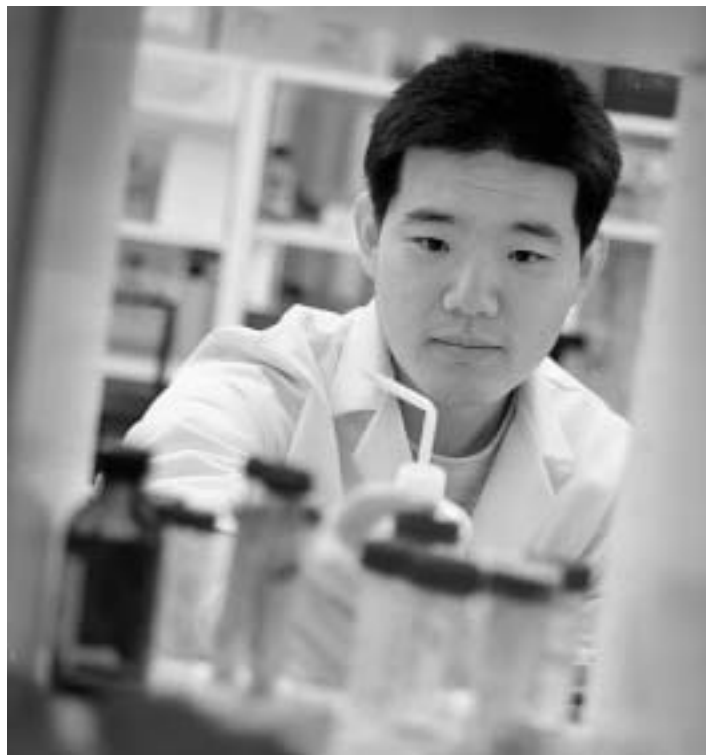
Introduction to genetics, the cellular basis of life forms, the structures and functions of biologically important molecules. Covers cellular and molecular aspects of operation of bodily systems that are treated more descriptively in BIOL 1201 (e.g., kidney function, nerve cell function, muscle contraction, hormone action and cellular recognition in immunity). Includes microscopy, permeability, molecular modeling, enzyme studies, spectrophotometry, statistics and data analysis. Three-hour lecture and four-hour laboratory per week. Prerequisite: MATH 1015. Corequisite or prerequisite: CHEM 1103. Corequisite: MATH 1401 or 1411. 4 credits.

BIOL 2111 Introduction to Microbiology

Integrated approach to the principles of bacteriology, virology and parasitology to provide a better understanding of the problems of health and disease. Three-hour lecture, two-hour laboratory per week. (Not for science majors or pre-medical/pre-dental students). Prerequisites: BIOL 1102, CHEM 1101. 4 credits.

BIOL 2121 Introduction to Ecology

Application of basic scientific laws, principles and concepts to environmental and resource problems. Scientific concepts such as matter and energy resources; soil, water and food resources; ecosystems, atmosphere and geologic processes; air and water pollution and pesticides will be studied. Problems such as



deforestation, loss of biodiversity, global warming and ozone loss will be examined. Three-hour lecture, four-hour laboratory per week. (Part of the Environmental Studies minor; not a biology major elective course.) Prerequisites: BIOL 1101 and CHEM 1001 or equivalent. 4 credits.

BIOL 2181 Biology Honors I

Use of library resources to search the literature of the biological sciences and compile bibliographies. Principles of scientific inquiry and development of scientific theories explored through discussion with faculty. Review of various research areas and topics for laboratory investigation. Class assignments and term papers. One hour per week. 1 credit.

BIOL 2211 Genetics

Fundamental principles of classic and molecular genetics. Simple inheritance patterns, cytogenetics, DNA replication, protein synthesis, regulatory mechanisms, genetic engineering and behavioral genetics. Problems of human genetics as related to genetic counseling and genetic engineering. Laboratory experiments illustrate principles of genetics using various organisms. Introduction to statistics and computers as applied to genetics. Three-hour lecture, four-hour laboratory per week. Prerequisites: BIOL 1201-1202. 4 credits.

BIOL 2221 Cell Biology

Study of the morphology and physiology of cells and cell organelles; diversity of cell types resulting from cell specialization; mechanisms by which cells reproduce, develop and evolve; methodology by which cell physiology and morphology are studied. Three hours per week. Prerequisite: BIOL 2211. 3 credits.

BIOL 2222 Cell Biology Laboratory

Microscopic and experimental examination of cell structure and function. Four hours per week. Corequisite: BIOL 2221. 1 credit.

BIOL 2331 Histology

Study of normal cells and tissues and how they are organized to form functional organ systems in humans. Laboratory involves analysis of prepared slides as well as some of the current microscopic techniques used to study cells and tissues. Lecture and labs are offered on-line. There are two face-to-face meetings with instructor for a total of four hours per week for review of lecture and lab materials. Additionally, students meet with instructors each week to review material and assess comprehension and diagnostic skills. *4 credits.*

BIOL 2341 Ecology

Adaptation of organisms to their environment; population dynamics; symbiosis; community and ecosystem structure and function; emphasis on role of microorganisms in biotransformation, element cycling and energy flow; experience in field techniques. Three-hour lecture, four-hour laboratory per week. Offered in alternate years. *4 credits.*

BIOL 3183, 3184, 3185 Biology Honors: Laboratory Research I-III

Laboratory investigation of a particular problem under the supervision of a faculty member. An oral report of research and a written abstract are presented at least once annually. *2 credits each.*

BIOL 3191-3194 Biology Research I-IV

Methods of original laboratory investigation and research projects. Hours by arrangement. (Limited to juniors and seniors selected by the faculty. Arrangements must be made and permission obtained prior to registration). *2 credits each.* A maximum of 8 credits is permitted in BIOL 3191-3196. From the combined course groups of Biology Honors, Independent Study, and Biology Research a maximum of four credits may be counted toward the 32 biology credits required in the major. Any additional credits earned in those three course groups count as free electives. *2 credits each.*

BIOL 3195-3196 Independent Study in Biology

Insight into current biological research and, by direct contact with the staff, opportunity to examine the biological sciences as a cultural subject and a professional field. Hours by arrangement. (Limited to students selected by the faculty. Arrangements must be made and permission obtained prior to registration.) *1 credit each.* A maximum of 8 credits is permitted in BIOL 3191-3196. From the combined course groups of Biology Honors, Independent Study, and Biology Research a maximum of four credits may be counted toward the 32 biology credits required in the major. Any additional credits earned in those three course groups count as free electives. *1 credit each.*

BIOL 3212 Evolution

Population genetics; Hardy-Weinberg equilibrium; genetic variation; kinds of selection; speciation mechanism; major phylogenetic patterns; evidence for organic evolution; and modern techniques (such as biochemical, morphometric, behavioral) in population genetics and taxonomy. Three-hour lecture per week. Offered in alternate years. Prerequisite: BIOL 2211. *3 credits.*

BIOL 3233 Metabolic Pathways in Living Systems

Synthesis and degradation of organic molecules in living systems with emphasis on integration and regulation of pathways. Stresses the human organism and medical aspects of metabolism. Includes metabolic activities restricted to plants and microorganisms. Three-hour lecture per week. Prerequisite: CHEM 2312; Senior Status; 3.0 Science GPA. *3 credits.*

BIOL 3234 Molecular Biology

Study of structure and function of macromolecules. Prokaryotic and eukaryotic genome. Introduction to bacterial and bacteriophage genetics, mutations, gene structure and function. Gene expression: genetic code, transcription, translation and the regulatory system. Discussion of replication of viruses. Genetic programming: basic concepts of biotechnology. Laboratory experiments on topics presented in lecture to illustrate the basic concepts in molecular biology. Three-hour lecture and four-hour laboratory per week. Prerequisites: CHEM 2312 and either BIOL 2221 or BIOL 3411. *4 credits.*

BIOL 3241 Introduction to Immunology

Discussion of antigenicity, recognition and specificity. Development of the immune system: humoral and cell mediated responses. Cellular interactions, lymphokines and regulations. Structure and function of immunoglobulins, genetic basis of diversity, gammopathy and monoclonal antibody. Complement system, tolerance and immunosuppression. Autoimmunity and immunogenetics. Three-hour lecture and four-hour laboratory per week. Prerequisite: CHEM 2312. *4 credits.*

BIOL 3321 Vertebrate Physiology

A comprehensive coverage of the physiology of cells, organs and organ systems with emphasis on the underlying biophysical and biochemical principles of function. Organ systems, including nerve, muscle, cardiovascular, respiratory and renal, are examined from the standpoint of their regulation and role in maintenance of homeostasis. Three-hour lecture, four-hour laboratory per week. Prerequisites: CHEM 2312; or permission of instructor. *4 credits.*

BIOL 3323 Vertebrate Endocrinology

Role of hormones in coordinating homeostasis. Emphasis on neuroendocrinology, including functional neuroanatomy and neuro-chemistry. Study of the mechanism of action of hormones at the cellular and molecular levels. Review and analysis of current literature. Three-hour lecture per week. Prerequisite: CHEM 2312. Recommended: BIOL 3321. *3 credits.*

BIOL 3333 Embryology

Descriptive and experimental study of the development of vertebrates with emphasis on human development. Topics include gametogenesis, fertilization, cleavage, gastrulation, organogenesis and mechanisms involved in control of shaping, pattern formation and gene expression during development. Three-hour lecture, three-hour laboratory per week. *4 credits.*

BIOL 3338-3339 Human Anatomy and Physiology I and II

Introduction to the skeletal system and muscular system as well as the study of the various organ systems. The cardiovascular and respiratory system are covered in Part I. The nervous system, endocrine and reproductive system are also covered as well as the gastrointestinal and renal system. Metabolism is studied. Element of structure as a basis of understanding function is a key concept in this course. Two one-hour and fifteen-minute lectures and a three-hour laboratory per week. This course is designed for BIOT (PT Track), BIOP (PA Track), BIOZ (AT Track) specifically. Biology majors who are not in a PT/PA/AT track need special permission of the instructor and chairperson. BOTH BIOL 3338 and 3339 must be completed for Biology majors to earn 3 credits of biology elective credit and 5 credits of general elective credit. This course is NOT open to any other majors.

BIOL 3341 Environmental Toxicology

Introduction to principles of ecotoxicology, including toxicity of petroleum and oil, solvents and pesticides, environmental ionizing radiation, air pollution, plant and animal toxins. Soil, environmental aquatic, wildlife and occupational toxicology will be examined. Analytic and bioassay methods of detection will be studied as well as risk assessment. Three-hour lecture per week. Prerequisite: CHEM 2312. *3 credits.*

BIOL 3411 Microbiology

Microbiological theories, methods and techniques: comprehensive background in the structure, physiology and nomenclature of bacteria, yeast and fungi. Laboratory techniques used for the isolation, staining, culturing and identification of a variety of microorganisms. Three-hour lecture, four-hour laboratory per week. *4 credits.*

BIOL 3894 Biology Co-op I**BIOL 3895 Biology Co-op II****BIOL 3896 Biology Co-op III**

(See Co-op Adviser). *3 credits each.*

BIOL 4186 Biology Honors: Senior Thesis

Laboratory research carried out previously are the basis for an extensive written report. The thesis must be completed in order for any biology honors credits to be included in the 32 biology credits required in the major. *1 credit.*

BIOL 4197 Senior Biology Seminar

Seminars and discussions designed to integrate readings of the current biology literature with both written and oral presentation. Specific goals include: acquiring skills in gathering and analysis of biological information, developing confidence and expertise in presenting biology through writing and speaking, formulating a critical method of evaluating and discussing biology. In addition this seminar will be coordinated with the department's outcome assessment. For senior biology students only. *1 credit.*

BIOL 4431 Microbial Genetics

Fundamental principles. Aspects of production and selection of microbial mutants. Classic mechanisms of microbial recombination including transformation, transduction, and conjugation and recombinant DNA technology as it relates to microorganisms. Three-hour lecture. Prerequisite: BIOL 3411. *3 credits.*

Core waivers are granted for incoming students who transfer with an associate degree in biology. This holds true for BIOL, BIOT, BIOP and BIOZ students.

Department of Chemistry and Biochemistry

McNulty Hall
(973)761-9416

artsci.shu.edu/chemistry

Faculty: Fadeev; Hanson; Huchital; Kazakevich; Kelty; Maloy; Marzabadi; Murphy; Sheardy (*Chair*); Snow (*Associate Chair*); Sowa (*Co-op Adviser*).

The Department of Chemistry and Biochemistry offers programs leading to the degrees Bachelor of Science, Master of Science and Doctor of Philosophy.

The bachelor's degrees in chemistry and biochemistry are designed for undergraduate students majoring in chemistry or biochemistry, who are preparing for careers or graduate studies in chemistry, biochemistry or the health professions. The curriculum includes a rigorous study of the laws, principles and theories applied in the various branches of chemistry, and develops laboratory skills in methods of analysis, synthesis and instrumentation.

The B.S. (ACS) degrees program is approved by the Committee on Professional Training of the American Chemical Society. For further information, visit the department Web site at artsci.shu.edu/chemistry

Honors Program

The Honors Program in chemistry and biochemistry for students of exceptional ability includes seminars and preparation of a review article in sophomore and junior years. Each student prepares a senior thesis based on original research and works closely with a faculty member on a tutorial basis.

Major Programs

In addition to meeting the standards and requirements of the College of Arts and Sciences, a degree candidate must complete a minimum of 71 credits in chemistry and allied fields. In general, required courses will be taken in the order listed. However, each student's program is designed in consultation with the student's faculty adviser, who may modify the program in view of the student's background and objectives.

There are three distinct undergraduate programs in chemistry and biochemistry each leading to the B.S. degree. The first leads to a B.S. degree certified by the American Chemical Society (ACS). The second degree is not ACS certified, but allows the student more flexibility. Since fewer chemistry courses are required, the student in the second program also may concentrate on a second field, such as biology, computer science or business administration, or may take a greater variety of liberal arts courses. However, this degree is not intended for the student planning to do graduate work in chemistry.

The third degree is a B.S. in biochemistry, which is designed to train students for graduate school in departments of biochemistry, medical school or for employment in the pharmaceutical or clinical industries. The course requirements are similar to those for the non-ACS certified chemistry major, with an emphasis on advanced biology and biochemistry courses. Students who intend to enter graduate school may select from a variety of advanced electives in order to meet specific admission requirements.

Five-Year Double Degree Program

This program is conducted jointly with the New Jersey Institute of Technology (NJIT) and leads to a B.S. degree in chemistry from Seton Hall University and a B.S. degree in chemical engineering from NJIT. Students spend three years at Seton Hall and two years at NJIT. (See page 159 for additional information).

Minor Program

To insure sufficient breadth and depth in the minor in chemistry, the department recommends completion of freshman and sophomore-level courses plus some junior-level courses.

The minor in chemistry requires a total of 22 credits, as follows:

I. Two semesters of general chemistry:	Credits
CHEM 1103-1104 General Chemistry I-II	8
or	
CHEM 1107-1108 Principles of Chemistry I-II	
II. Two semesters of organic chemistry:	
CHEM 2311-2312 Organic Chemistry I-II	8
or	
CHEM 2313-2314	
III. Two additional semester courses	
with course numbers above CHEM 2000 not mutually exclusive.	6
Total: 22	

Department Requirements: Chemistry (ACS)

Freshman Year	Credits
CHEM 1107-1108 Principles of Chemistry I-II	9
MATH 1401-1411 Calculus I-II*	8
Sophomore Year	
CHEM 2313-2314 Organic Chemistry I-II	10
MATH 2411 Calculus III	4
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II	3
PHYS 2112 Physical Applications of Mathematical Techniques	4
Junior Year	
CHEM 2215-2216 Analytical Chemistry I-II	8
CHEM 3411-3412 Physical Chemistry I-II	6
Senior Year	
CHEM 3611 Inorganic Chemistry	3
CHEM 4413-4414 Physical-Inorganic Chemistry Laboratory I-II	4
CHEM Elective courses in chemistry (minimum)	6

Department Requirements: Chemistry (Non-ACS)

Freshman Year	Credits
CHEM 1103-1104 General Chemistry I-II	8
or	
CHEM 1107-1108 Principles of Chemistry I-II	9
MATH 1401-1411* Calculus I-II	8
Sophomore Year	
CHEM 2311-2312 Organic Chemistry I-II	8
or	
CHEM 2313-2314 Organic Chemistry I-II	10
PHYS 1701-1702 General Physics I-II	6
or	
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1811-1812 Physics Laboratory I-II	2
or	
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II	3
Junior Year	
CHEM 2215 Analytical Chemistry I	4
CHEM 3418 Physical Chemistry for the Biological Sciences	3

Senior Year

<i>Electives from the following: (6 credits required)</i>		
CHEM 2216 Analytical Chemistry II		4
CHEM 3522 Elements of Biochemistry		3
CHEM 3611 Inorganic Chemistry		3
CHEM 4891-4892 Chemistry Research (maximum)		4

Electives from the following: (8 credits required)

BIOL (above 1202)		
CHEM Selected from graduate courses or from (electives listed above not to be counted twice)		
CSAS (above 1111)		
MATH (above 1411)		
PHYS (above 1812)		

Department Requirements: Biochemistry

Freshman Year	Credits
BIOL 1201-1202 General Biology Organism/Cell I-II	8
CHEM 1103-1104 General Chemistry I-II	8
or	
CHEM 1107-1108 Principles of Chemistry I-II	9
MATH 1401-1411* Calculus I-II	8

Sophomore Year

BIOL 2211 Genetics	4
CHEM 2311-2312 Organic Chemistry I-II	8
or	
CHEM 2313-2314 Organic Chemistry I-II	10
Science Electives chosen from the electives described in the ACS and non-ACS programs described above	3-4

Junior Year

CHEM 2215 Analytical Chemistry I	4
CHEM 3512 Elements of Biochemistry	4
PHYS 1701-1702 General Physics I-II	6
or	
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1811-1812 Physics Laboratory and Data Analysis I-II	2
or	
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II	2

Senior Year

BIOL 3233 Metabolic Pathways in Living Systems	3
CHEM 3418 Physical Chemistry for the Biological Sciences	3
Science Electives chosen from the electives described in the ACS and non-ACS programs described above	3

Note: All chemistry majors must complete a language through the intermediate level to meet requirements of the core curriculum. Chemistry majors in the ACS program should select German, French or Russian.

**Students lacking high school trigonometry or making unsatisfactory scores on the Mathematics Placement Test take MATH 1015 Pre-Calculus, Mathematics-Algebra and Trigonometry, and MATH 1401 Calculus I in the freshman year and MATH 1411 Calculus II in the following Summer Session.*

CHEM 3411 is not acceptable in place of CHEM 3418. However, CHEM 3411-3412 may be used in place of CHEM 3418 and one senior chemistry elective.

Course Descriptions

Please note: Laboratory fees are nonrefundable.

Successful completion of the New Jersey Basic Skills Computation and Algebra Tests, or completion of equivalent tests administered by the Seton Hall University mathematics department, is prerequisite to all courses listed below.

CHEM 1001 Chemistry and the World Around Us — An Investigative Approach

For students with no science background. Examination of the substances encountered in daily life, including common drugs, food, household chemicals, gasoline, paints, plastics and other consumer products. (For non-science students). *3 credits.*

CHEM 1005 Applied Environmental Chemistry

This course supports and extends the concepts developed in CHEM 1001, with laboratory and research work. Emphasis includes atmospheric, water and soil chemistry, chemical synthesis and analysis, and the impact of man's activities on the environment. This course does not fulfill any major requirements for students majoring in the sciences or health professions. Two lecture hours, three laboratory hours. Lab breakage fee: \$20. Pre- or Corequisite: CHEM 1001. *3 credits.*

CHEM 1011 Preparatory College Chemistry

For students with no previous coursework in chemistry, or an inadequate background for college chemistry. Prepares students for college-level chemistry courses required for nursing and science majors. (For non-science students). *3 credits.*

CHEM 1103-1104 General Chemistry I-II

Introduction to the principles of chemistry, not principally for chemistry majors. Three-hour lecture, four-hour laboratory and recitation per week. Lab breakage fee \$20. *4 credits each.*

CHEM 1107-1108 Principles of Chemistry I-II

Development of the principles of chemistry, principally for chemistry and physics majors. Part I: four-hour lecture, four-hour laboratory per week. Part II: three-hour lecture, four-hour laboratory per week. Laboratory work includes inorganic qualitative analysis. Lab breakage fee \$20. *5/4 credits.*

CHEM 1301 Elements of Organic and Biochemistry

Fundamental chemistry. Emphasis on the principles of organic and biochemistry that contribute to health and disease. This course is primarily intended to fulfill the chemistry requirement for students in the College of Nursing. Four-hour lecture, three-hour lab per week. (Not for science majors or allied health science majors) Lab breakage fee \$20. Prerequisite: CHEM 1011 or passing grade on entrance exam. *5 credits.*

CHEM 2215 Analytical Chemistry I

A fundamental course for physical science majors on the classical methods of analysis. Topics include titrimetry, gravimetry, spectrophotometry, potentiometry, separations, sampling and statistics. Two-hour lecture, eight-hour laboratory per week. Lab breakage fee \$20. *4 credits.*

CHEM 2216 Analytical Chemistry II

Theory and practice of modern instrumental methods. Emphasis on the principles of instrumentation. Three-hour lecture, four-hour laboratory per week. Lab breakage fee \$20. Prerequisite: CHEM 2215 or permission of instructor. *4 credits.*

CHEM 2311-2312 Organic Chemistry I-II

Principal classes of aliphatic and aromatic compounds. Reactions, mechanisms and synthesis involving simple organic and biochemical molecules. Three-hour lecture, four-hour laboratory and recitation per week. Lab breakage fee \$20. Prerequisite: CHEM 1104 or CHEM 1108. *4 credits each.*

CHEM 2313-2314 Organic Chemistry I-II

Principal classes of aliphatic and aromatic compounds. Emphasis on structural theory, reaction mechanisms, organic syntheses. Experimental work emphasizes basic organic laboratory techniques and includes an introduction to qualitative organic analysis. Three-hour lecture, six-hour laboratory and recitation per week. Lab breakage fee \$20. (For students majoring in chemistry). Prerequisite: CHEM 1104 or CHEM 1108. *5 credits each.*

CHEM 3214 Environmental Chemistry

Chemistry of the natural environment and the impact of human activities on air, earth and water. Emphasis on understanding issues of environmental chemistry and laboratory techniques involved in environmental analysis. Three-hour lecture, four-hour laboratory per week. Lab breakage fee: \$20. Prerequisites: CHEM 1103-1104 or 1107-1108 and CHEM 2311, 2313, 2215 or 2214. *4 credits.*

CHEM 3411-3412 Physical Chemistry I-II

Kinetic theory of gases. The laws of thermodynamics and their applications to ideal and real gases, liquids, mixtures and solutions. Rates of reactions and their theoretical interpretations. Application of elementary quantum chemistry to atomic and molecular structure. Prerequisites: PHYS 1702 or PHYS 1706; MATH 1411. *3 credits each.*

CHEM 3418 Physical Chemistry for the Biological Sciences

Quantitative concepts that are applicable to biological systems: thermodynamics; chemical kinetics; intermolecular interactions. Analysis of experimental data. (For non-ACS students). Prerequisites: CHEM 2312 or CHEM 2314; MATH 1411; PHYS 1701 or PHYS 1705; Pre- or Corequisite: PHYS 1702 or PHYS 1706. *3 credits.*

CHEM 3428 Physical Chemistry for the Biological Sciences

Concepts and application to biological processes of the following: electrical and optical properties of molecules, intermolecular interactions; gas laws, chemical thermodynamics, rates and mechanisms of chemical reactions. Three-hour lecture. (For graduate students majoring in biology). Prerequisites: CHEM 2312 or CHEM 2314; MATH 1411; PHYS 1701. Pre- or Corequisite: PHYS 1702. *3 credits.*

CHEM 3512 Elements of Biochemistry

Emphasizes the structures of the major biomacromolecules (nucleic acids, amino acids and proteins, lipids and carbohydrates) involved in cell architecture and dynamics. Included will be an overview of the primary functions of these molecules, including membrane structure and transport properties, biological catalysis, and enzyme function and regulation. In addition, the laboratory will provide training in modern biochemical techniques. Prerequisite: CHEM 2312 or CHEM 2314. *4 credits.*

CHEM 3522 Elements of Biochemistry

Emphasizes the structures of the major biomacromolecules (nucleic acids, amino acids and proteins, lipids and carbohydrates) involved in cell architecture and dynamics. Included will be an overview of the primary functions of these molecules, including membrane structure and transport properties, biological catalysis, and enzyme function and regulation. Prerequisite: CHEM 2312 or CHEM 2314. *3 credits.*

CHEM 3611 Inorganic Chemistry

Periodic properties of the elements, their comparative group characteristics and structure of some of their compounds. Introduction to transition metal and organometallic chemistry. Pre- or Corequisite: CHEM 2312 or CHEM 2314. *3 credits.*

CHEM 3891, 3892, 3893 Biochemistry Co-op I, II III

(See Co-op Adviser) Prerequisite: CHEM 3512 or CHEM 3522. *3 credits each.*

CHEM 3894 Chemistry Co-op I**CHEM 3895 Chemistry Co-op II****CHEM 3896 Chemistry Co-op III**

(See Co-op Adviser). *3 credits.*

CHEM 4413-4414 Physical-Inorganic Chemistry Laboratory I-II

One year course. Laboratory includes preparation and study of representative materials by physicochemical methods. Data handling by computer techniques emphasized. Six-hour laboratory per week. Lab breakage fee \$10. Prerequisite: CHEM 3411, PHYS 2212 or MATH 2512. *4 credits.*

Chemistry Honors**CHEM 2781 Chemistry Honors I**

Seminars and discussions in biochemistry and organic chemistry under the direction of the sophomore honors faculty moderator. Each honors student must deliver one seminar. Seminars are intended to train the honors student in independent searching of the chemical literature, organization and presentation of a technical talk and leadership in discussion. One hour per week. *1 credit.*

CHEM 3781 Chemistry Honors II

Faculty and student seminars and discussions in analytical, inorganic and physical chemistry under the direction of the junior honors faculty moderator. Each honors student must deliver one seminar. One hour per week. *1 credit.*

CHEM 3782 Chemistry Honors III

Independent library research culminating in preparation of a review article. The student works closely with a faculty member on a tutorial basis. *1 credit.*

CHEM 4801-4802/7801-7802 Advanced Laboratory Project in Chemistry

Advanced laboratory techniques: instrumental methods; synthesis; separations; data analysis and formal reporting. Long-term projects with students forming teams of experts. Project development and reporting in consultation with local industrial scientists. Prerequisites: CHEM 2311-2312 or CHEM 2313-2314; CHEM 2215-2216 or permission of the instructor. *1 credit.*

Research**CHEM 4891-4894 Chemistry Research**

Introduction to methods of original investigation. Individual laboratory research problems, conferences library research. Enrollment limited. (For students majoring in chemistry). Prerequisites: GPA of 3.0 in chemistry; completion of all junior chemistry courses. *2 credits each.*

Upper-Level Courses

Juniors and seniors may select from the following upper-level courses offered by the department. For course descriptions, refer to the course titles in the Graduate Catalogue.

CHEM 4111	Introduction to Chemical Data
CHEM 4201	Survey of Analytical Chemistry
CHEM 4203	Electrochemical Methods of Analysis
CHEM 4204	Spectrochemical Methods of Analysis
CHEM 4205	Modern Separation Techniques
CHEM 4206	Chemical Methods of Analysis
CHEM 4212	Statistics and Applied Analytical Chemistry
CHEM 4301	Theoretical Organic Chemistry I
CHEM 4303	Synthetic Organic Chemistry
CHEM 4401	Chemical Thermodynamics
CHEM 4402	Chemical Kinetics
CHEM 4403	Atomic and Molecular Structure
CHEM 4501	General Biochemistry I
CHEM 4601	Advanced Inorganic Chemistry
CHEM 4312	Theoretical Organic Chemistry II
CHEM 4512	General Biochemistry II
CHEM 4515	Proteins
CHEM 4516	Enzymes
CHEM 4618	Physical Methods in Inorganic Chemistry

Department of Classical Studies

Fahy Hall

(973) 275-5822

artsci.shu.edu/classics

Faculty: Cotter (*Chair*); Booth.

The Department of Classical Studies offers a variety of courses that bring students more fully into contact with the roots of their culture. Students gain an awareness and appreciation of the continuity of Western thought by studying the historical, literary, linguistic and religious elements of Greece and Rome. The department approaches this study through its two concentrations: language and culture.

Courses in the department are designed not only for classics majors but also for majors in English, history, political science and philosophy, as well as for any students seeking a broader background in the most fundamental and influential writings of the Western world.

Courses in Latin and Greek give students a new understanding of the English and European languages, and offer direct access to the original texts of ancient poetry, drama, philosophy, history, the New Testament and the writings of the Christian tradition from its origins until modern times. Classical Culture courses in English translation offer a broad survey of these literary masterpieces, emphasizing their significance for the modern world as well as for their original cultural context.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in classical studies; at least 18 credits must be in language. All programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives.

Minor Programs

IA. Latin (18 credits minimum)

LATN 1101-1102 Elementary Latin I-II	6
LATN 2101-2102 Intermediate Latin I-II	6
LATN 3111-3395 <i>Choose two</i>	6

Students entering college with intermediate or advanced competency in Latin may substitute 6-12 credits of advanced Latin for LATN 1101-1102 and/or LATN 2101-2102, per departmental placement. *Students may substitute 12 credits in Classical Culture for 6 credits of Latin.*

IB. Classical Languages (18 credits minimum)

LATN 1101-1102 Elementary Latin I-II	6
LATN 2101-2102 Intermediate Latin I-II	6
GREK 1205-3395 <i>Choose two</i>	6

Students entering college with intermediate or advanced competency in Latin may substitute 6-12 credits of advanced Latin for LATN 1101-1102 and/or LATN 2101-2102, per departmental placement.

II. Classical Culture (18 credits minimum)

CLAS 2317 (ENGL 2612, ARCH 2317) Classical Mythology	3
--	---

Choose five of the following:

CLAS 1311 (ARCH 1112) Archaeology of Greece	15
CLAS 1312 (ARCH 1113) Archaeology of Rome	
CLAS 1313 (ENGL 1616) Roots of English	
CLAS 2301 Epics and Novels of Greece and Rome	
CLAS 2302 Greek and Roman Drama	
CLAS 2303 (ARCH 2303) Politicians in Antiquity	
CLAS 2304 (ARCH 2304, HIST 2183) Historians of Greece and Rome	
CLAS 2316 Greek and Latin Poetry	
CLAS 2318 Classical Myth, Modern Theater and Film	
CLAS 2319 (ARCH 2112, HIST 2220) Greek Civilization	
CLAS 2320 (ARCH 2113, HIST 2221) Roman Civilization	
CLAS 2322 (ARCH 2322, HIST 2170, Women in Antiquity WMST 2322)	
CLAS 3290 (ARCH 3290, CAST 3290) Archaeology and Christianity	

III. Archaeology (18 credits minimum)

Course of study designed in cooperation with the Departments of Religious Studies and Sociology/Anthropology. For information, please consult the archaeology studies program section of this catalogue.

Teacher Certification

Students who wish to obtain New Jersey State certification to teach Latin at the secondary school level may design a course of study with the chair of the Department of Classical Studies in consultation with the chair of the Department of Educational Studies.

Course Descriptions

Latin

LATN 1101-1102 Elementary Latin I-II

Introduction to the basics of the language through reading short narratives in Latin. Emphasis on building a better understanding of English grammar and vocabulary through Latin, with some discussion of the history and culture of ancient Rome. *3 credits each.*

LATN 2101-2102 Intermediate Latin I-II

Continuation of the basics of reading Latin, including an introduction to some of the best-loved Latin authors: Catullus, Cicero, Horace, Vergil and Ovid. Prerequisite: LATN 1102. *3 credits each.*

LATN 3111 Latin Prose Composition

Systematic study of Latin syntax and style with intensive practice in translation from English to Latin. Prerequisite: LATN 2102. Prerequisite: LATN 2102. *3 credits.*

LATN 3112 Livy and Sallust

Selected reading from Livy's *Ab urbe condita* and Sallust's *De coniuratione Catilinae*. A study of their style, composition, sources and character. Prerequisite: LATN 2102. *3 credits.*

LATN 3114 Ovid

Selected readings. Exploration of content, motives, structure and influence. Prerequisite: LATN 2102. *3 credits.*

LATN 3115 Roman Love Poetry

Study of the style, meter and subject matter of elegiac poetry through selected readings. Prerequisite: LATN 2102. *3 credits.*

LATN 3117 Roman Comedy

Selected readings from Plautus and Terence. Exploration of plot, characters and staging of the plays. Prerequisite: LATN 2102. *3 credits.*

LATN 3119 Lucretius

Readings of selections from Lucretius' *De rerum natura*. Study of style and composition of his poetry and of Epicurean philosophy in Greece and Rome. Prerequisite: LATN 2102. *3 credits.*

LATN 3120 Vergil's Aeneid

Selected readings from Vergil's *Aeneid*. Study of his narrative art, style, composition and meter. Prerequisite: LATN 2102. *3 credits.*

LATN 3121 Vergil's Eclogues and Georgics

Extensive readings from the *Eclogues* and *Georgics*. Study of the motives, forms, sources and techniques. Prerequisite: LATN 2102. *3 credits.*

LATN 3122 Roman Satire

Selections from Juvenal, Persius, Petronius, Martial and Horace. Study of their literary and linguistic features and their interrelationships. Prerequisite: LATN 2102. *3 credits.*

LATN 3125 Cicero's Orations

Readings of selected orations. Study of their structure, style, composition and rhetorical techniques. Prerequisite: LATN 2102. 3 credits.

LATN 3126 Cicero and Seneca

Selected works from Seneca's philosophical letters, essays, tragedies, and the satiric *Pumpkinification of Claudius*, and Cicero's philosophical works. Prerequisite: LATN 2102. 3 credits.

LATN 3131 Tacitus

Selected readings from the *Annals* and *Histories*. Study of the style, composition and character of the histories. Prerequisite: LATN 2102. 3 credits.

LATN 3140 Horace

Readings from selected works. Study of structure, composition, metrical forms and influence. Prerequisite: LATN 2102. 3 credits.

LATN 3391-3395 Independent Studies

For advanced Latin students, with department permission. 3 credits.

Greek**GREK 1205-1206 Elementary Greek I-II**

Introduction to the ancient Greek language, using excerpts from the New Testament. 3 credits each.

GREK 2205-2206 Intermediate Greek I-II

Extensive readings and analysis from the New Testament. Prerequisite: GREK 1206. 3 credits each.

GREK 2207-2208 New Testament Greek I-II

Grammar and vocabulary of New Testament (Koine) Greek; selected readings: the Gospels, the Acts of the Apostles, the letters of St. Paul and Apostolic Fathers. Prerequisite: GREK 1206. 3 credits each.

GREK 3252 Herodotus

Selected readings from the *History of Herodotus*. Study of his style, language, composition and historical value. Prerequisite: GREK 2206. 3 credits.

GREK 3253 Plato

Extensive readings of the Socratic dialogues as an introduction to Platonic thought and influence. Prerequisite: GREK 2206. 3 credits.

GREK 3254 Attic Orators

Selected readings from famous Attic orators. Study of their styles, methods of composition, rhetorical forms and political ideas. Prerequisite: GREK 2206. 3 credits.

GREK 3262 Greek Drama

Selected readings from Aeschylus, Sophocles, Euripides and Aristophanes. Emphasis on the language, meters and interpretation of the plays. Prerequisite: GREK 2206. 3 credits.

GREK 3263 Thucydides

Selected readings from the *History of the Peloponnesian War*. Study of Thucydides' methods of writing, thought, style and language. Prerequisite: GREK 2206. 3 credits.

GREK 3264 Aristotle

Extensive study of Aristotle and his philosophy. Selected readings from the *Athenian Constitution*, *Eudemian Ethics* and *Nicomachean Ethics*. Prerequisite: GREK 2206. 3 credits.

GREK 3391-3395 Independent Studies

Advanced Greek courses with department permission. 3 credits.

Classical Culture**CLAS 1311 (ARCH 1112) Archaeology of Greece**

History and culture of ancient Greece in light of archaeological discoveries. Basic archaeological terminology and principles. Illustrated with color slides. 3 credits.

CLAS 1312 (ARCH 1113) Archaeology of Rome

History of Rome and its empire seen through its architectural and artistic legacy down to the time of Constantine, including a study of Peter's tomb, the catacombs and the art of the early Church. Illustrated with color slides. 3 credits.

CLAS 1313 (ENGL 1616) Roots of English

Vocabulary course that examines the dependence of English on Latin and Greek for prefixes, suffixes and roots of words. Exercises in word recognition and in amplifying English vocabulary, extensive use is made of the World Wide Web and interactive e-mail instruction, especially Professor Cotter's "Roots of English" hypertext Etymological dictionary on the World Wide Web, the Web itself and interactive e-mail construction. 3 credits.

CLAS 1314 Scientific Terminology

Vocabulary course emphasizing the influence of classical languages in all fields of science, extensive use is made of the World Wide Web and interactive e-mail instruction. 3 credits.

CLAS 2301 Epics and Novels of Greece and Rome

Selected works of epic poetry (Homer's *Iliad*, *Odyssey*, Vergil's *Aeneid*, Ovid's *Metamorphoses*) and the novels of romance and adventure (Petronius' *Satyricon*, Apuleius' *Golden Ass*, and the five Greek romances). A comparative study of the two major forms of ancient storytelling, their use of mythology and narrative patterns and their social significance. 3 credits.

CLAS 2302 Greek and Roman Drama

Selected works of Greek Tragedy (Aeschylus, Sophocles, Euripides), Greek Comedy (Aristophanes, Menander), Roman Comedy (Plautus, Terence) and Roman Tragedy (Seneca). A study of the development of ancient drama, the significance of staging and performance and the influences on subsequent drama. 3 credits.

CLAS 2303 (ARCH 2303) Politicians in Antiquity

Topics in Greek and Roman political thought (democracy, tyranny, electoral campaigning, trial by jury, class strife, etc.) studied through political writings, historical evidence and literary texts. 3 credits.

CLAS 2304 (HIST 2183, ARCH 2304) Historians of Greece and Rome

Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography as well as the historical criticism and viewpoint of each author. 3 credits.

CLAS 2316 Greek and Latin Poetry

Reading and interpretation of selected Greek and Roman lyric poets: Sappho, Solon, Theocritus, Catullus, Propertius and others. 3 credits.

CLAS 2317 (ENGL 2612, ARCH 2317) Classical Mythology

Study of the gods, heroes and legends of the Greek and Roman peoples. The content, meaning and function of "myths," and their influences upon literature and art. 3 credits.

CLAS 2318 Classical Myth, Modern Theater and Film

Study of modern adaptations of classical mythological themes in literature and film. Readings from Ovid, Sophocles, Anouil, Cocteau and Brecht. Prerequisite: CLAS 2317. *3 credits.*

CLAS 2319 (HIST 2220, ARCH 2112) Greek Civilization

Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-state in the sixth and seventh centuries, the Classical period and its decline. There is extensive use of the World Wide Web, with intensive reliance on the Perseus Greek Civilization Web site as a visual and textual resource. *3 credits.*

CLAS 2320 (HIST 2221, ARCH 2113) Roman Civilization

Investigation of the tension between individual liberty and the traditional power of state and society and of the political and social institutions that maintain social cohesion in a complex society. *3 credits.*

CLAS 2322 (HIST 2170, ARCH 2322, WMST 2322) Women in Antiquity

Inquiry into the social, political and legal status of women in ancient Greece and Rome. *3 credits.*

CLAS 3290 (CAST 3290, ARCH 3290) Archeology & Christianity

Investigation of physical evidences of early Christians. Outline of methods and written sources available. Study of the origin of early Christian cemeteries (catacombs), art, inscriptions (epigraphy) and buildings. Reading and evaluation of Eusebius, the oldest extensive source for early Church history, and the impact of the conversion of Constantine. Also includes a detailed study of the origin and development of early Christian houses of worship and martyria, including the 1951 report of the excavations under St. Peter's Basilica in search of the tomb of Peter. *3 credits.*

CLAS 3391-3395 Independent Studies

Advanced students in classical studies may, with the permission of the department and under an adviser, continue research in a particular area. *1-3 credits.*

Department of Communication

Fahy Hall

(973) 761-9474

artsci.shu.edu/communication

Faculty: Allen (*Internship Director*); Black; Gottlieb; Hoffman; Kuchon (*Graduate Program Director*); McGlone; McKenna; Nyberg; Plummer; Radwan; Reader (*Chair*); Rondinella; Sharrett; Yates; Zizik.

Faculty Associates: Collazo; Rennie (*Co-op Adviser*); Rosenblum.

Emeritus: McBride; Rathbun.

The major in communication appeals to students who wish to pursue creative careers in television, radio, film, journalism, public relations, advertising, communication graphics or theater; and to students who wish to explore the history, aesthetics and critical aspects of those media.

The department faculty consists of media scholars and experienced media professionals. Each preprofessional program in the department's curriculum is fully supported by up-to-date production facilities.

In their senior and junior years, qualified majors are urged to do internships or co-ops in entry-level positions at professional organizations in their respective fields.

Communication majors also participate in a broad range of media-related co-curricular activities: Theatre-in-the-Round; *The Setonian*, the weekly student newspaper; the *Galleon Yearbook*; the Brownson Speech and Debate Team; the Public Relations Society of America student chapter; workshops in film, television and theater; and WSOU-FM, the University's FCC-licensed radio station (see page 51 for more information).

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the communication program of 42 credits as outlined. The department requires a 2.5 GPA in order to be signed into the major. The chair of the department may modify the program in view of a transfer candidate's academic background.

Some general courses are required of all majors, but, in consultation with an adviser, the student's elective program is chosen according to interests and needs.

Communication majors are encouraged to take minors in other departments appropriate to their own interests. Students with minors approved by the Department of Communication will have the additional 9 credits of Western Civilization, required by the department, waived.

Departmental Core Requirements

Communication majors must complete the following courses for the core curriculum of the College of Arts and Sciences:

Philosophy and Religious Studies (Core Section G.)

PHIL 1101 Introduction to Philosophy

PHIL 1104 Logic

Western Civilization (Core Section E.)

Three courses in the Western Civilization requirement in addition to the 6-credit sequence required for the college core for a total of five courses, 15 credits from this section. Students may, however, take an additional 6 credits in Western Civilization and WMST 1401 (Women, Culture, and Society) or AFAM 1111 (Introduction to African-American Studies).

(Students taking appropriate minors may have up to 9 of the above 15 credits in Core Section E.1 waived, at the discretion of the chair.)

Department Requirements

	Credits
COJR 1421 Writing for the Media	3
COST 1600 Oral Communication	3
COTC 1131 Mass Communication	3
COTC 2132 Ethics and Laws of Journalism	3
or	
COTC 2133 Ethics and Laws of Broadcasting	3

Two of the following courses:

COBF 2231 The Electronic Age in America	6
COBF 2232 Evolution of the Film Art	
COJR 2431 American Journalism: The Growth of Free Expression	
COST 2631 Theatre History	

<i>One of the following courses in senior year:</i>		3
COBF 5299	Senior Seminar: Radio/TV	
COJR 5499	Senior Seminar: Journalism	
COPA 5599	Senior Seminar: Public Relations/Advertising	
COST 5699	Senior Seminar: Theatre/Film	
COTC 5199	Senior Seminar: Senior Thesis	

Additional Courses in Communication 21

Courses must be distributed between the following two groups of advanced courses:

Group I		9
COBF 2211	The Development and Significance of Alternative Video Systems	
COBF 2212	Introduction to Visual Theory and Technique	
COBF 2213	Documentary Film	
COBF 2215	Introduction to Multimedia Communication	
COBF 3212	Broadcast Programming and Management	
COBF 3214	Contemporary Cinema	
COBF 3216	Film Criticism	
COBF 3216	Film Genre	
COGR 2112	Introduction to Multimedia Communication	
COJR 3430	The Journalistic Tradition	
COJR 3432	Women and the Media	
COPA 2512	Public Relations I	
COPA 2521	Print Advertising	
COPA 3521	Broadcast Advertising	
COST 1610	Dynamics of Human Communication	
COST 2610	The American Stage	
COST 2611	The Irish Stage	
COST 2612	Dramatic Theory and Criticism	
COST 2621	Introduction to the Theater	
COST 3624	Children's Theater	
COTC 2240	Media Criticism	

Group II		12
COBF 2222	Television-Film Writing	
COBF 2223	Introduction to Studio Television	
COBF 3222	Introduction to Film Production	
COBF 3223	Studio Television II	
COBF 3224	Remote Television Production I	
COBF 3225	Radio Programming and Production	
COBF 4222	Creative Filmmaking	
COBF 4224	Remote Television Production II	
COGR 1321	Desktop Publishing for Personal Use (1 credit)	
COGR 2320	Still Photography	
COGR 2321	Print Typography and Electronic Publishing	
COGR 2322	Introduction to Computer Graphics	
COGR 2324	Desktop Publishing	
COGR 3112	Multimedia Production	
COGR 3320	Advanced Photography	
COGR 3321	Publication Design	
COGR 3322	Computer Animation	
COGR 3324	Two-Dimensional Computer Design	
COGR 3325	Digital Photography	
COGR 3327	Two-Dimensional Animation for the Web	
COJR 2421	News Reporting	
COJR 3421	Advanced News Reporting	
COJR 3426	Magazine Writing	
COJR 3428	Publications Editing	
COJR 4424	Broadcast News	

COPA 2515	Promotional Writing
COPA 3522	Public Relations II
COST 1611	Communication Through Movement
COST 2620	Oral Interpretation
COST 2622	Group Discussion
COST 2623	Persuasive Speaking
COST 2624	Vocal Techniques
COST 3620	Acting
COST 3621	Directing
COST 3622	Playwriting
COST 3623	Lighting for Television, Theater and Film
COST 3625	Scene Design
COST 3626	Acting II: Classical Styles
COTC 5000	Communication Portfolio (1 credit)

Total: 42

Minor Program

Students who wish to enrich their understanding of the media in conjunction with another major program may enroll in the department's communication minor. Minors deal with specific subjects such as advertising, film, journalism, public relations, speech, theater, computer graphics, radio or television. A student's minor program is developed with a department faculty adviser.

The communication minor consists of 18 credits, as follows:

		Credits
COTC 1131	Mass Communication	3
COTC 2132	Ethics and Laws of Journalism	
or		
COTC 2133	Ethics and Laws of Broadcasting	3
<i>One of the following:</i>		
COBF 2231	The Electronic Age in America	3
COBF 2232	Evolution of the Film Art	
COJR 2431	American Journalism: The Growth of Free Expression	3
COST 2631	Theater History	3
Three additional communication courses		9

Certificate in Computer Graphics

Students who would like to learn more about how computer graphics is used in advertising, publication design, broadcasting, business, art and journalism may enroll in the Certificate in Computer Graphics Program. Students should apply for entry into the program before taking more than 6 credits in computer graphics, and must maintain a minimum 2.5 GPA in the program.

Further information is available from professors Kenneth Hoffman or Peter Rosenblum, Department of Communication.

The Certificate in Computer Graphics will be awarded upon successful completion of 19 credits, as follows:

		Credits
AART 1223	The Art of Design	3
COGR 1321	Desktop Publishing for Personal Use	1
COGR 2322	Introduction to Computer Graphics	3
<i>Four from the following:</i>		
AART 2312	Two-Dimensional Computer Design	3
COGR 2112	Introduction to Multimedia Communication	3
COGR 3112	Multimedia Production	3
COGR 3322	Computer Animation	3

COGR 3323	Presentation Graphics	3
COGR 3324	Two-Dimensional Computer Design	3
COGR 3325	Digital Photography	3
Total:		19

Certificate in Digital Media and Video

This cross-disciplinary certificate will provide training in computer-based media production for students entering the fields of multimedia, Web production, broadcasting and filmmaking. Using the latest techniques and technologies in digital production, students will create presentations combining remote video, three-dimensional computer animation and computer-based special effects (21 credits).

COBF 2212	Introduction to Visual Theory/Technique	3
COBF 3224	Remote Television Production I*	3
COBF 4224	Remote Television Production II <i>or</i>	
COGR 2112	Introduction to Multimedia Communication	3
COGR 2322	Introduction to Computer Graphics	3
COGR 3112	Multimedia Production	3
COGR 3322	Computer Animation	3
COGR 3326	Digital Video Editing for New Media	3

*COBF 2223 *Introduction to Studio Television* is a prerequisite for COBF 3224.

Additional Requirements:

Students must maintain at least a 3.0 GPA in certificate courses with no grade lower than "C", and submit a final project for review and public performance. The final project will be determined in collaboration with the instructor and will take the form of:

- a) remote Television II final project incorporating elements of computer graphics and computer animation; *or*
- b) new media (CD-ROM or Web multimedia) final project incorporating elements of remote video, computer graphics and computer animation.

Internships with Web-based multimedia companies; or corporate or broadcast facilities using time-based digital media are strongly encouraged.

Certificate in Digital Media Production for the Web

Students will learn how to integrate rich media elements such as streaming audio and video, motion graphics and animation into Web presentations. Emphasis will be placed on graphic design principles essential for clear and effective communication in the rapidly evolving Web environment. Areas covered include:

- Typography and design for effective Web communication
- Crafting Web pages for low bandwidth environments
- Designing for rich media in Web presentations
- Preparation and editing of 2-D and 3-D animation, sound and video for the Web
- Authoring with HTML
- Effective use of software such as Dreamweaver, Flash, Photoshop, and 3-D Studio Max.

The Certificate in Digital Media Production for the Web will draw upon the Department of Art and Music's Certificate in Web

Design for the artistic, aesthetic and design conceptual framework necessary to properly apply the wide range of digital media required to produce the contemporary Web page. The Department of Communication strongly urges students to complete the Certificate in Web Design as an artistic requisite for the Certificate in Digital Media for the Web; but students can work on both certificates simultaneously.

AART 1223	The Art of Design	3
AART 2312	Two-Dimension Design (or COGR 3324 Two-Dimensional Design)	3
COGR 2111	Introduction to Hypertext Markup Language	1
COGR 2112	Introduction to Multimedia	3
COGR 2322	Introduction to Computer Graphics	3
COGR 3322	Advanced Computer Graphics and Animation	3
COGR 3325	Digital Photography	3
COGR 3326	Digital Video Editing for New Media	3
COGR 3327	2D Animation for the Web	3

Grading Policy:

Students will be required to maintain at least a "B" GPA in the certificate with no grade below "C."

Certificate in Television/Video Production

For students preparing to enter the television/video profession, this certificate program ensures that they have the requisite knowledge, skills and creative experience in both studio and field production. In addition, it provides students with valuable documentary credentials, useful in gaining entry-level positions in the profession.

COBF 2223	Introduction to studio television
COBF 3223	Studio Television II
COBF 3224	Remote Television Production I
COBF 4224	Remote Television Production II

12 Credits

Note: To qualify for the certificate, a student must earn a grade of "B" or better in each of the above courses.

Course Descriptions

General Communication Theory and Practice

COTC 1131 Mass Communication

The development of the media as a social instrument from oral cultures through British Authoritarianism to the contemporary system. *3 credits.*

COTC 1132 Culture and Communication

See ANTH 1210 for description (page 142). *3 credits.*

COTC 2132 Ethics and Laws of Journalism

Critical evaluation, ethical practices and responsibility of the press. Legal problems, including libel, privacy, copyright and constitutional privileges. Prerequisite: 60 credits. *3 credits.*

COTC 2133 Ethics and Laws of Broadcasting

The Communications Act of 1934 (and amendments), FCC rules and regulations, legal problems of broadcasting and the ethical responsibilities of the media. Prerequisite: 60 credits. *3 credits.*

COTC 2240 Media Criticism

Survey of various methods for analyzing and evaluating mass media. Students learn how to apply critical methodologies to understanding and writing about the mass media. Prerequisite: COTC 1131. *3 credits.*

COTC 3191 Independent Study

1 credit.

COTC 3192 Independent Study

2 credits.

COTC 3193 Independent Study

Projects chosen according to the student's interest. Completed under the guidance of a faculty adviser, with the approval of the department chair. A maximum of 3 credits may be taken in individual research in one semester; none of these courses may be taken in the same semester as COTC 5199. (Open to senior majors only). *3 credits.*

COTC 3197 Communication Internship I**COTC 3198 Communication Internship II****COTC 4197 Communication Internship III****COTC 4198 Communication Internship IV**

On-the-job education and experience in New Jersey and New York media organizations, under professional supervision. (Open to selected seniors and juniors). See Internship Director. *3-12 credits.*

COTC 3894 Communication Co-op I**COTC 3895 Communication Co-op II****COTC 3896 Communication Co-op III**

(See Co-op Adviser). *3 credits.*

COBF 5299 Senior Seminar Radio/TV**COJR 5499 Senior Seminar Journalism****COST 5699 Senior Seminar Theatre/Film****COTC 5199 Senior Thesis**

Students select section to meet their needs. Seminar sections: review of research in broadcasting, film, journalism or theater. Students engage in individual and/or group research projects. Thesis section: tools and techniques of research. Each student completes an independent research project (thesis) in consultation with a faculty adviser. Individual research (COTC 3191-3193) may not be taken in the same semester as COTC 5199. (Open to senior majors only). *3 credits.*

Broadcasting (Television and Radio) and Film**COBF 2211 The Development of Alternative Video**

A critical and historical survey of uses of video technology lying outside the mainstream of commercial American broadcasting. Topics include cable programming, foreign television, home video, video art and public access television. *3 credits.*

COBF 2212 Introduction to Visual Theory and Technique

Lectures, discussions and screenings focus on the development of film expression, with emphasis on the narrative form. Among the practical exercises in super-8 filmmaking is scripting and production of a brief narrative film. *3 credits.*

COBF 2213 Documentary Film

Survey of the history and critical aspects of the nonfiction film (including newsreel and experimental film) from the Lumieres (1895-97) through the cinema verite documentaries of today. Lecture, discussion, screenings. *3 credits.*

COBF 2215 Broadcast Programming and Management

Study of organization and management of commercial and public radio and television stations. Components include programming techniques, formats, FCC regulations, business practices, ratings and technical/engineering considerations. *3 credits.*

COBF 2222 Television-Film Writing

Principles and practices of screenplay writing with emphasis on cinematic values. Each student creates a half-hour screenplay. *3 credits.*

COBF 2223 Introduction to Studio Television

Instruction in and practice regarding the TV production team, operation of studio and control room equipment, the television script, program formats, production elements and process. Lecture, discussion and program exercises in the studio. *3 credits.*

COBF 2231 The Electronic Age in America

Development of the American system of broadcasting and its relation to political, social and economic conditions. Discussions include technological development, programming, network formation, economic support and the news function. *3 credits.*

COBF 2232 Evolution of the Film Art

Survey of major contributions to the development of motion pictures. Lectures, screenings and critiques of cinematic works demonstrating the creative impetus given to filmmaking from the early narratives of Melies to the pre-World War II period. *3 credits.*

COBF 3212 Contemporary Cinema

Survey of international cinema in the post-World War II period. Specific works by individual directors practicing in Europe, Japan, India and the United States studied in-depth to ascertain their contribution to evolving patterns of cinematic expression. *3 credits.*

COBF 3214 Film Criticism

Screenings of a wide variety of films from 1930 to present serve as the basis for criticism written by students. Writings of various popular contemporary critics are evaluated in class discussions that examine questions of aesthetic criteria and the development of a style appropriate to the film critic's audience. *3 credits.*

COBF 3216 Film Genre

Individual film forms, such as the western, the crime film, the horror film, science fiction, the musical, screwball comedy and others. The narrative conventions and grammar of genres are examined, along with each genre film's historical, political, economic and social context. Each semester an individual genre is selected for study. *3 credits.*

COBF 3222 Introduction to Film Production

Problems and techniques of motion picture production, including scripting, budgeting, cinematography, and sound and film editing. Students produce original film projects. Prerequisite: COBF 2212. *3 credits.*

COBF 3223 Studio Television II

Broadening and deepening of students' knowledge of studio techniques and processes, followed by production of an original television program by each student, from concept to videotape recording. Prerequisite: COBF 2223. *3 credits.*

COBF 3224 Remote Television Production I

Remote video equipment, shooting technique and videotape editing. Students progress through a series of introductory camera and editing exercises related to electronic field production and electronic news gathering. Lectures and demonstrations. Prerequisite: COBF 2223. *3 credits.*

COBF 3225 Radio Programming and Production

Various current programming philosophies as exemplified by local independent AM and FM station operators: problems in the management of local radio stations, and production techniques for studio and remote broadcasts. Prerequisite: COBF 2215. *3 credits.*

COBF 4222 Creative Filmmaking

Students study synchronous sound motion picture production techniques and form film production units to produce original 5-10 minute productions. Prerequisite: COBF 3222. *3 credits.*

COBF 4224 Remote Television Production II

Second semester of remote video production. Lectures and projects focus on problems encountered by producers and directors in preparation, production and editing of longer video productions taped on location. Students are required to produce and direct their own video documentaries or dramas. Prerequisite: COBF 3224. *3 credits.*

Communication Graphics**COGR 1321 Desktop Publishing for Personal Use**

Introduction to desktop publishing concepts, system hardware and software, with specific instruction in one desktop publishing program. Students will be qualified to produce publication-quality work in the department's Apple Macintosh laboratory. Intended for casual, personal applications, not for design, computer graphics or advertising art students. *1 credit.*

COGR 2111 Introduction to Hypertext Markup Language

Introductory course in the preparation of Hypertext Markup Language (HTML) documents. HTML instructions are embedded in all Web pages and control formatting of page layout, fonts and graphic elements. Students learn HTML codes, conventions and procedures. They create Web pages by typing page content and HTML instructions into a text editor. These pages are posted on the World Wide Web. No experience in graphics or programming is necessary. *1 credit.*

COGR 2112 Introduction to Multimedia Communication

An introductory course for students who wish to take multimedia production, three-dimensional modeling or animation courses.

Elementary computing and computer graphics terminology, minimum hardware configurations, types of computer graphics and multimedia software, and the relationship of multimedia production to traditional forms of visual communication such as film and television production. Students study critical approaches for evaluating multimedia productions and become aware of the wide variety of multimedia applications. *3 credits.*

COGR 2320 Still Photography

Development of visual expression through the use of the still camera. Fundamentals discussed and practiced include optics, film emulsions, composition, lighting and darkroom technique, including developing, printing and enlarging. Students furnish their own 35 mm cameras. *3 credits.*

COGR 2321 Print Typography and Electronic Publishing

Practical aspects of preparing, planning and producing publications. Includes the fundamentals of typography, type specification, legibility and creative typography, as well as all aspects of electronic publishing, electronic pre-press, color printing, computer graphics software and hardware, input and output devices and post press. *3 credits.*

COGR 2322 Introduction to Computer Graphics

Introduction to the wide range of three-dimensional computer graphics applications in broadcasting, business, art and journalism. Concentrating on three-dimensional modelling terminology, software and operations from an artist/manager/buyer perspective. No prior skill in computer programming required. *3 credits.*

COGR 2324 Desktop Publishing

Introduction to desktop publishing design, including typography, application of design principles to the desktop environment, and desktop concepts, systems, hardware and software, with particular emphasis on the dominant desktop publishing applications. Scan in and use of art. Basic electronic pre-press theory. *3 credits.*

COGR 3112 Multimedia Production

Prepare students to use multimedia authoring software, such as Macromedia Director, for the creation of multimedia presentations used in business, training materials, kiosk displays, computer games and entertainment. Students learn how to prepare and manipulate the basic elements of multimedia, such as digital sound, animation, graphics and text. *3 credits.*

COGR 3320 Advanced Photography

Techniques of reporting with a camera. Handling typical news situations and advanced camera techniques. Assignments include detailed photo essays and reporting problems. Students furnish their own 35 mm cameras. Prerequisite: COGR 2320 or the equivalent. *3 credits.*

COGR 3321 Publication Design

Fundamentals of publication design, including a review of design theory as it relates to contemporary publication design practices. Projects and portfolio work selected according to students' design goals. Course covers newspaper, magazine, advertising and Web page design, and other design situations depending on student needs, resulting in an individualized, comprehensive publication design portfolio. *3 credits.*

COGR 3322 Computer Animation

Theory and practice of computer-generated animation. Students produce computer-generated slides and videotape animation. Classic examples of computer-generated animation are screened and discussed extensively. No prior programming skills required. Prerequisite: COGR 2322. *3 credits.*

COGR 3323 Presentation Graphics

Introduction to communication of information through visual symbols, including charts and graphics. Presentation, business and information graphics are taught within the context of professional and ethical standards using professional computer systems and software. *3 credits.*

COGR 3324 Two-Dimensional Computer Design

Fundamentals of vector draw and raster paint programs, including creation and editing of bezier curves, digital typography, basic digital color theory and applications, creation of artistic effects on the computer, and digital image manipulation. Computer graphics systems and software as they relate to commercial graphic images. (AART 2312 Two-Dimensional Computer Design accepted for communication credit). *3 credits.*

COGR 3327 Two-Dimensional Animation for the Web

This course focuses on tools and techniques for creating two-dimensional animation and motion graphics for the Web. Students learn how to create GIF animations and how to incorporate them into Web presentations. Students then study interactive vector animation used in creating animated Web menus and Web sites; Web cartoons; television advertisements and other stand-alone presentations. Web animation is placed in the larger context of short-form traditional animation. Examples of animation from motion pictures and the Web are studied. (Prerequisites: COGR 2322 Introduction to Computer Graphics). *3 credits.*

Journalism**COJR 1421 Writing for the Media**

Introduction to various types of media writing, Associated Press style and copy editing techniques. Special emphasis on research techniques for media writing and on writing styles for print, broadcast, public relations and advertising. *3 credits.*

COJR 2421 News Reporting

Fundamentals of gathering and writing the news story. News of political, economic and social significance discussed. Prerequisite: COJR 1421. *3 credits.*

COJR 2431 American Journalism: The Growth of Free Expression

A survey of the history of American journalism from colonial times to the present. Emphasis is placed on the role of technology in journalistic trends and the development of the profession. The history of advertising and public relations also considered. *3 credits.*

COJR 3421 Advanced News Reporting

Advanced news-gathering techniques and investigative reporting, as well as the function of news interpretation. Assessment of contemporary affairs through the interpretive news story and feature story. Prerequisite: COJR 2421. *3 credits.*

COJR 3426 Magazine Writing

Examines the U.S. magazine industry from various perspectives (design, editorial, production, management, sales and circulation). Emphasis is placed on researching and writing feature stories for publication. Prerequisite: COJR 1421. *3 credits.*

COJR 3428 Publications Editing

Theory and practice of copy editing, page makeup and writing headlines. Preparation of a complete publication for printing. Prerequisite: COJR 1421. *3 credits.*

COJR 3430 The Journalistic Tradition (formerly the Classics of American Journalism)

The writings of great American journalists. Many essays and news stories have found their place in history and many journalists have written newspaper articles that are studied today as examples of great writing. Students learn to evaluate critically and appreciate these works. *3 credits.*

COJR 3432 (WMST 3432) Women and the Media

Survey of women's participation in the media and the portrayal of women by the media. Critical study of how women have been represented in journalism, film, television and advertising. *3 credits.*

COJR 4424 Broadcast News

Writing and producing radio and television news. Ethics and responsibilities of broadcast journalism. Students work with news wire and audio services to produce actual radio news, features and public affairs programs. Production work is affiliated with WSOU-FM and department television classes. Prerequisite: COJR 1421. *3 credits.*

Public Relations/Advertising**COPA 2512 Public Relations I**

Introduction to public relations. Academic study of public relations principles and theories, tools and techniques, and ethical and professional standards. Prerequisite: COJR 1421. *3 credits.*

COPA 2515 Promotional Writing

Intensive writing practice enables students to explore and experience the style, format and deadline requirements of public relations and advertising writing. Through this course, students reach a professional level of competence in both public relations and advertising writing. Prerequisite: COJR 1421. *3 credits.*

COPA 2521 Print Advertising

An introduction to the strategic creative, and economic aspects of advertising in print media, with specific emphasis on the principles of copywriting and design for magazines, newspapers, outdoor and direct mail. Students gain greater understanding of campaign development and the creative process, along with basic knowledge of research and media planning. *3 credits.*

COPA 3521 Broadcast Advertising

Methods of advertising employed in broadcast media: network, spot and local techniques. Advertising research. Roles of the FTC and FCC. *3 credits.*

COPA 3522 Public Relations II

Public relations in practice. Combines lecture and independent research/study. Emphasis on writing. Students develop complete communications program and study editorial services, media relations, creative services, events management and other aspects of the practice of public relations. Prerequisite: COPA 2512, COJR 1421. *3 credits.*

Speech

COST 1600 Oral Communication

Broad study of the speaking and listening experience. Students perform and evaluate their skills. Voice and articulation and the organization and presentation of ideas. *3 credits.*

COST 1610 Dynamics of Human Communication

The processes of intrapersonal and interpersonal communication including perception, message orientation, language-as-symbolic action and verbal and nonverbal interactions. Theories and principles of face-to-face interaction in such contexts as significant to continuing relationships, family and gender. Prerequisite: COST 1600. *3 credits.*

COST 2620 Oral Interpretation

Art and development performance techniques for the interpretation of prose, poetry and drama. Prerequisite: COST 1600. *3 credits.*

COST 2622 Group Discussion

Effective management of and participation in formal and informal discussion groups whose goals are to investigate, evaluate, solve problems or make decisions. Prerequisite: COST 1600. *3 credits.*

COST 2623 Persuasive Speaking

Art of inspiring, convincing and actuating audiences through the use of ethical appeals, both logical and psychological. Prerequisite: COST 1600. *3 credits.*

COST 2624 Vocal Techniques

Emphasis on development of the speaking voice. Combination of practical and theoretical to help students develop a method for self-improvement. Prerequisite: COST 1600. *3 credits.*

Theater

COST 2610 The American Stage

Investigation of plays and theatrical conditions in America from the Hallams to the present regional theaters. The recurring themes and styles of American performers and playwrights. *3 credits.*

COST 2611 The Irish Stage

Investigation of plays and players, playwrights and playhouses from Boucicault to Keane. Concentrates on the birth, growth and development of Dublin's Abbey Theatre. *3 credits.*

COST 2612 Dramatic Theory and Criticism

Chronological study of aesthetic theory as it relates to the theater. Problems of religious, political and social censorship. *3 credits.*

COST 2621 Introduction to the Theater

Investigation of theater as an experience, an immediate art whose meaning is grasped through an understanding of the encounter between those who create theater (performers, writers, directors, designers and technicians) and those who view it (members of the audience). *3 credits.*

COST 2631 Theater History

Drama and its presentation from the Greek amphitheater to the modern stage. Theories and methods of drama; the players, theatrical conditions, dramatic criticism as it has affected theatrical performances. *3 credits.*

COST 3620 Acting

Methods of building a character as described in the literature on acting. Exercises in vocal and physical control, observation, imagination, concentration and pace. Elementary stage technique and performance deportment. *3 credits.*

COST 3621 Directing

Methods of directing a play as described in the literature on play direction. Exercises in researching a play, casting, blocking the action, rehearsing, developing timing and pace, and coordinating all elements of a play. Prerequisite: COST 2621. *3 credits.*

COST 3622 Playwriting

Principles of dramatic composition, plot construction, characterization and dialogue are studied through a close, practical analysis of Aristotle's *Poetics*, as well as of classic plays. Each student writes a one-act play. *3 credits.*

COST 3623 Lighting for Television, Theater and Film

Thorough grounding in light sources, instruments and their accessories, and theater and studio layouts. Special emphasis is given to lighting principles and dramatic interpretation in terms of lighting. Students design lighting and develop lighting plans for productions and/or scenes as class projects and outside assignments. Prerequisite: a minimum of one course in theater, TV or film. *3 credits.*

COST 3624 Children's Theater

Study of drama both with and for children. Students explore the fundamentals of young people's theater through the eyes of the director/teacher. Drama as a process of learning and as an artistic presentation on the stage. Prerequisite: COST 2621 or education majors. *3 credits.*

COST 3625 Scene Design

Introduction to the principles of modern stage design as influenced by its development in earlier periods: aesthetics, elements, technical. Students engage in design projects and lab assignments. *3 credits.*

COST 3626 Acting II: Classical Styles

Course develops the discipline of stylized acting techniques and explores the history of Greek, Shakespearean and Restoration theater. Prerequisite: COST 3620. *3 credits.*

Department of Criminal Justice

Arts and Sciences Hall
(973) 761-9170

Faculty: Athens; Launer; Paitakes; Palenski; Robertiello (*Co-op Adviser*).

The Department of Criminal Justice is devoted to providing students with an academically sound program in the study of crime and justice issues. The program in criminal justice draws on the best traditions of a liberal arts education. Students are expected to ground their ideas and observations about crime and justice within traditions that are empirically and theoretically informed.

The study of crime and criminal justice at Seton Hall University is designed to give students a critical viewpoint concerning all dimensions of the criminal justice system. Graduates from the program may pursue careers in criminal justice, or attend graduate school or law school. A series of internships are offered to criminal justice majors in both federal and state agencies.

Transfer Students

All transfer students are interviewed before being accepted into the program. Transfer students have one semester to reach the minimum required GPA. Transfer students are required to take at least 18 credits from the Seton Hall criminal justice programs.

Program Requirements

In addition to fulfilling the core and credit requirements of the College of Arts and Sciences, degree candidates must complete 48 credits (as follows) and earn a minimum overall GPA of 2.0:

	Credits
Unit I Required Courses	12
Unit II Intermediate Required Courses	9
Unit III Criminal Justice Electives	12
Unit IV Extra Departmental Electives	15

Unit I Required Courses (12 credits)

ANTH 1202	Introduction to Cultural Anthropology	3
CRIM 2612	The Criminal Justice System in Modern America	3
PSYC 1101	Introduction to Psychology	3
SOCI 1101	Understanding Society	3

Unit II Intermediate Required Courses (9 credits)

CRIM 2616	Criminology	3
CRIM 3550	Criminological Theory	3
CRIM 2910	Research Methodology	3
CRIM 3120	Qualitative Methods of Criminal Justice Research	3

Unit III Criminal Justice Electives (12 credits)

Students are required to complete four courses from the following:

CRIM 2613	Victimology	3
CRIM 2614	Police in Modern Society	3
CRIM 2615	Penology	3
CRIM 2617	Juvenile Delinquency	3

CRIM 2618	Community Supervision	3
CRIM 2619	Prosecution and Adjudication	3
CRIM 2912-2913, 2915-2916, 2918-2920	Special Issues in Criminal Justice	3
CRIM 3310	Violent Crime	3
CRIM 5986-5987	Special Theoretical Issues in Criminal Justice	3

Unit IV Extra Departmental Electives (15 credits)

Students are to select five of the following courses, with no more than two courses selected from the same department.

AFAM 2311	Public Institutions and the African-American	3
ANTH 1210	Culture and Communication	3
ANTH 1215	Race, Racism and the Meanings of Human Difference	3
ECON 1402	Principles of Economics I	3
POLS 1113	Public Administration	3
POLS 1212	Introduction to American Law	3
PSYC 2214	Abnormal Psychology	3
SOCI 2314	Organizations and Society	3
SOCI 2515	Intergroup Relations	3
SOWK 1111	Introduction to Social Work	3
SOWK 1314	Social Work and the Law	3

Total: 48

Minor in Criminal Justice

The purpose of a minor concentration in criminal justice is to lead interested students to an understanding of the contemporary criminal legal system, and to supplement and enrich a related major course of study. The minor requires a minimum of 18 credits and is suitable for students majoring in a social science, social work and communication, or those students planning to attend law school or preparing for any career in which a knowledge of the criminal justice system is useful.

Required Courses

CRIM 2612	The Criminal Justice System in Modern America
CRIM 2616	Criminology
SOCI 1101	Understanding Society

Elective Courses

Any two of the following:

ANTH 2222	Case Studies in the Anthropology of Law
CRIM 2613	Victimology
CRIM 2614	Police in Modern Society
CRIM 2615	Penology
CRIM 2617	Juvenile Delinquency
CRIM 2618	Community Supervision
CRIM 2619	Prosecution and Adjudication
CRIM 2912-2913, 2915-2916, 2918-2920	Special Issues in Criminal Justice
CRIM 5984-5985	Community Experience I-II
SOCI 2213	Law and the Legal System
SOCI 3815	Deviance and Conformity

Any one of the following:

SOCI 2211	Marriage and Family Life
SOCI 2312	City Life
SOCI 2314	Organizations and Society

SOCI 2513	Social Inequality
SOCI 2515	Intergroup Relations: Race, Ethnicity and Social Class in America
SOCI 2701	Social Change
SOCI 2713	Politics and Society
SOCI 2714	Strategies of Transformation

Police Training Program

A contractual program between Seton Hall University and the New Jersey State Police provides an opportunity for graduates of the State Police Training Academy to earn a select number of academic credits during their training. Most of the following courses are restricted to this program:

State Police Program	Credits
CRIM 2620	Social Problems for Law Enforcement Officers 3
CRIM 2625	Introduction to Criminal Justice I: Police Practice and Procedures 3
CRIM 2626	Introduction to Criminal Justice II: Criminal Law and Society 3
CRIM 5984	Community Experience I 3
EDST 1415	Physical Education I 3
EDST 1416	Physical Education II 3
ENGL 1025	Communication for State Police 2
ENGL 1027	Language and Communication for Law Enforcement Officers 3
POLS 2221	Constitutional Law 3
PSYC 1113	Psychology for Law Enforcement Officers 3

Municipal Police Program	Credits
CRIM 2620	Social Problems for Law Enforcement Officers 3
CRIM 2626	Introduction to Criminal Justice II: Criminal Law and Society 3
CRIM 5984	Community Experience I 3
EDST 1413	Physical Education for Municipal Police 3

Additional courses are offered on a part-time basis at several off-campus locations, leading to the bachelor's degree. Law enforcement officers also participate in the Institute for Criminal Justice. Further information may be obtained by calling (973) 275-5886.

County Police Program

Law enforcement personnel seeking academic credit for the county police academy experience should call (973) 761-9170 to obtain a listing of currently approved academies.

Seton Hall University may grant the following credits to law enforcement personnel who have graduated from approved County Police academies in New Jersey:

	Credits
CRIM 2620	Social Problems for Law Enforcement Officers 3
CRIM 2625	Introduction to Criminal Justice I: Police Practice and Procedures 3
CRIM 2626	Introduction to Criminal Justice II: Criminal Law and Society 3
CRIM 5984	Community Experience I 3
EDST 1413	Physical Education for Municipal Police 3
PSYC 1113	Psychology for Law Enforcement Officers 3

Course Descriptions

CRIM 2612 The Criminal Justice System in Modern America

The structure and function of the criminal justice system, including an analysis of values underlying two models of the criminal process. Role of police, constitutional rights, role of the attorney, operation of the bail system, trial and role of the judge. *3 credits.*

CRIM 2613 Victimology

Consideration of victims of crime. Interaction between victim and offender in the criminal encounter, the risks of victimization, victim reactions to crime, the effect of victim characteristics on the legal system and a survey of victim-oriented alternatives to conventional criminal justice. *3 credits.*

CRIM 2614 Police in Modern Society

History and changing role of the police. Variety of sociological perspectives used to examine recruitment and socialization of police personnel. Meaning and functions of police work, police community relations, interactions between police departments and other official organizations (courts, prisons, schools, mental hospitals), police malpractice and control over police work. Comparison of police work in other modern societies, evaluation of various strategies for changing the role and structure of police work. *3 credits.*

CRIM 2615 Penology

Analysis of different philosophies of treatment and current techniques. Past correctional approaches surveyed to understand the changes made in institutionalized handling of a major social problem. Economic, cultural and political trends as the social setting in which society attempts to fashion a "practical" manner of treatment. *3 credits.*

CRIM 2616 Criminology

Examines the phenomenon of crime from a sociological perspective. Meaning of crime; official and unofficial counts of crime; social correlates of crime; lifestyles and behavior patterns of criminals. Critical analysis of various theoretical frameworks for explaining crime. *3 credits.*

CRIM 2617 Juvenile Delinquency

Examines patterns of delinquent behavior among youth. The definition and measurement of delinquency; influence of kinship; educational and other institutions on delinquency; social class and sub-cultural influences on delinquency; identification and processing of delinquents by official control agencies. *3 credits.*

CRIM 2618 Community Supervision

Study of community release movement in the U.S. Examination of parole and penal systems and their relationship to pre-prison identity and future behavior. Reentry into this system; relationship between self-concept and status passage, and notions of parole success and failure. *3 credits.*

CRIM 2619 Prosecution and Adjudication

Examination of middle stages of criminal justice system; prosecutor's decision to charge, pretrial procedures, criminal trial and sentencing. Discussion of central roles, case flow, current developments and defendant's legal rights at middle stage of criminal justice system. *3 credits.*

CRIM 2620 Social Problems for Law Enforcement Officers

Examination of social science information and its relationship to perceptual information as applied to the police officer, includes drug abuse and alcoholism, deviant behavior, prejudice and discrimination. Sociocultural change as applied to government, religion, economics, education and the family. Concepts in sociology relevant to police encounters. Ideals and realities of American society as a cause of social problems. Research projects and examinations. *3 credits.*

CRIM 2625 Introduction to Criminal Justice I: Police Practice and Procedures

Daily police practices and procedures with emphasis on the theory behind them. Function of state police in criminal justice system fully examined. Historical development of police profession and evolution of customs, rules and laws that regulate group behavior. Importance of police in contemporary society and the role state law enforcement plays in New Jersey government, as well as situational arrest case studies, State Police organization and goals. *3 credits.*

CRIM 2626 Introduction to Criminal Justice II: Criminal Law and Society

A comprehensive study of various aspects of criminal law governing New Jersey. Old statutes and common law in comparison to modern principles of the codified laws and procedures. Title 2C is thoroughly examined with emphasis on impartial application of criminal and quasi-criminal laws. Juvenile justice code, drug enforcement code and the fish and game law. An analysis of the U.S. Constitution, fundamental rights guaranteed and the impact of constitutional issues in contemporary society. *3 credits.*

CRIM 2910 Research Methodology

Basic exposure to the skills and understanding relied upon in criminological research. Concepts such as validity, reliability, research logic, design development and theory testing are addressed. Students also are exposed to elementary data analysis. Prerequisites: 6 credits from SOCI 1101, PSYC 1101, ANTH 1202 and MATH 1101; or permission of the instructor. *3 credits.*

CRIM 2912-2913, 2915-2916, 2918-2920 Special Issues in Criminal Justice

Selected topics in criminal justice. *3 credits.*

CRIM 3120 Qualitative Methods of Criminal Justice Research

Qualitative methods of criminological research, including criminological "field methods" and "ethnography." Four principle areas: (1) the distinctive logic or philosophy underlying the use of qualitative methods, (2) the different qualitative methods for collecting data, (3) the principal means for qualitatively analyzing data, and (4) criteria for evaluating qualitative research. Prerequisites: Six credits from SOCI 1101, PSYC 1101, ANTH 1202 and MATH 1101 or permission of instructor. *3 credits.*

CRIM 3310 Violent Crime

Explorations of the topic of violence from a number of social science perspectives. Particular attention to the "process" of becoming violent, and the policy implications of violent behavior in the United States. *3 credits.*

CRIM 3550 Criminological Theory

Major sociological, psychological, psychiatric, biological, as well as interpretative theories of criminal behavior. The assumptions underlying the explanations that these theories offer, the empirical evidence supporting and contradicting them, and the attendant solutions that each implies. The different "images" of the "criminal" and "criminal action" upon which they operate are contrasted with each other, and the criminal law. *3 credits.*

CRIM 3894 Criminal Justice Co-op I**CRIM 3995 Criminal Justice Co-op II****CRIM 3996 Criminal Justice Co-op III**

(See Co-op Adviser) *3 credits each.*

Prerequisite: 2.8 overall GPA and at least 60 credits completed.

The Co-op course in criminal justice offers the student an opportunity to develop hands-on experience in a criminal justice agency. Students are required to work at least thirty hours per week for 3 credits, and will meet regularly with their adviser to discuss their experiences. The Career Center, as well as the Co-op adviser, has an ongoing list of available placement sites as well as salary ranges and minimum requirements. Students may find their own placement site pending approval of the Co-op adviser.

CRIM 5980-5983 Independent Study in Criminal Justice

Selected topics are explored in conjunction with the guidance and direction of the instructor. In instances where the topics change, additional independent study may be taken for a maximum of 6 credits. *1/2/3 credits.*

CRIM 5984-5985 Community Experience I-II

Students learn and evaluate community practices and contribute to the services of community agencies. The department places the student in an agency of his or her choice. In addition to supervised agency work (8 hours weekly), the program consists of seminars, regular evaluation reports (logs) and preparation of a final academic paper related to the experience. Prerequisite: 3.2 GPA or departmental approval. *3-6 credits.*

CRIM 5986-5987 Special Theoretical Issues in Criminal Justice

Instruction in important emerging areas in the field of crime and justice study. Course content and techniques draw on the expertise of researchers and writers across a wide spectrum of interests. Prerequisite: Completion of 30 program credits or permission of the instructor. *3-6 credits.*

CRIM 5988 Senior Seminar

A capstone course that consolidates the theoretical and methodological knowledge and skills acquired as a major. Major research report and oral presentation required. *3 credits.*

Police Program Course Descriptions

CRIM 5984 Community Experience I

Issues of criminal investigation, judicial systems, civil disorders, rules of evidence, discipline and ethics in law enforcement, police community relations and civil rights codes with examinations. Major and minor situations relating to the police officer and the community are discussed and a comprehensive study of adjunct services and facilities available to successfully complete the officer's task. *3 credits.*

EDST 1415 Physical Education I

Physical conditioning and defensive tactics and how they apply to the student's experience. Various forms of running, freehand exercises, weight training, organized athletics, tumbling and gymnastics. A boxing program reflects students' reactions under the stress of physical confrontation. Training extends into hand-to-hand combat and self-defense against various weapons. Examinations and critiques included. *3 credits.*

EDST 1416 Physical Education II

Crash injury management and physiology, water self-survival and lifesaving. Learning the structure and functions of the human body to enable the student to better perform physical functions of present-day law enforcement. Emergency care work is emphasized. *3 credits.*

ENGL 1025 Communication for State Police

Communications and speech with practical exercises performed in front of a television camera with critiques of the tapes. Interviewing and courtroom testimony. Hostage recovery, public information and police discretion. *2 credits.*

ENGL 1027 Language and Communication for Law Enforcement Officers

Grammatical aspects of language and the mechanics of composition of primary importance covering police reporting systems, unity and coherence, and sentence and paragraph structure. Semantics and word content, within the parameters of a meaningful and pragmatic vocabulary. Compositions and assigned readings. *3 credits.*

POLS 2221 Constitutional Law

Covers such topics as constitutional issues in contemporary society, situational arrest case studies, drug enforcement code, gaming enforcement, U.S. Constitution, ATRA; with examinations and critiques. *3 credits.*

PSYC 1113 Psychology for Law Enforcement Officers

Psychological principles as applicable to the police officer's work experience. Domestic violence and child abuse, suicide, stress, crisis intervention, plus research papers and examinations. Interviewing, human relations, mental abnormality, crime, leadership and group control, the work of court and prison psychologists and parole. Various methods of rating and testing police officers by psychological methods and the problem of motivation. *3 credits.*

Department of English

Fahy Hall
(973) 761-9388; 9387
artsci.shu.edu/english

Faculty: Apfelbaum (*Undergraduate Adviser*); Balkun (*Assistant Chair*); Carpentier (*Chair*); enright (*Director of First-Year Writing*); Gray; Grieco (*Co-op Adviser*); Jones (*Director of Basic Skills*); Lindroth; Rogers; Schur; Shea (*Writing Center/OWL Director*); Stevens (*Poetry-in-the-Round Director*); Sweeney; Tilton-Levine; Wargacki; Weisl (*Director of Graduate Study*); Winser (*Undergraduate Adviser*).

Faculty Associates: Das-Bender; Sanyal; Sperber; Thoms-Cappello.

The Major in English

The Department of English offers a wide range of courses in English, American and Anglophone literature, as well as in creative and expository writing, language, criticism and film analysis. English courses emphasize the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and other disciplines. The department seeks not only to foster analytical reading and lucid writing but also to stimulate thought about the nature of human experience.

Apart from the inherent rewards of studying literature, a degree in English-language literature offers intensive training in skills essential to the contemporary job market: the ability to think critically, to analyze and interpret language, to express ideas clearly and forcefully, to grasp multiple cultural traditions, and to relate texts to other areas of study. Graduates of Seton Hall University's English program have gone on to graduate programs and successful careers in writing and editing, publishing, teaching, law, business and media.

In addition to the English major, the department also offers an English minor and a writing minor, both 18 credits and available to students of any major. At the graduate level, the English department offers a Master of Arts designed for present or prospective teachers of English on the secondary or college level, for students contemplating the Ph.D., and for those already involved in careers in publishing, business, writing or media. English majors who qualify for the Dual Degree B.A./M.A. program in English can complete the M.A. degree in one year beyond their B.A. See description below. Visit the English department's home page at artsci.shu.edu/English

Major Requirements

The English major introductory requirements are designed to provide students with a thorough grounding in the major periods and writers of the English and American traditions. Students are then able to build on that background through a wide variety of advanced electives they can tailor to their own interests. *Prerequisites: ENGL 1201 and 1202.*

Introductory		Credits	<i>Any two of the following courses:</i>	6
ENGL 1204	Introduction to Literary Studies	3	ENGL 2514	Writing Workshop: Research and Analysis
ENGL 2101-2102	Great Books of the Western World I-II	6	ENGL 2515	Writing Workshop: Creative Nonfiction
ENGL 2103-2104	American Literature I-II	6	ENGL 3511	Advanced Composition
ENGL 2111-2112	British Literature I-II	6		
Advanced Electives			Electives	9
	British (pre-1800)	3	<i>Any three of the following courses:</i>	
	British (post-1800)	3	ENGL 2511	Introduction to Creative Writing
	American	3	ENGL 2512	Creative Writing: Fiction
	Thematic/Comparative	3	ENGL 2513	Creative Writing: Poetry
	Writing	3	ENGL 3512	Business Writing
	Open Electives	6	ENGL 3513	Scientific and Technical Writing
ENGL 5011	Senior Seminar	3	<i>(Students may also opt to take all <u>four</u> of the required courses and any <u>two</u> of the elective courses.)</i>	
Total: 45			Total: 18	

The Minor in English

The English minor gives students of other majors a broad yet thorough introduction to each of the areas of the discipline. It is a valuable addition, enabling students to pursue their majors and career goals with greater literacy, sharper analytical skills and more polished writing skills. *Prerequisites: ENGL 1201 and 1202.*

Introductory		Credits
<i>Any two courses from the following surveys (not necessarily in sequence):</i>		6
ENGL 2101 or 2102	Great Books of the Western World I or II	
ENGL 2103 or 2104	American Literature I or II	
ENGL 2111 or 2112	British Literature I or II	
<i>Any one of the following writing courses:</i>		3
ENGL 2511	Introduction to Creative Writing	
ENGL 2512	Creative Writing: Fiction	
ENGL 2514	Writing Workshop: Research and Analysis	
ENGL 2515	Writing Workshop: Creative Nonfiction	
ENGL 3511	Advanced Composition	
ENGL 3512	Business Writing	

Advanced Electives		Credits
	British	3
	American	3
	Thematic/Comparative	3
Total: 18		

The Writing Minor

The Department of English offers an 18-credit writing minor that is an ideal complement to any major. It is structured to enable students to tailor the minor to suit their own interests, emphasizing creative writing, expository writing, business and technical writing, or a combination of styles. English majors may pursue a writing minor but, except for History of the English Language and the 3 credits of advanced writing required by the major, no other credits earned toward the minor can count toward the major. *Prerequisites: ENGL 1201 and 1202.*

Required		Credits
ENGL 2517	History of the English Language	3

Dual Degree B.A./M.A. Program in English

English majors and English/education majors can complete a Master of Arts in one year beyond their B.A. Students who qualify for admission into the dual degree program will take 12 credits of graduate-level English courses during their junior and senior years. These will apply toward the 45 credits required for completion of the undergraduate major and toward the 30 credits required for the Master of Arts in English. Students can then complete the remaining 18 credits of graduate courses after earning a B.A.

Requirements for Admission

English majors who have completed at least 21 credits in the major with a minimum GPA of 3.0 may apply at any time prior to their senior year. Applicants are not required to take the GRE, but they must complete the graduate application form, and their application must include a transcript, a writing sample and three letters of recommendation from their undergraduate professors, two of whom must be full-time faculty in the English department.

Advanced Electives in the Undergraduate Major and Graduate Course Equivalents

(See Graduate Catalogue for full course descriptions.)

British (pre-1800), 3 credits:

ENGL 6111 Old English Literature; 6112 Chaucer; 6113 Medieval Drama; 6114 Shakespeare to 1600; 6115 Shakespeare from 1600; 6116 Renaissance Literature; 6117 Renaissance Drama; 6118 17th Century Literature; 6119 Milton; 6121 Dryden, Pope and Swift; 6122 English Drama 1660-1800; 6123 Age of Johnson

British (post-1800), 3 credits:

ENGL 6124 Age of Romanticism; 6125 Victorian Prose and Poetry; 6126 Major British Writers: 1900-1945; 6127 Major British Writers from 1945; 6128 British Poetry of the 20th Century; 6311 The English Novel: Beginnings through the 19th Century; 6313 Modern British Drama; 6314 Modern Irish Drama

American, 3 credits:

ENGL 6211 American Literature: Beginnings through Poe; 6212 The American Renaissance; 6213 American Literature of the Later

19th Century; 6214 Major American Writers: 1900-1945; 6215 Major American Writers from 1945; 6216 Continuity of American Poetry; 6217 African-American Literary Experience

Thematic/Comparative, 3 credits:

ENGL 6010 Introduction to Literary Research. Students are advised to take this course as soon as possible after entering the dual degree program.

Writing, 3 credits:

ENGL 6411 Art and Craft of Writing; 6412 Modern Rhetoric and Writing; 6415 Composition Theory and Practice; 6420 Linguistic History of English

The Writing Center

The Seton Hall University Writing Center is a valuable resource open to all members of the Seton Hall community, providing one-on-one tutoring in prewriting, drafting and revising essays, research papers, theses, resumes, letters, proposals and reports. It is staffed by undergraduate, graduate and professional tutors to assist with every level of writing competence. Tutoring at the Writing Center provides an excellent opportunity for English majors and minors, writing minors, English/education majors, and M.A. students in English who wish to work on campus in a field directly related to their studies. Interested students should contact Kelly Shea, director, at ext. 2183.

Location

The Writing Center is located in Fahy Hall, Room 251, ext. 7501. Walk-ins are welcome, but if possible, call or visit to make an appointment. The Writing Center is virtually located for first-year students at artsci.shu.edu/english/wc/. Non-freshman students may visit the SHU Online Writing Lab (OWL) at academic.shu.edu/owl/. The OWL is particularly designed for upper-class and graduate students as well as faculty and staff who need writing assistance but who are unable to visit the Writing Center during its normal hours of operation.

Poetry-in-the-Round

Poetry-in-the-Round provides a unique opportunity for Seton Hall students to see and hear the world's foremost writers read their works and discuss them informally with students and faculty. Under the direction of David Stevens, Poetry-in-the-Round has hosted such distinguished artists as George Plimpton, Derek Walcott, Frank McCourt, Wole Soyinka, Nadine Gordimer, Joyce Carol Oates, June Jordan, Oscar Hijuelos and many others.

Course Descriptions

ENGL 1202 is a prerequisite for all the following courses:

**BRITISH
Introductory**

ENGL 2111 British Literature I

Readings in British Literature from *Beowulf* to the 18th century. 3 credits.

ENGL 2112 British Literature II

Readings in British Literature from the Romantics through the 20th century. 3 credits.

Advanced (pre-1800)

ENGL 2211 Medieval Literature

The literature of the Medieval world from the 4th to the 15th centuries. 3 credits.

ENGL 2212 Renaissance Literature

Readings in 16th century poetry and prose. Emphasis on Sir Thomas More, Sidney and Spenser. 3 credits.

ENGL 2213 17th-Century Literature

The "Metaphysical" and "Cavalier" poets, Milton, and selected prose. 3 credits.

ENGL 2214 18th-Century Literature

Prose and poetry from the Restoration to the late 18th century. 3 credits.

ENGL 2311 Chaucer

A close study of the *Canterbury Tales*, *Troilus and Criseyde*, and Chaucer's minor poems. 3 credits.

ENGL 2312 Shakespeare

Representative tragedies, comedies and histories; the sonnets. 3 credits.

ENGL 2313 Milton

A close study of *Paradise Lost* and other poems, plays and prose. 3 credits.

Advanced (post-1800)

ENGL 2215 Romantic Literature

The poetry of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats against the background of the French Revolution. 3 credits.

ENGL 2216 Victorian Literature

Major poets of the period: Tennyson, Robert Browning, Elizabeth Barrett Browning and Arnold. Novelists such as the Brontës, Dickens, George Eliot and Thomas Hardy. Selections from prose writers such as Carlyle, Mill, Arnold and Pater. 3 credits.

ENGL 2217 Modern British Literature

A survey of early 20th century British writers such as Conrad, Lawrence, Joyce, Woolf, Mansfield and Forster. 3 credits.

ENGL 2314 Yeats and His World

A study of Yeats's poetry and plays in the setting of his age, including readings of his contemporaries such as Synge and Lady Gregory. 3 credits.

ENGL 2315 Joyce, Lawrence and Woolf

A close examination of works by three masters of the modernist experimental narrative. 3 credits.

ENGL 2411 The British Novel I

Development of the British novel from its origins in the early 18th century through the Romantic period. Focus on Richardson, Defoe, Fielding and Austen. 3 credits.

ENGL 2412 The British Novel II

A survey of the British novel from the Victorian age to the present. Novels by the Brontes, Dickens, George Eliot, Hardy, Conrad, Forster, Woolf and others. *3 credits.*

ENGL 2413 The Drama in Great Britain

A survey of British drama from medieval mystery plays to the present. *3 credits.*

AMERICAN Introductory

ENGL 2103 American Literature I

Readings of American authors from the colonial period to the Civil War. *3 credits.*

ENGL 2104 American Literature II

Readings of American authors from the Civil War to the present. *3 credits.*

Advanced

ENGL 2320 Major American Romantics

A close study of selected works by American Romantic writers such as Poe, Hawthorne, Emerson, Douglass, Whitman and Dickinson. *3 credits.*

ENGL 2321 Major American Realists and Modernists

A close study of American fiction and poetry from the late 19th and early 20th centuries, including James, Wharton, Hemingway, Faulkner, Eliot, Pound, Crane and H.D. *3 credits.*

ENGL 2417 The American Novel I

Representative works of American novelists prior to 1915, such as Melville, Twain, Cooper, Irving, Stowe and Chopin. *3 credits.*

ENGL 2418 The American Novel II

Representative works of American novelists since 1915, such as Cather, Fitzgerald, Hemingway, Faulkner, Bellow, O'Connor, Ellison, Updike and Morrison. *3 credits.*

ENGL 2419 The Social Novel in America

Nineteenth and 20th-century novels that explore a variety of social issues endemic to the American way of life. *3 credits.*

ENGL 2420 Modern American Poetry

An analytic approach to the works of early 20th-century poets such as Williams, Pound, Eliot, Stein, Moore, Stevens and others. *3 credits.*

ENGL 2421 Modern American Drama

Exploring the modernism of O'Neill, the symbolism of Williams, the realism of Miller and others. *3 credits.*

ENGL 2423 The American Screenplay

A survey of screenwriters' contributions to American film. Analysis of the major genres with selected screenings. *3 credits.*

CROSS-LISTED COURSES IN AMERICAN LITERATURE

Up to 6 credits of cross-listed courses may be accepted for English credit. For descriptions, see Department of African-American Studies course descriptions.

ENGL 2613 Early African-American Literature**ENGL 2614 Modern African-American Literature****ENGL 2615 Major Figures in African-American Literature****ENGL 2616 Contemporary African Literature****ENGL 2617 Literature of the Harlem Renaissance****THEMATIC AND COMPARATIVE****Introductory****ENGL 2101 Great Books of the Western World I**

Literature of the Western tradition from Homer to the Renaissance. *3 credits.*

ENGL 2102 Great Books of the Western World II

Literature of the Western tradition from the 17th century to the present. *3 credits.*

Advanced

ENGL 2113 (WMST 2113) Women and Literature I

An exploration of the contributions of women writers to Western literature from the Middle Ages to the 18th century, including an examination of relevant works in cultural history. Cross-listed with Women's Studies. *3 credits.*

ENGL 2114 (WMST 2114) Women and Literature II

An exploration of the contributions of women writers to Anglo-American literature from the 19th century to the present, including some classic statements of feminist literary theory. Cross-listed with Women's Studies. *3 credits.*

ENGL 2011 The Short Story

Exploring the structures and themes of short fiction by a variety of British, American and international authors. *3 credits.*

ENGL 2013 The Drama

An introduction to drama as a genre with representative plays from Sophocles to the present. *3 credits.*

ENGL 2014 Poetry

An introduction to poetry and poetics, covering a variety of poetic genres, traditions, forms and approaches. *3 credits.*

ENGL 2410 The Bible as Literature

Traditional literary methods will be used to examine symbolism, narrative voice, tone, imagery and characterization, in the context of the historical setting in which the Bible was written. Theological meaning and purpose of the Bible will be discussed as well. Cross-listed with Catholic Studies. *3 credits.*

ENGL 2414 Contemporary Fiction

Readings in British, American and international fiction from mid-century to the present. *3 credits.*

ENGL 2415 Contemporary Drama

Plays recently in production on and off Broadway. 3 credits.

ENGL 2416 Contemporary Poetry

Trends in poetry from mid-century to the present, including confessional poetry, the Beat Generation, the New York School, poetics of identity, the Black Mountain poets and other. 3 credits.

ENGL 2422 Catholic Literature and Film

Examination of the specific Catholic nature of a variety of works of literature and how they are translated into film. Cross-listed with Catholic Studies. 3 credits.

ENGL 2424 The European Screenplay

Screenplays from France, Italy, Germany and Sweden in translation, with selected screenings. 3 credits.

ENGL 2426 Literature and Nature

Readings in literature of the natural world, as well as representative selections of ecocriticism. 3 credits.

ENGL 2427 Drama: Classic and Contemporary

A survey of 20th-century drama and innovations in dramatic form. Ibsen, Chekov, Brecht, Beckett, Pinter, Lorca, Churchill and others. 3 credits.

ENGL 2428 Contemporary Literature and Religion

Humanity's spiritual quest in works by Faulkner, Salinger, Flannery O' Connor, Saul Bellow and others. Cross-listed with Catholic Studies. 3 credits.

ENGL 2429 The Psychological Novel

Writers who explore the psyche through dream, memory, interior monologue, and stream-of-consciousness such as Kafka, Woolf, Faulkner, Beckett and others. 3 credits.

ENGL 2430 Satire

A survey of the forms and techniques in satiric texts from Ancient Rome to the 20th century, with emphasis on European and American satires. 3 credits.

ENGL 2431 Women Writers

An in-depth examination of the works of selected women writers. Specific topics will be posted prior to registration. Cross-listed with Women's Studies. 3 credits.

ENGL 3401 Classical Russian Literature

Studies in Pushkin, Tolstoy, Dostovsky and others. 3 credits.

ENGL 3402 Contemporary Russian Literature

Russian literature in the 20th century. 3 credits.

ENGL 3412-3413 Special Topics in Literary Studies I-II

Varying topics such as the works of a particular writer or writers, a type of literature (for example travel, post-colonial, pastoral, etc.), literature and film, and others. Topic will be posted prior to registration. 3 credits each.

ENGL 5011 Senior Seminar

Capstone course required for all English majors in their senior year, culminating in oral presentations and a significant research paper. 3 credits.

CROSS-LISTED COURSES IN THEMATIC AND COMPARATIVE

(Up to 6 credits of cross-listed courses may be accepted for English credit.)

ENGL 1611 Greek and Latin Roots of English (CLAS 1313)

For description, see the Department of Classical Studies course descriptions.

ENGL 2015 Catholicism and Literature (CAST 2015)

For description, see Catholic Studies course descriptions.

ENGL 2612 Classical Mythology (CLAS 2317)

For description, see the Department of Classical Studies course descriptions.

ENGL 3404 U.S. Latina/Latino Literature (SPAN 3401)

For description, see the Department of Modern Languages course descriptions.

ENGL 3608-3609 Asian Literature in English Translation I-II

For description, see the Department of Asian Studies course descriptions.

ENGL 3610 Existentialism in Literature (PHIL 2095)

For description, see the Department of Philosophy course descriptions.

INTERSESSION COURSES

Specially designed 1- and 2-credit courses for short intersession or summer semesters.

ENGL 2105 Poetry of Courtly Love

Focus on the love poem and its sources from the Troubadours and courtly poets, including Dante, Petrarch, Chaucer, Shakespeare and Donne. 2 credits.

ENGL 2316 Poetry of Gerard Manley Hopkins

Readings in this important Victorian poet. Focus on prosody, style, and influence on 20th-century poets. 1 credit.

ENGL 2432, 2433, 2434 Special Topics in Poetry

An intensive study of the work of one poet to be posted prior to registration. 1 credit each.

ENGL 2435, 2436, 2437 Special Topics in Prose

An intensive study of the work of one prose writer to be posted prior to registration. 1 credit each.

WRITING AND LANGUAGE**Developmental**

(Note: 0100-0180 courses do not count toward graduation. They are required for students whose scores on placement examinations indicate the need for additional writing and reading instruction prior to, or linked with, ENGL 1201 College English I.)

ENGL 0100 English Fundamentals

An intensive first-level course covering the writing process, sentence structure, and grammar in the context of paragraphs and short essays, reading comprehension, and vocabulary development. 3 institutional credits.

ENGL 0150 Skills for Effective Writing and Reading

A developmental writing and reading course designed to increase competence in writing essays and reading comprehension. For ESL and EOP students only. 4 institutional credits.

ENGL 0160 Reading and Writing Workshop

A 3-credit workshop linked with specified sections of ENGL 1201 required for students whose placement examinations indicate the need for additional reading and writing instruction in a focused, intensive environment. *3 institutional credits.*

ENGL 0180 Second Language Writing Workshop

A 3-credit workshop linked with specified sections of ENGL 1201 required for second language students who need additional reading and writing instruction in a focused, intensive environment. *3 institutional credits.*

Note: Specially denoted sections of 1201 and 1202 ZES and ZSL are available for students who have learned English as a second language on the advanced level. These courses are identical to regular sections of College English in content, text, instruction and credits, but they provide additional instruction when necessary to aid non-native English speakers and writers.

Introductory

(Note: Although required by the core curriculum, ENGL 1201 and 1202 do not count toward the English major.)

ENGL 1201 College English I

Structured exercises in writing and revising short essays based on themes suggested by representative readings. Prerequisite: satisfactory scores on required placement test or ENGL 0100 or 0150 as appropriate. *3 credits.*

ENGL 1202 College English II

Introduction to literature through representative readings in the three major genres of fiction, poetry and drama. Training in methods of library research and the mechanics of citation, quotation and paraphrase in the writing of longer research papers. Prerequisite: ENGL 1201. *3 credits.*

ENGL 1204 Introduction to Literary Studies

Study of research techniques, history of the discipline and introduction to major critical theories. Practice in applying critical discourse to literary texts. Required for all English majors in the sophomore year or as soon as they declare the major. *3 credits.*

Advanced**ENGL 2511 Introduction to Creative Writing**

Introduction to writing in several literary genres, including short story fiction, poetry and creative nonfiction. Not a prerequisite for ENGL 2512 or 2513. *3 credits.*

ENGL 2512 Creative Writing: Fiction

Practical exercises in the techniques of composing short stories. Peer reviews and criticism. *3 credits.*

ENGL 2513 Creative Writing: Poetry

Practical exercises in the techniques of composing poetry. Peer reviews and criticism. *3 credits.*

ENGL 2514 Writing Workshop: Research and Analysis

Exercises and readings in expository prose, culminating in essays that further develop the skills of analysis required in effective writing. Peer review and criticism. *(Note: Only one section of Writing Workshop is required for the writing minor.) 3 credits.*

ENGL 2515 Writing Workshop: Creative Nonfiction

Reading and writing of analytical essays in a broad range of disciplines (literature, business, science, etc.) Peer review and criticism. *(Note: Only one section of Writing Workshop is required for the writing minor.) 3 credits.*

ENGL 2516 Linguistics and Modern Grammar

Introduction to the study of language acquisition. Survey of various methods used to teach grammar and syntax, as well as the values implicit in those methods. Practical application through work in the Writing Center. *3 credits.*

ENGL 2517 History of the English Language

The linguistic development of English from its first appearance on the island of Britain to its present function as a world language. *3 credits.*

ENGL 3411 Literary Criticism

In-depth study of major critical theories, including classical, romantic and contemporary discourses. Practice in applying literary criticism to textual analysis. *3 credits.*

ENGL 3511 Advanced Composition

Practical techniques in the production of creative nonfiction: personal essay, memoir, travel narrative, review and cultural critique. Peer review and criticism. *3 credits.*

ENGL 3512 Business Writing

Communication for the business world, such as letters, resumes, memos, electronic communication, short and long reports. *3 credits.*

ENGL 3513 Scientific and Technical Writing

Writing styles for reporting scientific or technical information in formats such as abstracts, reports, manuals, grant proposals and collaborative writing projects. *3 credits.*

INDEPENDENT STUDIES AND INTERNSHIPS (Co-ops)

Independent studies for English majors require the permission of the professor whose specialization is in the area of the student's interest. In addition to registration for the independent study, a signed form including the topic, reading list, schedule for meetings and due dates for writing assignments must be submitted to the dean of the College of Arts and Sciences.

	Credits
ENGL 3091	1
ENGL 3092	2
ENGL 3093	3
ENGL 4093	3

Cooperative Education

Includes internships in publishing, media, education and many other businesses. For more information see the English department co-op adviser or The Career Center.

ENGL 3894 English Co-op I	3
ENGL 3895 English Co-op II	3
ENGL 3896 English Co-op III	3

Department of History

Fahy Hall
(973) 761-9000 ext. 5095
artsci.shu.edu/history

Faculty: Browne; Caulker; Connell; Greene; Hoffer; Knight; Koenig (*Adviser*); Leab; Lurie (*Chair*); Quinn; Walz (*Co-op Adviser*).
Faculty Emeriti: Mahoney; Scholz; Shapiro.

The Department of History offers programs of study leading to the degree Bachelor of Arts. By presenting the story of human achievements, hopes and frustrations, struggles and triumphs, the department helps the inquiring student to understand this complex world and shape its future.

On the undergraduate level, students majoring in history achieve a background particularly desirable for graduate study and careers in business, law, education and journalism. Students majoring in history acquire an understanding of American culture and institutions that prepares them for careers in these fields.

Among the courses students take at the University, those in history are particularly well-suited to broaden their perspectives and prepare them to live in the present complex world. Most activities and careers of modern life involve aspects that extend beyond national borders. It is essential to understand the past of other peoples to understand their cultures and to work with them.

Under the auspices of the Department of History, the College of Arts and Sciences offers an interdisciplinary undergraduate program that confers a certificate of proficiency in Russian and East European studies in conjunction with a bachelor of arts degree in an academic discipline.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, history degree candidates must complete a minimum of 45 credits in history and 6 credits in allied fields to be distributed as follows:

1. a minimum of 9 credits in introductory courses at the HIST 1000 level. The student may be excused from this requirement by attaining satisfactory scores on appropriate equivalency tests administered by the department. Students interested in qualifying for this exemption must consult their advisers;
2. Introduction to Historical Method HIST 2180 is required of all majors and is normally taken in the semester in which the student first takes advanced courses at the HIST 2000 level. Each major program must include at least 27 credits in advanced courses. A seminar, HIST 5199, must be taken in senior year. Topics are announced annually;
3. a minimum of 6 credits in advanced American history courses and a minimum of 6 credits in advanced European history courses;
4. a minimum of 6 credits in either introductory or advanced Third World history: Latin America, Africa and Asia (selection with approval of history chair); and
5. a minimum of 6 credits in allied fields: economics, political science, psychology, sociology, computer science, statistics or anthropology.

Students are required to meet with their advisers at least once each semester to plan their program in light of their abilities and

special interests, and to evaluate progress toward completion of the history degree requirement.

The department recommends that the student acquire competency in at least one foreign language through the third-year level. This is particularly important for students who plan to pursue graduate studies. (The department will not give an unqualified recommendation for graduate studies in history unless the student demonstrates a reading ability in one foreign language equal to that obtained by completion of three years of language study.)

Minor Program

Students majoring in disciplines other than history may elect the 21-credit minor in history. Students find that a minor in history enhances their opportunities for employment, law school or graduate school chances. The requirements are as follows:

- I. 21 credits in history with a distribution of at least one 3-credit course in each of the following areas:
 - A. United States History
 - B. European History
 - C. Non-Western or Third World History (African, Asian or Latin American).
- II. Of the total 21 credits for a history minor, no more than 12 credits may be taken in HIST 1000-level courses.
- III. Of the total 21 credits for a history minor, no fewer than 9 credits are to be taken in advanced courses at the HIST 2000 and above level. This requirement provides the student with an experience in the more chronologically or topically in-depth specialized courses.

Course Descriptions

Introductory

HIST 1201 Western Civilization I

Development of Western civilization from its origins in the Near East to the Scientific Revolution. *3 credits.*

HIST 1202 Western Civilization II

Development and expansion of Western civilization from Enlightenment and Industrial Revolution to the present. *3 credits.*

HIST 1301 American History I

Colonial America through the end of the Civil War. *3 credits.*

HIST 1302 American History II

Reconstruction to the present. *3 credits.*

HIST 1381 Foundations of American Politics

An historical foundation of the ideas, institutions and practices of government. *3 credits.*

HIST 1401 History of Latin America I

Survey of the development of the New World empires of Spain and Portugal from Pre-Columbian times through independence. *3 credits.*

HIST 1402 History of Latin America II

Evolution of societies and nation states from the 1820s to independence. *3 credits.*

HIST 1501 (AFAM 1201) History of African Civilization I
Independent developments in African civilization and the impact those developments have had on human progress. *3 credits.*

HIST 1502 (AFAM 1202) History of African Civilization II
Study of the traditional peoples and cultures of Africa; survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization and the independence era. *3 credits.*

Advanced General

HIST 2170 (CLAS 2322, WMST 2322) Women in Antiquity
Inquiry into the social, political and legal status of women in ancient Greece and Rome. *3 credits.*

HIST 2171 (WMST 2171) Women in Modern Times
History of women's place in the various societies of European and American civilizations from the Middle Ages to the present. *3 credits.*

HIST 2180 Introduction to Historical Research
Required of all history majors. Method and rationale of historical research. *3 credits.*

HIST 2190 Topics in Interdisciplinary History
To be set by instructor. *3 credits.*

HIST 2191 Topics in Comparative History
To be set by instructor. *3 credits.*

HIST 2210 The Contemporary World
Sources and events of this revolutionary century that explain the problems and possibilities of the contemporary scene. *3 credits.*

HIST 2211 World War I
Surveys the diplomatic, military and geopolitical aspects of the First World War from its preliminaries to its conclusion, giving special consideration to its causes and consequences. *3 credits.*

HIST 2212 World War II
Surveys the diplomatic, military and geopolitical aspects of the Second World War from its preliminaries to its conclusion, giving special consideration to causes and consequences. *3 credits.*

HIST 2710 Internships in the Care and Organization of Manuscripts
Instruction and work experience with the New Jersey Historical Society in the custody, care and management of historical documents. *3 credits.*

HIST 3191 Supervised Research in History
Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). *1 credit.*

HIST 3192 Supervised Research in History
Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). *2 credits.*

HIST 3193 Supervised Research in History
Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). *3 credits.*

HIST 5199 Senior Seminar
Capstone course, designed to engage senior history majors in careful study of an historical topic chosen by the instructor. Prerequisites: history major or minor, 100 credits. *3 credits.*

American History

HIST 2319 History of New Jersey
The state of New Jersey from colonial days to the present. Emphasis on factors having heaviest impact on the state today. *3 credits.*

HIST 2341 Colonial America
Survey of the age of exploration and settlement of the English colonies. Includes a discussion of the forms of society, religion and government that developed in the region. Course covers the period from c. 1400 to 1763. *3 credits.*

HIST 2342 Revolutionary America
Covers the origins, pattern and consequences of the American Revolution from 1763 to 1790. Includes discussion of major documents such as the Declaration of Independence, Articles of Confederation and the Constitution. *3 credits.*

HIST 2351 The New Nation
Origins and development of the American political and economic system and of a distinctively American literature and culture. *3 credits.*

HIST 2352 The Jacksonian Era
Politics and thought in the Jacksonian Era, the westward movement, and the development of Manifest Destiny and sectionalism. *3 credits.*

HIST 2353 Civil War and Reconstruction
Slavery and sectionalism; causes and character of the Civil War; Reconstruction in its varied aspects. *3 credits.*

HIST 2354 The American Frontier
The westward movement in American life. *3 credits.*

HIST 2355 The Shaping of Modern America
The rise of industry, agrarian discontent and progressive reform. *3 credits.*

HIST 2361 From Wilson to FDR
Studies of World War I, the 20s, The Great Depression and the election of FDR. *3 credits.*

HIST 2362 America in Depression and War 1929-1945
The Great Depression, New Deal and World War II. *3 credits.*

HIST 2363 Recent America-Since 1945
Intellectual and social developments, the Cold War, the Black Revolution, Vietnam. *3 credits.*

HIST 2365 Italian-American History
Historical change over four centuries in distinctive community established by immigrants. *3 credits.*

HIST 2370 U.S. Diplomatic History I
American diplomacy from the War of Independence to the revival of imperialism. *3 credits.*

HIST 2371 U.S. Diplomatic History II

American diplomacy from the Spanish-American War to the problems created by the Cold War. *3 credits.*

HIST 2372 Economic History of the United States

Economic development of the United States from colonial origins to contemporary position as a world power. *3 credits.*

HIST 2373 Labor in Modern America

American workforce (native-born, immigrant, minority, women, children) from the 1880s to the present, with emphasis on the legal, social and political forces that shaped labor in the United States. *3 credits.*

HIST 2374 The Immigrant in American Life

Ethnic minorities in the development of American life. *3 credits.*

HIST 2375-2376 (AFAM 1213-1214) African-American History I-II

The interaction between black and white society in the United States, and the nature of black society and culture. *3 credits each.*

HIST 2377 Racism in American Thought

The development of American concepts regarding Indians, immigrants and blacks. *3 credits.*

HIST 2378 Social and Intellectual History I

Crosscurrents of thought and social change in American history from the colonial era to 1865. *3 credits.*

HIST 2379 Social and Intellectual History II

American thought and society since 1865. *3 credits.*

HIST 2380 History of Urban America

The role of the city in American life. *3 credits.*

HIST 2381 Anglo-American Legal History I

Emphasis on American Legal History – concepts and landmark cases from the colonial period to 1910. *3 credits.*

HIST 2382 Anglo-American Legal History II

Emphasis on American Legal History – concepts and landmark cases from the Progressive Era to 1990. *3 credits.*

HIST 2383 Law and Social Change: Change in Modern America

American law and legal institutions from post-Revolutionary America to 1900. *3 credits.*

HIST 2385 Social History of American Medicine

Surveys medical education, medical practice, therapeutics, nursing, the hospital, topics in public health and relates the past to contemporary medical and health issues. *3 credits.*

HIST 2386 American Military History

Development of American military institutions, policies, experiences and tradition in peace and war from colonial times to the present. *3 credits.*

HIST 2387 The Catholic Church in the U.S.

Role of Catholics and the Church in the United States from colonial beginnings to the recent past, focusing on internal developments and on relations with the wider society. Prerequisite: HIST 1301-1302. *3 credits.*

HIST 2388-2389 Film and History I-II

Mass media view of specific historical subjects in the context of the development of American society between 1894 and the present, utilizing historical materials as well as feature films. *6 credits.*

HIST 2390-2393 Topics in American History

To be set by instructor. *3-12 credits.*

European History**HIST 2183 (CLAS 2304) Historians of Greece and Rome**

Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography, as well as the historical criticism and viewpoint of each author. *3 credits.*

HIST 2220 (CLAS 2319) Greek Civilization

Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-states in the 7th and 6th centuries, the Classical Period and its decline. *3 credits.*

HIST 2221 (CLAS 2320) Roman Civilization

Investigation of the tension between individual liberty and the traditional power of state and society, and of the political and social institutions that maintain social cohesion in a complex society. *3 credits.*

HIST 2230 Europe in the Middle Ages

Formation of medieval civilization in the so-called Dark Ages and its transformation between the 11th and 14th centuries. *3 credits.*

HIST 2233 Dante and His World

The history of the Middle Ages through a reading of Dante Alighieri's *Divine Comedy*. *3 credits.*

HIST 2234 Italian History I

This course treats the history of Italy from the early Middle Ages to the Council of Trent. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. *3 credits.*

HIST 2235 Italian History II

This course treats the history of Italy from the Baroque Age down to contemporary events. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. *3 credits.*

HIST 2240 The Renaissance and Reformation

Beginning of modern Europe as the renewal of trade is followed by rediscovery of the ancient world, discovery of the New World, changes in art, literature and thought and the division of Christianity by the Protestant movement. *3 credits.*

HIST 2242 The French Revolution and Napoleon

Intellectual ferment of the enlightenment, through the upheaval of the revolution and its despotic aftermath. *3 credits.*

HIST 2243 History of Britain and Empire I

Restoration of Charles II in 1660 to the Reform Bill in 1832. *3 credits.*

HIST 2246 Kievan Rus' and Muscovy

From the origins of the Russian nation to Peter the Great. *3 credits.*

HIST 2250 Western Europe in the 19th Century

Flaws and failures, as well as the accomplishments, between 1815 and 1914, when Europe reached a preeminent place in the world. *3 credits.*

HIST 2252 History of Modern France

Developments in France from the fall of Napoleon to the present. *3 credits.*

HIST 2253 History of Britain and Empire II

The Reform Bill of 1832 to the present. *3 credits.*

HIST 2254 Early Modern Ireland

Political, economic, and social history of Ireland from the Treaty of Limerick in 1691 to the Great Famine of the 1840s. *3 credits.*

HIST 2256 History of Imperial Russia

Historical legacy of the Russian imperial period from the reign of Peter the Great to Russia's entry into World War I. *3 credits.*

HIST 2257 East Central Europe

Political evolution and social and economic development of modern Poland and Danubian Europe from 1700 to present. *3 credits.*

HIST 2260 Western Europe in the 20th Century

Since 1914, European civilization has been in a permanent condition of crisis and alarm. Examination of individual tragedies, speculating about their origins and consequences. *3 credits.*

HIST 2264 Modern Ireland

Examination of the forces of Ireland's recent past that account for her present condition. *3 credits.*

HIST 2265 History of Germany, 1848 to Present

Comprehensive survey of Germany beginning with its political and economic modernization, through the world wars of the 20th century to the present. *3 credits.*

HIST 2266 History of 20th Century Russia

Russia since 1917. *3 credits.*

HIST 2276 The Transformation of Russia, 1894-1932

Russia's development from a traditional agrarian society under the Tsars to a major industrialized power under totalitarian rule. *3 credits.*

HIST 2277 Intellectual Origins of Socialism

French socialist and revolutionary tradition; German socialism through Marx. *3 credits.*

HIST 2290-2293 Topics in European History

To be set by instructor. *3 credits each.*

Geography**GEOG 1111 Fundamentals of Geography**

Geography as a periodic relationship between the physical environment and life. Elements of the natural environment and their influences on human cultural activities. *3 credits.*

GEOG 1112 Principles of Human Geography

Several patterns of economic, social and political adjustment that people make to their various habitats; environmental factors as they relate to people are considered. *3 credits.*

GEOG 2111 (ANTH 2228) Principles of Political Geography

Analysis of physical and cultural factors in political areas throughout the world. Emphasis on the influence these factors exert on political organization and behavior. *3 credits.*

Third World History**HIST 1601 (ASIA 3162) History of Traditional Asia**

Survey of the historical development of major Asian civilizations (ancient Near East, India, China, Japan and Korea), primarily pre-modern. *3 credits.*

HIST 1602 (ASIA 3103) History of Modern Asia

Asian history and culture from the 19th century to the present. *3 credits.*

HIST 2268 Middle East in 20th Century

From the collapse of the Ottoman Empire to the Arab-Israeli conflict. Nationalistic movements and the role of the Great Powers and the U.N. in the area. *3 credits.*

HIST 2466 History of Puerto Rico

People of Puerto Rico, their history and culture, and their relationship with Spain, Latin America and the United States. *3 credits.*

HIST 2490 Topics in Latin American History

To be set by instructor. *3 credits.*

HIST 2551 (AFAM 2218) History of Southern Africa

Development of African and European societies in Southern Africa. Special emphasis on the beginnings of white settlement and the evolution and institutionalization of apartheid. *3 credits.*

HIST 2552 (AFAM 2216) History of Western Africa

Primary forces that have shaped the political, cultural and social development of the area. *3 credits.*

HIST 2553 (AFAM 2217) History of East and Central Africa

Internal and external factors that have helped shape the history of the area. *3 credits.*

HIST 2554 (AFAM 2219) History of North Africa

Topics in North African history: the pre-Arab era, Arabization and Islamization; Ottoman rule, North Africa since the Napoleonic invasion. *3 credits.*

HIST 2561 (AFAM 2222) 20th-Century Africa

Evolution of Africa from dependent colonial status to sovereign states in the international political arena, and the role and impact of these states on world global politics. *3 credits.*

HIST 2621 (ASIA 3121) History of Traditional China

For description, see ASIA 3127. *3 credits.*

HIST 2622 (ASIA 3129) History of Traditional Japan

For description, see ASIA 3129. *3 credits.*

HIST 2651 (ASIA 3128) History of Modern China

For description, see ASIA 3128. *3 credits.*

HIST 2652 (ASIA 3130) History of Modern Japan

For description, see ASIA 3130. *3 credits.*

HIST 3894 History Co-op I**HIST 3895 History Co-op II****HIST 3896 History Co-op III**

(See Co-op Adviser). *3 credits each.*

Italian Studies Program

Walsh Library, Room 324

(973) 275-2928

Faculty: Bénéteau; Connell (*Chair*); Nichols; Ricci.

The Italian Studies Program offers all Seton Hall students an integrated, interdisciplinary approach to the language, history and culture of the Italian people. Italy was defined as a nation in cultural terms long before it achieved a political definition as a state. An understanding of Italy and the Italian people therefore requires an especially thorough appreciation of Italian literary and cultural achievements during an exciting history that has spanned more than 1,500 years and several continents. The Italian Studies program offers an excellent opportunity to study the effects of dramatic change on a people whose experiences were crucial in shaping European culture, while also creating new communities and local cultures for themselves in America and around the world.

The Italian Studies program capitalizes on Seton Hall's unique resources, which include the Joseph M. and Geraldine C. La Motta Chair in Italian Studies, established to encourage the study of Italian culture at the University; the Valente Family Endowed Book Collection in Italian Studies, with a study room on the third floor of Walsh Library; and the University Archives, which house detailed records from the historically important Italian-American communities of New Jersey.

Italian Studies courses offer Seton Hall students a unique opportunity to explore a rich and stimulating culture, while also preparing themselves for careers in the global marketplace.

The Italian Studies Minor

Faculty and Italian Studies Committee Members: Connell (*Director*), Bénéteau, Nichols.

The Italian Studies Minor (21 credits) offers outstanding preparation for graduate school, or a career in international business, diplomacy, teaching, social work and the law. Recent graduates of the Italian program have established careers in finance, tourism and the fashion industry, and some have gone on to the best law schools in the United States. Students with majors in any field are encouraged to consider the advantages of a minor program that provides focused attention on the history, language, and culture of a country and people whose experiences continue to be fundamental in shaping the modern world.

Minor Requirements

21 credits of study are required to complete the Italian Studies Minor. Students must take at least 6 credits in Italian Language and Literature, at least 3 credits in Italian Art History, and at least three credits in Italian History. Proficiency in the Italian language at the intermediate level is also a requirement. (This will be demonstrated either by the completion of ITAL 1101 and 1102, or by completing an upper-level course conducted in Italian.)

Courses

Language and Literature (At least 6 credits to satisfy requirement for the Minor).

ITAL 1001-1002	Elementary Italian I-II
ITAL 1101-1102	Intermediate Italian I-II
ITAL 1201-1202	Advanced Italian I-II
ITAL 2101	Conversational Italian I
ITAL 2211-2212	Italian Civilization I-II
ITAL 2213-2216	Special Topics in Italian Civilization
ITAL 2301-2302	Survey of Italian Literature
ITAL 2303-2304	Modern Italian Literature I-II
ITAL 2311-2312	Contemporary Italian Prose
ITAL 2313	The Italian Renaissance
ITAL 2314	Manzoni and the Historical Novel
ITAL 2315	The Italian Theater
ITAL 2316	Italian Cinema
ITAL 2321	Dante's <i>Commedia</i> I
ITAL 2322	Dante's <i>Commedia</i> II
ITAL 3391-3392	Studies in Italian Literature I-II

Art (At least 3 credits to satisfy requirement for the Minor).

ARTH 1113	Italian Art of the Renaissance
ARTH 1114	Leonardo and Michelangelo
ARTH 1115	Baroque and Rococo Art

History (At least 3 credits to satisfy requirement for the Minor).

HIST 2233	Dante and his World
HIST 2234	Italian History I
HIST 2235	Italian History II
HIST 2240	The Renaissance and Reformation
HIST 2365	Italian-American History.

Other Courses (counting toward Minor).

ITST 3192	Special Topics in History
ITST 3193	Special Topics in Art History and Music
ITST 3194	Special Topics in Italian Language and Literature
MUHI 1119	History of Opera

Department of Mathematics and Computer Science

Arts and Sciences Hall
(973) 761-9466
artsci.shu.edu/mathcs

Faculty: Beneteau; Burke; Costa; Gross; Guerin; Guetti; Kim; Marlowe (*Assoc. Chair for Computer Science*); Masterson; Minimair; Morazan; Rohrbach; J.J. Saccoman; J.T. Saccoman; Schoppmann; Wachsmuth (*Chair*); Washburn.

Faculty Associates: Bortzel (*Coordinator, Developmental Mathematics*); Gushanas (*Director, Developmental Mathematics*); Minacapelli; Rohrbach.

For further information, please refer to the departmental Web page at artsci.shu.edu/mathcs/, send e-mail to mathcs@shu.edu or call the department at (973) 761-9466.

The Department of Mathematics and Computer Science offers programs of study leading to the degrees Bachelor of Science in Mathematics and Bachelor of Science in Computer Science.

The department aims to develop students' analytical skills and attitudes necessary for the effective understanding and application of mathematics and computer science.

A variety of program options are available for undergraduates majoring in mathematics or computer science. Students' programs are determined in consultation with a faculty adviser from the department and tailored to each undergraduate's career goals. With the proper choice of electives, students will be prepared to enter teaching, industry or graduate study in mathematics, computer science, business, law or medicine.

Programs for undergraduates majoring in secondary education with mathematics as a teaching field are determined in consultation with a faculty adviser from the Department of Educational Studies in the College of Education and Human Services as well as the Department of Mathematics and Computer Science.

Departmental Honors

The Department of Mathematics and Computer Science offers the opportunity for students to graduate with departmental honors in mathematics and/or computer science. The requirements for departmental honors include a GPA and credit requirement, as well as the completion of a capstone project under supervision of a faculty member.

Students who wish to graduate with departmental honors in mathematics:

- must have 3.3 GPA in major courses numbered 3000 or above, including CSAS courses used to satisfy major requirements, a 3.0 overall average GPA, and must have taken at least 60 credits at Seton Hall;
- must complete three full-year sequences, including both Algebra (MATH 3815-4815) and Analysis (MATH 3515-4515) sequences; and

- must complete a capstone project (ordinarily through a thesis developed for Senior Seminar (MATH 4912)), under supervision of a department faculty member. This requirement may be satisfied in conjunction with the thesis requirement in the Humanities Honors Program and is in addition to the 47-credit mathematics major requirement.

Students who wish to graduate with departmental honors in computer science:

- must have a 3.3 GPA in major courses numbered 3000 or above, including MATH courses used to satisfy major requirements, a 3.0 overall average GPA, and must have taken at least 60 credits at Seton Hall;
- must complete two additional electives in mathematics or computer science at the 3000 level or above, in addition to the 55-credit computer science major requirement. Only courses that count toward a major in mathematics or computer science or toward a certificate in computer science can be used to satisfy this requirement. Courses taken to satisfy a mathematics minor requirement cannot simultaneously be used to satisfy the Honors requirement; and
- must complete (1) a concentration in a computer science specialization, together with a capstone project related to the concentration, such as a coding or design project with appropriate documentation, or a survey paper, under supervision of a department faculty member; or (2) satisfactorily complete a major software project, including coding, testing and debugging, documentation, and demonstration. This project may originate within a course, and may be part of a team project, or may be a result of a co-op, directed study, or independent study.

Major in Mathematics

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the requirements listed below. All programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives. All programs must be approved by the department.

Course Number	Course Title	Credits
MATH 1501, 1511	Honors Calculus I and II	8
MATH 1611	Introductory Discrete Mathematics	3
MATH 2511	Honors Calculus III	4
MATH 2611	Foundations of Higher Mathematics	3
MATH 2813	Linear Algebra	4
MATH 3515	Analysis I	4
MATH 3815	Algebra I	4
MATH 3912	Junior Seminar	2
At 3000-level or higher*		15
		Total: 47

*Includes two upper-division sequences (courses at the 3000-level or higher) leading to the study of some subjects in depth. At least one of these electives must complete a sequence in algebra (MATH 3815, 4815) or analysis (MATH 3515, 4515). Sequences in discrete mathematics, statistical analysis or others chosen with departmental permission are possible. Students may take certain graduate courses, if they obtain the permission of their adviser and the department chair.

Major in Computer Science

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the requirements listed below. All programs are worked out in consultation with a department adviser who may modify the program in view of the students' backgrounds and objectives. All programs must be approved by the department.

Course Number	Course Title	Credits
Freshman Year		
CSAS 1111-1112	Introduction to Computer Science I-II	8
MATH 1501, 1511	Honors Calculus I-II	8
MATH 1611	Introductory Discrete Mathematics	3
Sophomore Year		
CSAS 2121-2122	Computer Systems I-II	8
MATH 2611	Foundations of Higher Mathematics	3
MATH 2813	Linear Algebra	4
Junior-Senior Year		
CSAS 3111	Operating Systems and Computer Architecture	3
CSAS 3112	Data Structures and Algorithm Analysis	3
CSAS 3113	Organization of Programming Languages	3
<i>Four of the following:</i>		
CSAS 4111	Introduction to Artificial Intelligence	3
CSAS 4112	Design and Analysis of Algorithms	3
CSAS 4113	Automata, Computability and Formal Languages	3
CSAS 4114	Theory of Programming Languages	3
CSAS 4115	Theory of Relational Databases	3
CSAS 4912	Senior Project	3
		Total: 55

Minor in Mathematics

Students planning to minor in mathematics must contact the department chair in order to have an adviser assigned to them for this program. A minimum GPA of 2.3 must be maintained in this program.

Course Number	Course Title	Credits
MATH 1501, 1511	Honors Calculus I-II	8
MATH 1611	Introductory Discrete Mathematics	3
MATH 2511	Honors Calculus III	4
MATH 2611	Foundations of Higher Mathematics	3
MATH 2813	Linear Algebra	4
3000-level	Sequence in Mathematics	6-7
		Total: 28-29

Minor in Computer Science

Students planning to minor in computer science must contact the department chair in order to have an adviser assigned to them for this program. Students in this program must maintain a minimum GPA of 2.3.

Course Number	Course Title	Credits
CSAS 1111-1112	Introduction to Computer Science I-II	8
CSAS 2121-2122	Computer Systems I-II	8
CSAS 311X	One 3000-level course in Computer Science	3
MATH 1501-1511	Honors Calculus I-II	8
MATH 1611	Introductory Discrete Mathematics	3
		Total: 30

Course Descriptions

The prerequisites and corequisites listed in the CSAS and MATH course descriptions are adhered to strictly. Students who do not observe these requirements are not permitted to remain in the courses nor receive credit for them.

CSAS 1111 Introduction to Computer Science I

Problem solving using computers. The design and implementation of computer programs. Major areas and issues in computer science including social and ethical concerns. Problem solving and pseudocode. Formal specification and verification. Basic software engineering techniques and software reuse. Data structures. Structured types: arrays, records, files. Objects and methods. Programming in a high-level language, such as C++ or Java. Corequisite: MATH 1015. *4 credits.*

CSAS 1112 Introduction to Computer Science II

Major issues, areas, and applications of computer science. Data structures and algorithms. Linked lists, trees and graphs. Stacks, queues, and heaps. Object-oriented programming. Problem solving and software engineering. Algorithm design, induction, recursion, and complexity. Social, economic, and ethical concerns. Programming in a high-level language, such as C++ or Java. Prerequisite: CSAS 1111. Corequisite: MATH 1501/1401. *4 credits.*

CSAS 1113 Computing for Science Majors

A course in programming in C++ with emphasis on applications to the sciences and to numeric algorithms. Basics of software development (variables, control structures, functions), data structures (records, arrays, lists), dynamic structures (pointers, linked lists) and principles of object-oriented programming (fields and methods, classes, inheritance). The course will focus on creating programs for topics of interest in the natural sciences. Prerequisite: CSAS 1111. Corequisite: MATH 1015 or equivalent. *4 credits.*

CSAS 2121 Computer Systems I

Computer architecture. Hierarchies of language, memory, and architecture. Circuits and devices. Introduction to finite-state machines and regular expressions. Registers, machine language, and microcode. Introduction to assembly language programming. Data and numeric representation. Prerequisites: MATH 1511/1411, CSAS 1112. MATH 1611 recommended. *4 credits.*

CSAS 2122 Computer Systems II

The memory hierarchy. External devices and files. File organizations, system-provided and user-designed; multikey organizations. Data structures, dynamic programming, and induction. Recursion and complexity. Files and databases. Software engineering issues. Social and ethical concerns. Prerequisite: CSAS 2121. MATH 1611 recommended. *4 credits.*

CSAS 2213 The UNIX Operating System and the C Language

Using the UNIX environment, shells and customization, UNIX tools. Low-level language features, in C or C++, including I/O and file manipulation, and explicit pointers and structures; compilation. Combining C and UNIX. Introduction to systems programming. The Perl language and systems features. Pipes, sockets and processes. Prerequisite: One year of programming. *3 credits.*

CSAS 2214 Java and Network Programming

Object-oriented programming principles. Java libraries, including awt and swing. The Graphical User Interface, animation and multithreading. Exceptions and advanced error-handling techniques. Client-server programming, database interfaces, overview of common client/server applications and techniques. Prerequisite: CSAS 1112 or the equivalent. *3 credits.*

CSAS 3094 Computer Science Co-op I**CSAS 3095 Computer Science Co-op II****CSAS 3096 Computer Science Co-op III**

(See Co-op Adviser). *3 credits each.*

CSAS 3111 Operating Systems and Computer Architecture

Interdependence of operating systems and architectures. System structure and system evaluation. Emphasis on memory management: addressing, virtual memory, paging, segmentation and secondary storage; processes management: scheduling, context switching, priority, concurrency and deadlock; and resource management: memory, secondary storage, buses and printers. Prerequisite: CSAS 2122. *3 credits.*

CSAS 3112 Data Structures and Algorithm Analysis

Advanced programming techniques. Mathematical and formal tools for data structure and algorithm analysis. Data structures, design and analysis of algorithms. Representation and complexity. Applications. Prerequisites: CSAS 2122, MATH 1611. *3 credits.*

CSAS 3113 Organization of Programming Languages

Introduction to principles of programming languages and non-procedural, non-object-oriented programming. Programming language concepts, including higher-order functions, first-class functions, recursion, tail-recursion and iteration, tree-recursion; issues of pure versus impure languages in relation to performance, implementation and ease of abstraction; environments, parameter passing, and scoping. Structure, the syntax, and implementation of languages, illustrated using interpreters. Emphasis on programming in a language such as Scheme or Prolog; individual programming assignments and team project. Prerequisite: CSAS 2122. *3 credits.*

CSAS 3211 Networks and Networking

Principles of computer and networking. The layered model of a computer network and its implementation. Standard protocols. Applications. Mathematical principles and theory. Team and individual programming projects. Prerequisite: CSAS 2122 or permission of instructor. *3 credits.*

CSAS 4071-4072 Directed Software Development

(See department chair). *1 credit.*

CSAS 4081-4086 Special Topics in Computer Science

Special topics and problems in various branches of computer science. Prerequisites: At least five CSAS courses, including CSAS 2122, or permission of chair. *1-3 credits.*

CSAS 4091-4096 Independent Study in Computer Science

Prerequisites: At least five CSAS courses, including CSAS 2122, or permission of chair. *1-3 credits.*

CSAS 4111 Introduction to Artificial Intelligence

Different definitions of and approaches to artificial intelligence. Problems, problems spaces and search techniques; special emphasis on heuristic search, including hill climbing, best-first search and A*. The role of knowledge and knowledge representation issues. Programming and AI application. Introductory survey paper. Prerequisites: CSAS 3113, MATH 2611. *3 credits.*

CSAS 4112 Design and Analysis of Algorithms

Analysis of the complexity and validity of algorithms for the solution of problems in graph theory, combinatorics, systems programming, artificial intelligence and other fields. Randomized algorithms and amortized analysis. NP-completeness and undecidability. Prerequisite: CSAS 3112. *3 credits.*

CSAS 4113 Automata Computability and Formal Languages

Introduction to the theory of finite state automata and their equivalence to regular expressions and regular grammars; pushdown automata and context-free languages; context-sensitive grammars and Turing machines; determinism and nondeterminism; issues of complexity including P and NP; and issues of computability including Turing computable versus Turing decidable, the Halting problem and other incomputable problems. Prerequisites: CSAS 2122, MATH 2611. *3 credits.*

CSAS 4114 Theory of Programming Languages

Advanced topics in programming languages are introduced such as compilation, garbage collection, interfacing compiled and interpreted code, virtual machine design, lexical addressing, lazy evaluation, and code optimization. The interaction of programming languages and the physical machine on which they are implemented. Significant programming project and introductory survey paper. Prerequisite: CSAS 3113. *3 credits.*

CSAS 4115 Theory of Relational Databases

Modern relational databases. Relational algebra, views and queries, normal forms and normalization, tuning and optimization. The entity-relationship model and database design. Over-

view of other approaches, especially object-oriented databases, data warehouses and data mining, distributed databases and very large applications. Group project, both design and implementation, in an SQL-based environment, such as Access or Oracle. Prerequisites: CSAS 2112, MATH 1611 or permission of department chair. MATH 2611 recommended. *3 credits*.

CSAS 4116 Software Engineering and Object-Oriented Development

Principles of software engineering; classical and object-oriented approaches. Large-scale application design. UML, use cases, class and sequence diagrams, and related notations. Phases of a project. From OO analysis to OO design and OO development. Libraries, reuse, and reengineering. Management of large-scale projects. Testing, validation, and verification; introduction to formal methods. A large-scale group project, from requirements through implementation and test design. Prerequisite: CSAS 2122 or permission of the instructor. *4 credits*.

CSAS 4912 Senior Project

Student completes and presents a major project in computer science. Course is ordinarily taken Spring semester of the student's last year, based on a proposal submitted in the previous two semesters, approved by the department, and supervised by a director and a second reader. The project typically involves programming and/or research, and both written and oral presentations. Prerequisites: Senior standing with a 2.8 average, or permission of department chair. *3 credits*.

Courses in Mathematics

Placement information: The Department of Mathematics and Computer Science has established placement procedures to place students in mathematics courses commensurate with their skill level and to ensure a level of mathematical proficiency that can be expected from graduates of Seton Hall University.

Students are placed into categories according to the math portion of their SAT scores. A student can then take any course within that category or any lower category. A student can place into a higher category by taking the (optional) Mathematics Placement Exam. Transfer students should contact the department chair before registering for any mathematics courses.

Category I

Math 0011 and Math 0012 (Developmental Mathematics, institutional credit only)

Category II

Any math course up to Math 1299 excluding Math 1015

Category III

Any math course up to Math 1399

Category IV

Any math course up to Math 1501 excluding Math 1411

Students with a high level of mathematics preparation may place above Math 1401/1501 or receive credit for Math 1303 or Math 1401/1501 if (a) they passed the AP Calc Exam with a score of 4 or 5, or (b) they passed a "Project Acceleration High School" Calculus course with an A or B. Please see the department chair if you wish to place higher than Math 1401/1501. For details on the mathematics placement procedures, please visit: arts.shu.edu/mathcs/placement/

Please note: The prerequisites listed below are strictly enforced. A student who has not completed the prerequisites will not be permitted to remain in a course or receive course credit. For all courses listed with two numbers, such as MATH 3612-3613, the first course is prerequisite to the second.

MATH 0011 Developmental Mathematics I

Integers, fractions, decimals, ratio, percentage and elementary word problems. *2 credits (institutional*)*.

MATH 0012 Developmental Mathematics II

Simplifying algebraic expressions, exponents, equations, polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Prerequisite: MATH 0011 or appropriate placement. *3 credits (institutional*)*.

MATH 1011 Sabermetrics

Introduces students to the rapidly growing field of sabermetrics, the science of statistics applied to baseball. Demonstrates application of statistical measures to the game. Students gain insight into the interpretation and validity of statistical measures. Prerequisite: MATH 0012 or appropriate placement. *1 credit*.

MATH 1014 Intermediate Algebra

The real number system, algebraic manipulations, solving equations and inequalities, exponents and radicals, functions and graphing. Prerequisite: MATH 0012 or appropriate placement. *3 credits*.

MATH 1015 Pre-Calculus Mathematics Algebra and Trigonometry

The real number system, functions, polynomial functions and equations, exponential and logarithmic functions, trigonometric functions (graphs, applications, identities and equations), analytic geometry. Prerequisite: MATH 1014 or appropriate placement. *4 credits*.

MATH 1101 Statistical Concepts and Methods (*)

Nature of statistics. Descriptive statistics, graphical methods, measures of central tendency and variability. Probability, correlation and regression, sampling distributions. Inferential statistics, estimation and hypothesis testing, tests of independence and nonparametric statistics. Use of computer statistical packages. Prerequisite: MATH 0012 or appropriate placement. *3 credits*.

(*) This course is NOT for students majoring in sociology, political science, social work, social and behavioral sciences, criminal justice, diplomacy or anthropology.

MATH 1102 Mathematical Perspectives

Introduction to traditional and contemporary mathematical ideas in logic, number theory, geometry, probability and statistics. Historical and cultural development of these topics, as well as connections to other disciplines and various problem-solving strategies are included. Prerequisite: MATH 0012 or appropriate placement. 3 credits.

MATH 1202 Mathematical Models in the Social Sciences

For students in the behavioral sciences. Various elementary mathematical techniques (exclusive of statistics) currently used in the field. Computer terminal facilities aid instruction and acquaint students with the employment of subroutines to solve problems. Topics from linear programming, graph theory, matrix algebra, combinatorics, logic and Boolean algebra. Specific and realistic applications to problems illustrate each topic. Prerequisite: MATH 0012 or appropriate placement. 3 credits.

MATH 1203 Statistical Models for the Social Sciences (*)

Applications of statistics in the social sciences. Analysis and interpretation of statistical models. Sampling techniques, common flaws and errors in sampling and in using statistics. Descriptive statistics, levels of measurement, measures of central tendency and dispersion. Contingency tables and measures of association for categorical variables. Correlation and linear regression. Probability and frequency distributions. Parametric and non-parametric inferential statistics. Confidence intervals and hypothesis testing. Prerequisite: MATH 0012 or appropriate placement. 3 credits.

(*) This course is for students majoring in sociology, political science, social work, social and behavioral sciences, criminal justice, diplomacy or anthropology.

MATH 1303 Quantitative Methods for Business and Economic Students

Functions, limits, continuity, derivatives applications of the derivative, in particular to mathematical economics. Exponential and logarithmic functions. Antiderivatives, area and applications to business models. Probabilities and applications. Matrices and an introduction to linear programming. Prerequisite: MATH 1014 or appropriate placement. 3 credits.

MATH 1311 Calculus for Business and Economic Students II

Implicit differentiation, related rates, differential equations, improper integrals and probability density functions, partial derivatives and applications and multiple integrals. Introduction to matrix theory, solution of systems of linear equations and linear programming. Prerequisite: MATH 1303. 3 credits.

MATH 1401 Calculus I

Real numbers, functions, elements of plane analytic geometry, limits, continuity, derivatives, differentiation of algebraic functions, applications of the derivative, antiderivatives, definite integral and Fundamental Theorem of Calculus. Applications using computer software packages. Prerequisite: MATH 1015 or appropriate placement. 4 credits.

MATH 1411 Calculus II

Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms, polar coordinates and vectors. Applications using computer software packages. Prerequisite: MATH 1401. 4 credits.

MATH 1501 Honors Calculus I

Real numbers, proof by induction, functions, definition by recursion, limits, continuity, derivatives and applications, definite integral, Fundamental Theorem of Calculus and inverse functions. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1015 or appropriate placement. 4 credits.

MATH 1511 Honors Calculus II

Applications of integration, polar coordinates, techniques of integration, infinite series, conics, two-dimensional vectors and differential equations. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1501. 4 credits.

MATH 1611 Introductory Discrete Mathematics

Basic counting rules, permutations, combinations, Pigeonhole principle, inclusion-exclusion, generating functions, recurrence relations, graphs, digraphs, trees and algorithms. Corequisite: MATH 1511. 3 credits.

MATH 2111 Statistics for Science Majors

Oriented toward direct application to research problems in the sciences. Collecting and organizing data, design of experiments, statistical tests and procedures used in accepting or rejecting a given hypothesis. A discursive treatment of the probability theory necessary to understand statistical tests is included but minimized. Emphasis on statistical inference and developing an awareness of statistical methods in a given situation. Prerequisite: MATH 1411. 3 credits.

MATH 2411 Calculus III

Elements of solid analytic geometry, parametric equations, vector-valued functions, partial differentiation, multiple integrals, line integrals and surface integrals. Applications using computer software packages. Prerequisite: MATH 1411. 4 credits.

MATH 2511 Honors Calculus III

Vectors in space, vector-valued functions, partial differentiation, multiple integrals, vector analysis, and line and surface integrals. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1511. 4 credits.

MATH 2611 Foundations of Higher Mathematics

The logical and set-theoretic foundations of mathematics and computer science. Introduction to mathematical logic and proof techniques. Elementary set theory, including numbers, sets, relations, functions, equivalence classes, partial orders, Boolean algebras and cardinality. Prerequisites: MATH 1511 and MATH 1611. 3 credits.

120 Mathematics and Computer Science

MATH 2813 Linear Algebra

Matrix algebra, determinants, solutions of systems of linear equations, \mathbb{R}^n , abstract vector spaces, linear transformations, inner product spaces and eigenvectors. Prerequisites: MATH 2611. *4 credits.*

MATH 3094 Math Co-op I

MATH 3095 Math Co-op II

MATH 3096 Math Co-op III

(See Co-op Adviser). *3 credits each.*

MATH 3513 Introduction to Numerical Analysis

Direct and iterative methods for solving equations and systems of equations. Numerical methods, including interpolation, polynomial approximations, numerical differentiation and integration. Numerical solution to differential equations. Knowledge of computer programming helpful. Prerequisite: MATH 2512. *3 credits.*

MATH 3514 Differential Equations

Existence theorems, graphical methods, phase plane analysis, boundary value problems and selected topics. Prerequisites: MATH 2511, MATH 2813. *3 credits.*

MATH 3515 Analysis I

Structure of \mathbb{R}^1 and \mathbb{R}^n ; compactness and connectedness; continuity, differentiability and integrability in \mathbb{R}^n . Prerequisites: MATH 2411 or 2511; MATH 2813. *4 credits.*

MATH 3611 Introduction to Operations Research

Construction and use of mathematical models in operations research. Classical techniques for optimization of functions of one and several variables. Linear programming problem and simplex method for their solutions. Applications to practical problems. Prerequisites: MATH 2511, MATH 2813. *3 credits.*

MATH 3612-3613 Discrete Mathematics I and II

Explores problem-formulation and solution strategies in widely varying domain. Allows mathematics majors familiarity with area range and techniques in computer science structures and analysis, and modelling in other fields. Underlying construction and models used in various disciplines and the modelling process. Prerequisites: MATH 2511, MATH 2813. *3 credits each.*

MATH 3711-3712 Statistical Analysis I and II

Probability spaces, random variables, sampling, the law of large numbers, central limit theorem, confidence intervals and tests of hypotheses, regression, statistical decision theory, sampling from a normal population, testing hypotheses, experimental design and analysis of variance. Other sampling methods. Prerequisites: MATH 1611, MATH 2511. *3 credits each.*

MATH 3813 Number Theory

Unique factorization and its applications, congruency, quadratic reciprocity and diophantine equations. Other topics as time permits. Prerequisite: MATH 2611. *3 credits.*

MATH 3814 Linear Algebra and Matrix Theory

Vector spaces and algebras, unitary and orthogonal transformations, characteristic equation of a matrix, the Jordan canonical form. Bilinear, quadratic and Hermitian forms. Spectral theorem. Prerequisite: MATH 2813. *3 credits.*

MATH 3815 Algebra I

Introduction to algebraic structures: monoids, groups, rings and fields. Examples are given, and the elementary theory of these structures is described. Prerequisite: MATH 2813. *4 credits.*

MATH 3911 Geometry

Possible topics include Euclidean geometry, non-Euclidean geometry, projective geometry, transformation geometry, complex geometry. Prerequisites: MATH 2511, MATH 2611. *3 credits.*

MATH 3912 Junior Seminar

Seminars and discussions designed to integrate readings of mathematical literature with both oral and written presentations. Prerequisites: MATH 3515 or 3815. *2 credits.*

MATH 4091-4092 Topics in Applied Mathematics I and II

Topics chosen from among operations research, optimization, including an introduction to the calculus of variations, combinatorics, discrete mathematics, Fourier analysis, integral equations, partial differential equations. Students acquire some experience at constructing mathematical models. Prerequisites: MATH 2511, MATH 2813. *3 credits each.*

MATH 4093-4098 Independent Study in Mathematics

Prerequisite: permission of department chair. *2-3 credits each.*

MATH 4511 Introduction to Real Analysis

Sets, equivalence, countability, infinite series, metric spaces; complete, compact, connected spaces, sequences and series of functions and uniform convergence. Prerequisite: MATH 3512. *3 credits.*

MATH 4512 Introduction to Complex Analysis

Analytic functions, elementary functions and mappings, integrals, Cauchy's integral theorem and formula, power series, residues and poles. Prerequisite: MATH 2511. *3 credits.*

MATH 4515 Analysis II

Consequences of continuity, differentiability and integrability in \mathbb{R}^n ; uniform convergence; introduction to metric spaces. Prerequisite: MATH 3515. *3 credits.*

MATH 4815 Algebra II

This course continues MATH 3815. Further properties of groups and fields, with a section on the applications of finite fields. Concentrates on Galois theory, the theory of the solution of algebraic equations. Prerequisite: MATH 3815. *3 credits.*

MATH 4911 Introduction to Topology

Topological spaces, subspaces, product spaces, identification spaces. General convergence. Connected and compact spaces. Separation and countability. Compactifications. Prerequisite: MATH 3515. *3 credits.*

MATH 4912 Senior Project

Individual research project applying skills developed in Junior Seminar (MATH 3912) under the guidance of faculty adviser. Grade is ordinarily based on oral and written presentations. Prerequisites: MATH 3912 and permission of department chair. *3 credits.*

MATH 5011-5019 Mathematics Seminar

Special topics and problems in various branches of mathematics. Prerequisite: permission of department chair. *3 credits each.*

Department of Modern Languages

Fahy Hall
(973) 761-9464
artsci.shu.edu/modlang

Faculty: Alvarez-Amell; Bénétteau; Kuchta; Mullen-Hohl; Pastor; Ricci; Rodriguez; D. Smith; F. Smith (*Director of Language Services*); Zalacain (*Chair, Co-op Adviser*).

Emerita: Sys.

The Department of Modern Languages offers programs of study in French, German, Italian, Russian and Spanish, leading to the degree of Bachelor of Arts. Students are strongly encouraged to attend Seton Hall's summer study abroad programs in Alicante (Spain), Paris (France) and Pisa (Italy).

All courses are designed to develop students' abilities to use the language of their choice as a means of oral and written communication and to increase their understanding of the culture of the people whose language they are studying. The courses follow an appropriate sequence, and, in all elementary and intermediate courses, students are required to spend at least one hour a week in language laboratory practice.

Appropriate language tapes, video and computer programs are used to complement classroom instruction. Courses in literature, stress intensive reading and appreciation of major literary masterpieces. Students are placed at their proper level of proficiency by taking a department placement examination.

Major Program

Students majoring in either French, Italian or Spanish are required to complete a minimum of 42 credits in courses above the elementary level.

Students majoring in two modern languages are required to complete, above the elementary level, a minimum of 24 credits in one language and 18 in another language.

The distribution of additional courses required by the College of Arts and Sciences is worked out in consultation with a department adviser.

Minor Program

Eighteen credits above the elementary level in French, German, Italian, Russian or Spanish are required to complete a minor. The sequence of courses for a minor is as follows:

Intermediate I-II (courses numbered 1101-1102)	6
Advanced I-II (courses numbered 1201-1202)	6
Language or literature electives above the advanced level	6
Total:	18

Students in the Spanish for Hispanics sequence will take SPAN 2401-2402 and SPAN 2501-2502 and select electives with advisement. Students beginning their minor at a level higher than intermediate or advanced may satisfy the minor requirements with 18 credits in upper-level courses.

Course Descriptions

French Language

FREN 1001-1002 Elementary French I-II

Fundamentals of grammar. Emphasis on pronunciation and syntax. Competence in aural and oral aspects of the language are stressed in addition to reading and writing. *3 credits each.*

FREN 1011-1012 Elementary Interactive French

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in French 1001-1002. Taken simultaneously with FREN 1001-1002. *1 credit each.*

FREN 1101-1102 Intermediate French I-II

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: FREN 1002 or equivalent, department placement test or permission of the department. *3 credits each.*

FREN 1111-1112 Intermediate Interactive French I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in French 1101-1102. Taken simultaneously with FREN 1101-1102. *1 credit each.*

French Culture and Civilization

FREN 1201-1202 Advanced French I-II

Seeks to broaden and enhance existing linguistic and intellectual skills through cultural studies involving advertising, cinema, journalism, short stories, plays and poetry. Emphasis on oral discussion, reading and writing. Review of selected grammatical structures. Prerequisite: FREN 1102 or equivalent. *3 credits each.*

122 Modern Languages

FREN 2101 Conversational French I

Conversation based on topics of everyday life and cultural interests. Prerequisite: FREN 1202 or may be taken simultaneously with FREN 1201-1202. 3 credits.

FREN 2213-2216 Special Topics in French Civilization

Issues of current interest to the study of French civilization. Varying topics focus on regions, periods, and less frequently taught aspects of France and French speaking countries. Conducted in French. Prerequisite: FREN 1102 or currently enrolled in FREN 1102. 3 credits each.

FREN 3212 French Civilization I

Artistic, geographical, historical, literary and social background of France. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 3213 French Civilization II

A more extensive study of the artistic, geographical, historical, literary and social background of France, with special emphasis on 20th-century developments. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4111-4112 Business French Correspondence I-II

Basic training in French business and technology using examples drawn from everyday life: banking, postal and telecommunications, word processing, computing, the Internet, conducting a job search, examining different aspects of the working world, advertising, buying and selling, managing and investing money. Students will be required to discuss materials from French newspapers, journals and business reports in French and learn to write in French business style. Prerequisite: FREN 1201-1202 or permission of department. 3 credits each.

French Literature

FREN 3301 Introduction to French Literature I

Selections from major works of the Middle Ages and the Renaissance, including *La Chanson de Roland*, *Tristan et Iseut*, *Les Lais of Marie de France*, the poetry of François Villon, Rabelais' *Gargantua*, Montaigne's *Essais*, as well as poetry by Marot, Du Bellay and Ronsard. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 3302 Introduction to French Literature II

Reading and discussion of novels, plays and poems from the 18th, 19th and 20th centuries, such as Diderot's *Le Neveu de Rameau*, Provost's *Manon Lescaut*, Beaumarchais' *Le Mariage de Figaro*, Marivaux's *Le Jeu de l'amour et du hasard*, Constant's *Adolphe*, Hugo's *Hernani*, Baudelaire's *Fleurs du mal*, Duras' *Moderato Cantabile*, Giraudoux's *Amphitryon* and surrealist poetry. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4311 16th-Century French Literature

Study and discussion of the great works of the French Renaissance. Close reading of Rabelais' and Montaigne's writings and extensive analysis of the poetry of La Pléiade. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4312 17th-Century French Literature I

Selected plays by Corneille, Racine and Molière that demonstrate the development of classicism and the emergence of tragedy and comedy as genres. Study of La Fontaine's *Fables* and La Rochefoucauld's *Maximes morales*. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4313 17th-Century French Literature II

The evolution of the genres of tragedy and novel are analyzed in Racine's theater and Madame de Lafayette's masterpiece, *La Princesse de Clèves*. Close reading of Perrault's *Contes*. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4314 18th-Century French Literature I

Readings from the major works of Voltaire and Montesquieu and the Enlightenment. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4315 18th-Century French Literature II

Close readings of works by Diderot, Rousseau and Buffon as well as an in-depth analysis of the Enlightenment and its legacy. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4316 19th-Century French Literature I

Study of Romanticism and the development of the novel, theater and poetry as represented in works by Chateaubriand, Constant, Hugo, Musset and Stendhal. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4317 19th-Century French Literature II

Examination of the literary movements of Realism, Idealism, Naturalism, Symbolism and Modernity through close readings of texts by Balzac, Flaubert, Baudelaire, Rimbaud, Mallarmé and Zola. Conducted in French. Prerequisite: FREN 1202 or permission of department. 3 credits.

FREN 4318 20th-Century French Literature I

Analysis of innovative narrative techniques in Proust's *A la Recherche du temps perdu*, Gide's *Les Faux-Monnayeurs* and Breton's surrealist novel *Nadja*. Exploration of the surrealist movement in art, poetry and prose; the interaction between Giono's regional novel and film; and Claudel's theater. Conducted in French. Prerequisite: FREN 1202 or permission from department. 3 credits.

FREN 4319 20th-Century French Literature II

Study of existentialism in Sartre's theater and prose; Robbe-Grillet's nouveau roman; women writers: de Beauvoir and Duras; the theater of the absurd as exemplified in Ionesco's works; modernism and postmodernism in Beckett's poetry, prose and theater; film as novelistic foil or independent genre. Conducted in French. Prerequisite: FREN 1202 or permission from department. 3 credits.

FREN 4320 French Drama I

Detailed examination of the great century of theater (the 17th), through analysis of comic and tragic genres represented by the major playwrights of this century: Corneille, Racine and Molière. Conducted in French. Prerequisite: FREN 3302 or permission from department. 3 credits.

FREN 4321 French Drama II

Special study of Romantic dramatists such as Victor Hugo and Musset. Conducted in French. Prerequisite: FREN 3302 or permission of department. *3 credits*.

German Language**GERM 1001-1002 Elementary German I-II**

Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. *3 credits each*.

GERM 1101-1102 Intermediate German I-II

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: GERM 1002 or equivalent department placement test or permission of the department. *3 credits*.

German Culture and Civilization**GERM 1201-1202 Advanced German I-II**

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing and oral discussion on contemporary cultural issues. Prerequisite: GERM 1102 or equivalent. *3 credits each*.

GERM 2101 Conversational German I

Oral use of the language; conversation based on topics of everyday life as well as of cultural interest. Prerequisite: GERM 1202 or taken simultaneously with GERM 1201-1202. *3 credits*.

GERM 2111-2112 Business German I-II

Improvement of all language skills and their application and interpretation in business situations. Prerequisite: GERM 1202 or permission of department. *3 credits each*.

GERM 2113-2114 Scientific German I-II

Readings in general chemistry and biology. Prerequisite: GERM 1202 or permission of department. *3 credits each*.

GERM 2211-2212 German Civilization I-II

Artistic, geographic, historic, literary and social background of Germany. Conducted in German. Prerequisite: GERM 1202 or permission of department. *3 credits each*.

German Literature**GERM 2301-2302 Goethe I-II**

Major works of Goethe. Comprehensive analysis of Faust and its literary significance. Conducted in German. Prerequisite: GERM 1202 or permission of the department. *3 credits*.

GERM 2303-2304 Classical German Literature I-II

From the Middle Ages to the turn of the 18th century. Emphasis on the great literary works and trends of German thought. Conducted in German. Prerequisite: GERM 1202 or permission of the department. *3 credits each*.

GERM 2305-2306 Modern German Literature I-II

The early 19th century to the present. Romanticism through realism and naturalism to impressionism and expressionism. Conducted in German. Prerequisite: GERM 1202 or permission of the department. *3 credits each*.

GERM 2307-2308 20th-Century German Literature I-II

Outstanding representatives of modern German literature. Selected readings from prominent novelists, dramatists and poets. Prerequisite: GERM 1202 or permission of the department. *3 credits each*.

Italian Language**ITAL 1001-1002 Elementary Italian I-II**

Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. *3 credits each*.

ITAL 1101-1102 Intermediate Italian I-II

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: ITAL 1002 or equivalent department placement test or permission of department. *3 credits each*.

Italian Culture and Civilization**ITAL 1201-1202 Advanced Italian I-II**

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing, and oral discussion on contemporary cultural issues. Prerequisite: ITAL 1102 or permission of department. *3 credits each*.

ITAL 2101 Conversational Italian I

Conversation based on topics of everyday life and cultural interest. Prerequisite: ITAL 1202 or taken simultaneously with ITAL 1201-1202. *3 credits*.

ITAL 2211-2212 Italian Civilization I-II

The magnificent culture of Italy as it was formed by the earliest inhabitants of the Italian peninsula: Greeks, Romans, Germanics and Arabs (I). The culture and civilization of modern Italy as it was determined by different phenomena such as scientific discovery, the Counter-Reformation, the role of women, the Risorgimento and the forging of Italian national identity (II). Conducted in Italian. Prerequisite: ITAL 1102 or permission of department. *3 credits each*.

ITAL 2213-2216 Special Topics in Italian Civilization

Issues of current interest to the study of Italian civilization. Varying topics focus on regions, periods and aspects of Italian or Italian-American culture. Conducted in Italian. Prerequisite: ITAL 1102 or permission of the department. *3 credits each*.

Italian Literature**ITAL 2301-2302 Survey of Italian Literature**

Readings in great literary works from the Middle Ages to the 19th century. Dante, Petrarch, Boccaccio, Humanism and the Renaissance (I); the Baroque, the Enlightenment and Romanticism (II). Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits each*.

ITAL 2303-2304 Modern Italian Literature I-II

A survey of major Italian authors from the 19th to 20th century to the 1930's. The course aims to explore the literary context (Romanticism, Verismo, Futurism, Ermetismo) and the historical background (Risorgimento I; Fascism, II) of influential writers such as Leopardi, Manzoni (I), Montale, Pirandello (II). The course is designed to expose students to the forms of Italian

124 Modern Languages

modern literary and aesthetic genres by studying relevant texts and authors. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits each.*

ITAL 2311-2312 Contemporary Italian Prose

Authors and literary trends in Italy from World War II to the present. While presenting the most significant contemporary Italian writers from Neorealism (Pavese, Calvino, Vittorini I) to postmodern literature (II), the course will focus on cultural issues which had a significant impact on the literary arena, such as the Student Movement, Feminism, the transformation of urban landscape and the evolution of the family structure. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits each.*

ITAL 2313 The Italian Renaissance

A detailed examination of the remarkable development of Humanism and the Renaissance in its birthplace from the 14th to the 16th centuries. Focus on the writings of Petrarch, Machiavelli and Ariosto. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits.*

ITAL 2314 Manzoni and the Historical Novel

A critical reading of Manzoni's 19th-century historical work, "I Promessi Sposi", the first novel written in Italian literature, and a study of other representatives of this genre from Ugo Foscolo to Umberto Eco. The course aims to explore the relationship between literature and history from Romanticism to the 20th century. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits.*

ITAL 2315 The Italian Theater

Great Italian plays, surveying the Renaissance comedy, the popular Commedia dell'Arte, Goldoni's 18th-century reform of and the opera libretto up to this century. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits.*

ITAL 2316 Italian Cinema

From the realism of Rossellini and De Sica to the dream-like imagination of Fellini and Antonioni, this course aims to explore the Italian contribution to world cinema. Students will learn about major Italian directors from WWII to the present, such as Scola, Bolognini and the Taviani brothers. The distinct national identity of Italian cinema will be emphasized, with reference to gender roles and female characters. Particular attention will be given to the new generation of directors. Conducted in Italian. Prerequisite: ITAL 1102 or permission of department. *3 credits.*

ITAL 2321 Dante's Commedia I

A close reading of the first European classic, Dante's masterpiece: the Inferno. Focus on the literary significance of the work. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits.*

ITAL 2322 Dante's Commedia II

A close reading of the first European classic, Dante's masterpiece: Purgatorio and Paradiso. Focus on the literary and spiritual significance of the work. Conducted in Italian. Prerequisite: ITAL 1202 or permission of department. *3 credits.*

Portuguese Language

PORT 2401-2402 Portuguese for Luso-Brazilians I-II

Addresses the specific linguistic problems of students whose native language is Portuguese and who want to improve their knowledge of it. Study of the basic elements of Portuguese orthography and grammar as related to listening, speaking, reading and writing. *3 credits each.*

Russian Language

RUSS 1001-1002 Elementary Russian I-II

Fundamentals of grammar. Russian alphabet, pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to learning the Russian alphabet, reading and writing. *3 credits each.*

RUSS 1011-1012 Elementary Interactive Russian I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 1001-1002. Taken simultaneously with RUSS 1001-1002. *1 credit each.*

RUSS 1101-1102 Intermediate Russian I-II

Review of the essentials of grammar, vocabulary building, conversation and composition. Prerequisite: RUSS 1002 or equivalent department placement test or permission of the department. *3 credits each.*

RUSS 1111-1112 Intermediate Interactive Russian I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 1101-1102. Taken simultaneously with RUSS 1101-1102. *1 credit each.*

Russian Culture and Civilization

RUSS 2101 Russian Conversation

Conversation based on topics of everyday life, cultural interests and occupational situations. Conducted in Russian. Prerequisite: RUSS 1102. *3 credits.*

RUSS 2111-2112 Advanced Russian I-II

Rapid review of grammar. Practice in conversation and writing advanced compositions; emphasis on idiomatic constructions. Prerequisite: RUSS 1102 or equivalent. *3 credits each.*

RUSS 2113-2114 Scientific Russian I-II

Technical material in recent publications in the physical sciences. Prerequisite: RUSS 1102 or permission of department. *3 credits each.*

RUSS 2117 Russian Civilization

Evolution of Russian pattern of civilization from the 8th century to the present. Artistic, geographic, historic, literacy and social background of Russia. Conducted in Russian. Prerequisite: RUSS 1102 or permission of department. *3 credits.*

Russian Literature

RUSS 2115-2116 Introduction to Russian Literature I-II

Major writers from the 18th to the 20th centuries: Turgenev, Goncharov, Pushkin, Lermontov, Tolstoy, Gogol, Dostoevsky and others. Conducted in Russian. Prerequisite: RUSS 2111-2112 or permission of department. *3 credits each.*

RUSS 2313-2314 Modern Russian Literature I-II

Representative Russian writers from Pushkin through the modern period. Conducted in Russian. Prerequisite: RUSS 2111-2112 or permission of department. *3 credits each.*

RUSS 2316 Russian Cinema

A survey of Russian cinema from the turn of this century to the present. Prerequisite: RUSS 1102. *3 credits.*

RUSS 2317 Russian Drama

Development of Russian drama from its beginning to the present. Reading analysis of representative works. Conducted in Russian. Prerequisite: RUSS 1102 or permission of department. *3 credits.*

Spanish Language

SPAN 1001-1002 Elementary Spanish I-II

Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. *3 credits.*

SPAN 1003 Accelerated Elementary Spanish I-II

For students with little or no previous study of Spanish. Intensive practice of basic skills in speaking, understanding, reading and writing. Integrated laboratory session. *3 credits each.*

SPAN 1011-1012 Elementary Interactive Spanish I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Spanish 1001-1002. Taken simultaneously with SPAN 1001-1002. *1 credit each.*

SPAN 1101-1102 Intermediate Spanish I-II

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: SPAN 1002 or 1003 or equivalent. Prerequisite: SPAN 1002 or SPAN 1003 or equivalent, department placement test or permission of the department. *3 credits.*

SPAN 1103 Accelerated Intermediate Spanish I-II

Intensive review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Integrated laboratory session. Prerequisite: SPAN 1001-1102 or SPAN 1003 or equivalent. *6 credits.*

SPAN 1111-1112 Intermediate Interactive Spanish I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Spanish 1101-1102. Taken simultaneously with SPAN 1101-1102. *1 credit each.*

SPAN 2401-2402 Intermediate Spanish for Hispanics I-II

Addresses the specific linguistic problems of students whose native language is Spanish and who want to improve their knowledge of it. Study of the basic elements of Spanish orthography and grammar as related to listening, speaking, reading and writing. *3 credits each.*

Hispanic Culture and Civilization

SPAN 1201-1202 Advanced Spanish I-II

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing and oral discussion on contemporary cultural issues. Prerequisite: SPAN 1102 or equivalent. *3 credits each.*

SPAN 2101 Conversational Spanish I

Conversational practice. Drill in correct pronunciation, articulation and intonation. Vocabulary and idiom study; conducted in Spanish. Not available to native speakers of Spanish. Prerequisite: SPAN 1202 or taken simultaneously with SPAN 1201-1202. *3 credits.*

SPAN 2213-2216 Special Topics in Hispanic Civilization

Issues of current interest to the study of Hispanic civilization. Varying topics focus on regions, periods, and lesser-taught aspects of Spanish (Peninsular), Latin American and USA Latino culture. Conducted in Spanish. Prerequisite: SPAN 1102 or permission of the department. *3 credits each.*

SPAN 2501-2502 Advanced Spanish for Native Speakers I-II

Seeks to broaden and perfect existing Spanish language skills and cultural and literary knowledge of students who are native speakers of Spanish (or equivalent, or those with instructor's permission). Emphasis on reading, writing and oral expression. Prerequisite: SPAN 2402 or equivalent. *3 credits each.*

SPAN 2711 Spanish and Latin American Cinema

Development of proficiency in the Spanish language through the screening and analysis of critically acclaimed and selected Spanish and Latin American films. Focuses on film as a major expression of Spanish and Latin American culture. Readings and discussions relative to their historical, social, political, aesthetic, literary and linguistic contexts. Conducted in Spanish. Prerequisite: SPAN 1202 or 2505 or permission of department. *3 credits.*

SPAN 3211 Hispanic Civilization

Development of the Spanish pattern of civilization from pre-Roman times to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 3212 Spanish-American Civilization

Evolution of the Spanish-American pattern of civilization from the pre-Hispanic period to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4111 Business Spanish: Correspondence

Practice in contemporary business, administrative and personal correspondence in Spanish. Conducted in Spanish. Prerequisite: SPAN 1202, 2102 or 2502 or permission of department. *3 credits.*

Spanish Literature**SPAN 3311 Introduction to Hispanic Literary Studies**

Study of literary genres, concepts, periods and movements in relation to Spanish Peninsular and Spanish-American literature. Required for majors. Conducted in Spanish. Prerequisite: SPAN 2102 or SPAN 2502 or permission of department. *3 credits.*

SPAN 3401 U.S. Latina/o Literature

A survey of the literature written by Latina/Latino authors in the United States. Reading materials, class discussions, exams, and term papers will be in English, but Spanish majors and minors, and native Spanish speakers will be encouraged to write in Spanish, and read Spanish translations when available. *3 credits.*

SPAN 4311 Medieval and Renaissance Spanish Literature

Outstanding Spanish literature from its beginning to the 16th century. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4312 Spanish Golden Age Drama and Poetry

Outstanding Spanish playwrights and poets of the 16th and 17th centuries. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4313 Spanish Golden Age Prose

Outstanding Spanish prose writers of the 16th and 17th centuries, with emphasis on Cervantes and the picaresque. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4314 Romantic and Realistic Spanish

Major Spanish writers of the 19th century. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4315 Generation of 1898 and Modernism

Representative Spanish writers of the 19th and early 20th centuries. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4317 Modern Spanish Literature

Representative Spanish writers of the Generation of 27 and post-Civil War period. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4318 Spanish-American Narrative I

Development of the Spanish-American novel and short story from the colonial period up to the Boom. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4319 Spanish-American Theater

Development of the Spanish-American theater from the colonial period to the present. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4320 Spanish-American Narrative II

Study of the Spanish American novel and short story from the Boom to the present. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4321 Spanish-American Poetry

Development of Spanish-American poetry from the colonial period to the present. Study and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4322 Spanish American Essay

Study of the Spanish-American essay. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 4323 Spanish Literature of the Caribbean

Representative authors from Cuba, the Dominican Republic and Puerto Rico. Conducted in Spanish. Prerequisite: SPAN 1202 or 2502 or permission of department. *3 credits.*

SPAN 5391-5393 Spanish Seminar

Study of a special topic announced by the department including Study Abroad. Conducted in Spanish. Permission of department. *1/2/3 credits.*

The following courses offer the opportunity for individual projects in reading and research. A faculty adviser, chosen from the department, will work closely with the student in preparing the proposal for the independent study, scheduling meetings, and directing both independent research and assignments. A final paper is normally required. These courses are limited to seniors and majors in the department who have received the departmental approval. Exceptions to this policy may be considered to suit individual needs and demands.

FREN 4391-4393 Studies in French Literature I-III

3 credits each.

GERM 4391-4392 Studies in German Literature I-II

3 credits each.

ITAL 3391-3392 Studies in Italian Literature I-II

3 credits each.

RUSS 3391-3392 Studies in Russian Literature I-II

3 credits each.

SPAN 4391-4393 Studies in Spanish Literature I-III

3 credits each.

French Cooperative Education**FREN 3894 French Co-op I****FREN 3895 French Co-op II****FREN 3896 French Co-op III**

(See Co-op Adviser). *3 credits each.*

German Cooperative Education

GERM 3894 German Co-op I
GERM 3895 German Co-op II
GERM 3896 German Co-op III
(See Co-op Adviser). *3 credits each.*

Italian Cooperative Education

ITAL 3894 Italian Co-op I
ITAL 3895 Italian Co-op II
ITAL 3896 Italian Co-op III
(See Co-op Adviser). *3 credits each.*

Spanish Cooperative Education

SPAN 3894 Spanish Co-op I
SPAN 3895 Spanish Co-op II
SPAN 3896 Spanish Co-op III
(See Co-op Adviser). *3 credits each.*

Department of Philosophy

Fahy Hall
(973) 761-9480
artsci.shu.edu/philosophy

Faculty: Mayhew; Medina (*Chair*); O'Connor; Ranieri; W. Smith; Stark; Tyvoll; Unna.

The Department of Philosophy offers programs of study leading to the degree of Bachelor of Arts. These programs offer opportunities for in-depth examination of major philosophers from ancient times to the present, thereby cultivating critical reflection on matters of perennial concern. The flexible structure of the programs allows students to follow their interests and questions. In this way the study of philosophy helps students realize the goals of a liberal education.

Major Programs

In conjunction with meeting the standards and requirements of the College of Arts and Sciences, the philosophy major consists of 36 credits. The department offers two options for the major. Students work out the details of their course of study in consultation with a departmental adviser who may modify the program in view of a student's background and objectives.

Major Program I

Requirements:

- | | |
|---------------------|----------------------------|
| I. PHIL 1101 | Introduction to Philosophy |
| PHIL 1104 | Logic |
| PHIL 1105 | Ethics |

II. Six courses at the 2000 level

With the permission of the chair of the philosophy department, a student may substitute one related 3-credit course from another discipline toward fulfillment of the major requirements at the 2000 level.

Six credits at the 2000 level must be completed before a student may take any course at the 3000 level.

III. Three courses at the 3000 level

Major Program II

Pre-Theology Major in Philosophy

Requirements:

- | | |
|---------------------|--------------------------|
| I. PHIL 1104 | Logic |
| PHIL 1105 | Ethics |
| PHIL 2020 | Ancient Philosophy |
| PHIL 2030 | Medieval Philosophy |
| PHIL 2040 | Modern Philosophy |
| PHIL 2050 | Contemporary Philosophy |
| PHIL 2500 | Epistemology |
| PHIL 2950 | Metaphysics |
| PHIL 3950 | Faith and Reason Seminar |

II. Two three-credit elective courses at the 2000 or 3000 level

With the permission of the chair of the philosophy department, a student may substitute up to 6 credits in advanced courses from the Department of Religious Studies toward fulfillment of the major requirements at this level.

Six credits at the 2000 level must be completed before a student may take any course at the 3000 level.

III. One elective course at the 3000 level

Minor Program

The minor in philosophy requires students to complete a minimum of 18 credits in philosophy according to the distribution given below. Each student's program is worked out in consultation with a faculty adviser.

Requirements:

I. Two courses at the 1000 level

II. Three courses at the 2000 level

Six credits at the 2000 level must be completed before a student may take any course at the 3000 level.

III. One course at the 3000 level

Course Descriptions

Introductory

PHIL 1101 Introduction to Philosophy

Exploration of basic issues in philosophy through study of primary sources. Topics approached thematically and historically. *3 credits.*

PHIL 1102 Philosophy and the Classical Mind

The development of western philosophy from its origin with the ancient Greeks to 1450 A.D., as seen against the background of the history of the Western culture. *3 credits.*

PHIL 1103 Philosophy and the Modern Mind

The development of modern western philosophy, considered in its complex interrelations with the scientific, social and ideological transformations of the 600 years from the Renaissance to the present. *3 credits.*

PHIL 1104 Logic

Nature of thinking, truth and validity. Uses of language. Concepts and propositions. Deductive and inductive reasoning. Fallacies. *3 credits.*

PHIL 1105 Ethics

The functions and methods of moral philosophy. A comparison of the major ethical theories. Analysis of a wide range of common moral issues. *3 credits.*

PHIL 1107 Self and Community: Philosophy in Theory and Practice I

A service learning course providing opportunity to combine community-based fieldwork with the study of classical and contemporary philosophy. Theme of the course is the relationship between individual and society. *4 credits.*

PHIL 1108 Self and Community: Philosophy in Theory and Practice II

A service learning course providing opportunity to combine

community-based fieldwork with the study of classical and contemporary philosophy. Theme of the course is the relationship between individual and society. *4 credits.*

PHIL 1107 and PHIL 1108 together form a one-year, 8-credit sequence.

PHIL 1125 Business Ethics

Overview of important moral, social and political issues involving the business world at large. Emphasis on the application of traditional ethical theories to business practices. *3 credits.*

PHIL 1155 Ethics and International Affairs

Systematic study of ethics in international affairs, in context of classical and contemporary moral and political theories. Particular emphasis on the relevance of justice, distributive justice in particular, to the behavior of nations and international organizations and assessment of that behavior. *3 credits.*

PHIL 1204 Symbolic Logic

Propositional logic; predicate logic; modal logic. Topics in the philosophy of logic. *3 credits.*

PHIL 1251 (AFAM 2416) African Cultural Philosophy

A survey of the philosophy and world views of representative Black thinkers and cultures from ancient Africa through the contemporary societies of Africa and its diaspora. *3 credits.*

Advanced General

PHIL 2020 Ancient Philosophy

Review of the major philosophies of the ancient world from the pre-Socratics to the Stoics. Emphasis on Plato and Aristotle. *3 credits.*

PHIL 2030 Medieval Philosophy

The transition from late antiquity to the medieval period; Christianity, Neoplatonism and Gnosticism; readings from the major philosophers of the Middle Ages, (e.g., Augustine, Anselm, Bonaventure, Aquinas), as well as Jewish and Islamic thinkers of the period. *3 credits.*

PHIL 2040 Modern Philosophy

The development of philosophy through the 17th, 18th and 19th centuries, with emphasis upon the distinctively modern approaches to central issues in epistemology, metaphysics and political theory. The nature of modernity and its contemporary legacy. *3 credits.*

PHIL 2050 Contemporary Philosophy

Development of philosophy through the 20th century, with emphasis on analytic philosophy, phenomenology, existentialism, pragmatism and recent post-analytic and post-modern developments. *3 credits.*

PHIL 2065 American Philosophy

Pre- and post-colonial philosophical-theological thought: New England transcendentalism; pragmatism of Pierce, James and Dewey; philosophy in America today. *3 credits.*

PHIL 2090 Philosophical Psychology

The main theories of human nature and functioning from Plato to contemporary thinkers. *3 credits.*

PHIL 2095 (ENGL 3610) Existentialism in Literature

Existential traits in great world literary figures from Dostoyevsky, Kierkegaard and Nietzsche to the contemporary world of

philosophy, literature and art as expressed by Camus, Sartre and representatives of the Theater of the Absurd. *3 credits.*

PHIL 2100 Modern Society and Human Happiness

Reflection upon the meaning of the good life through study of selected classical and contemporary thinkers. Emphasis upon the concept of the good life in a contemporary American context. *3 credits.*

PHIL 2110 (WMST 2110) Feminist Theories

Examination of the wide range of theories and perspectives that constitute feminism today. Three main parts: historical overview of the development of feminist thinking; analysis of major feminist theories; and examination of the intersections between traditional philosophy and feminist thinking. Prerequisite: One of the following: PHIL 1101, 1104 or 1105. *3 credits.*

PHIL 2115 Environmental Ethics

Examination of current theoretical and practical issues in the field of environmental ethics, among them, obligations to future generations, human relationships to nature and pollution. *3 credits.*

PHIL 2125 Philosophy and Education

Basic questions philosophers have addressed in their writings on education. Discussion of these questions will introduce students to various kinds of philosophies and their respective views of human nature. *3 credits.*

PHIL 2130 Ethical Issues in Health Care

Survey course examining ethical issues that arise in health care. Issues will include informed consent, the definition of death, euthanasia and physician assisted suicide, foregoing life-sustaining treatment, assisted reproductive technologies and justice in health care. *3 credits.*

PHIL 2140 Political Philosophy

Critical assessment of the nature of western political thought. What is political philosophy? What are the differences, if any, among political philosophy, political theory and the history of political thought? How should we read a political text? An in-depth exploration of one or several of the following concepts: authority, liberty, justice, legitimacy, political obligation, anarchy and the concept of the political itself. *3 credits.*

PHIL 2150 Philosophy of Law

Critical assessment of the concept of law. What is the nature of law? Examination of the differences among natural law, legal positivism, legal realism and critical legal studies. Topics covered include legal reasoning, law and morality, law and liberty and constitution law. *3 credits.*

PHIL 2160 (CAST 2160) 19th and 20th Century Catholic Thinkers

Introduction to important issues in 19th- and 20th-century philosophy as approached and dealt with by notable Catholic thinkers. Through examination of their works, the course explores relations between religious beliefs and both modern and contemporary philosophy, and indicates the enduring relevance of the Catholic philosophical tradition. *3 credits.*

PHIL 2170 Philosophy of Religion

The concept of God. The justifiability of religious belief. Faith and reason. Miracles. Death and concepts of life after death. The problem of evil. Religion and science. *3 credits.*

PHIL 2175 Philosophy of Death

Attitudes toward death: acceptance or is it an evil? Cross-cultural and historical. The death of children, parents, spouse; grief and bereavement; role of the mortician; suicide and euthanasia; old age and the art of dying; the Hospice movement; immortality. *3 credits.*

PHIL 2185 Philosophy of Love and Sex

This course consists of a survey of the history of theories of love and sex, from the ancient Greeks to the present; an investigation of selected contemporary issues; a look at ideas about love and sex in classical and contemporary literature and film. *3 credits.*

PHIL 2190 Philosophy of History

Investigation, in historical perspective, of philosophies of history beginning with Augustine and ending with Marx, covering other figures such as Joachim of Fiore, Hildegard of Bingen, J. B. Vico, Hegel and Comte. *3 credits.*

PHIL 2195 East Asian Philosophy

Basic concepts and ways of thinking of some eastern philosophies including Hinduism, Buddhism, Taoism and Confucianism; readings from their sacred texts. Comparisons and contacts with the ways of thinking of western philosophy. *3 credits.*

PHIL 2200 Philosophy of Art

Historic and thematic study of theories of aesthetics, including those of Greece. Emphasizes modern and contemporary views of beauty and art in the variety of individual and social expression. *3 credits.*

PHIL 2205 Moral Theories

Exposition and critical evaluation of moral theories and concepts from ancient times to the present. Analysis of the challenge presented by moral skepticism. Examination of important moral concepts, such as virtues, rights, duties and moral values. *3 credits.*

PHIL 2300 Major German Philosophers

Introduction to German philosophy broadly conceived. Some of the philosophers studied are: Kant, Fichte, Hegel, Heidegger. *3 credits.*

PHIL 2320 Marxism

Lives and works of Marx, Engels and Lenin. Analysis of their main ideas; recent developments in Marxist philosophy in America, Latin America and abroad. Evaluation and application. *3 credits.*

PHIL 2500 Epistemology

The nature and scope of knowledge. Knowledge and belief. The problem of skepticism. Empiricism, rationalism and pragmatism. Foundationalism and its critics. *3 credits.*

PHIL 2700 Philosophy of Science

Investigation of the nature of scientific knowledge and truth. An in-depth exploration of one or several of the following concepts: confirmation, explanation, evidence and the status of scientific laws. Evaluation and criticism of the challenge presented by the history of science to positivist and empiricist accounts of scientific inquiry. *3 credits.*

PHIL 2810-2820 Special Topics in Philosophy

Focuses on a particular philosophical theme, topic or thinker chosen by instructor. *3 credits.*

PHIL 2950 Metaphysics

Reflection on the meaning of human existence and our place in reality. Consideration of the nature of the real and our ability to know it. Primary focus on contemporary thinkers who have dealt with these questions. *3 credits.*

Independent Study**PHIL 2991 Independent Study**

1 credit.

PHIL 2995-2999 Independent Study

Study of a specific philosophy or philosophical theme, not studied or not studied in depth in the regular philosophy courses. (Under guidance of a faculty member and with permission of chair). *3 credits.*

Advanced Single-Philosopher Courses**PHIL 3000 Plato**

A seminar on selected issues in Plato's philosophy through a close reading of one or more of his works. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3005 Aristotle

A seminar on selected issues in Aristotle's philosophy through a close reading of one or more of his works. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3010 St. Augustine

Consideration of the major works and ideas of Augustine; his life, historical context and major contributions to western philosophy, religion and culture. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3015 St. Thomas Aquinas

Historical background; life and achievements of Aquinas, analysis of the main themes of his philosophy, development and influence of Thomistic philosophy, its continuing relevance. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3060 Spinoza

Introduction to the thought of Spinoza through the study of the *Ethics* and the *Tractatus Theologico-politicus*. Historical, religious and cultural background. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3070 Kant

A close reading and analysis of selected works by Kant will serve as the basis for a critical discussion of his answers to three major questions: What can I know? What should I do? For what may I hope? Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3900 Research Seminar

Primarily for philosophy majors. Intensive study revolving around topic/theme chosen by instructor. Under faculty supervision, students write a senior thesis. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

PHIL 3950 Faith and Reason Seminar

Explores the relationship between faith and reason, theology and philosophy, revelation and natural knowledge. Considers whether faith and reason are similar, separate, opposed or complementary. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits.*

Department of Physics

McNulty Hall
(973) 761-9050
artsci.shu.edu/physics

Faculty: Ansari (*Chair*); Ashworth; Bubb (*Co-op Adviser*); Jaki (*Distinguished University Professor*); Kemly; Kim; Noori.

The Department of Physics offers programs of study leading to the degree of Bachelor of Science. The department provides students with a comprehensive grounding in the laws governing the behavior of matter. The intimate relationship between theory and experiment, and the open, dynamic character of physics are stressed. Topics of current interest in fundamental physics and modern technology receive special emphasis.

Students majoring in physics may choose one of the following three options:

1. for students desiring a conventional program in physics to be followed by graduate work in physics or a related field;
2. for those who intend to seek employment in industry or government, or those considering a career in secondary education; or
3. **Five-Year Double-Degree Program**

This program, ideal for technically oriented students, is conducted jointly with the New Jersey Institute of Technology (NJIT) and leads to a B.S. degree in physics from Seton Hall University and a B.S. degree in biomedical, mechanical, electrical, industrial, computer or civil engineering from NJIT. Students spend three years at Seton Hall and two years at NJIT.

The sequence and diversity of courses for all students will be worked out in consultation with a department adviser who may modify the program in view of each student's background and objectives.

Major Program

In addition to meeting the core curriculum requirements of the College of Arts and Sciences, degree candidates must complete the following coursework:

Physics Core Requirements	Credits
PHYS 1701-1702 General Physics I-II	6
or	
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1811-1812 Physics Laboratory I-II	2
PHYS 2185 Introductory Modern Physics	4
PHYS 2186 Waves and Oscillations	3
PHYS 2883 Electronics I	3
PHYS 3119 Mathematical Methods of Physics I	4
PHYS 3121 Mechanics I	3
PHYS 3185 Electricity and Magnetism I	3
PHYS 3217 Modern Optics	3
PHYS 3811-3815 Advanced Laboratory I-II	6
PHYS 4811-4815 Advanced Laboratory III-IV	6

Other Required Courses

CHEM 1103-1104 General Chemistry I-II	8
MATH 1401-2411 Calculus I-III	12
PHYS 2112 Physical Applications of Mathematical Techniques	4

Students intending to pursue graduate work must take a minimum of 12 elective credits from the following list. Students should select courses in consultation with their departmental adviser.

CHEM 3411 Physical Chemistry I	3
PHYS 3122 Mechanics II	3
PHYS 3186 Electricity and Magnetism II	3
PHYS 4211-4212 Quantum Mechanics I-II	3
PHYS 4219 Statistical Physics	3

A student planning industrial employment must take the following:

CHEM 2215 Analytical Chemistry I	4
CSAS Computer Science Elective	3
PHYS 2894 Electronics II	3

Minor Program

The physics minor requires a minimum of 18 credits as follows:

	Credits
1. Basic Principles of Physics PHYS 1701-1702 or PHYS 1705-1706	6
2. Laboratory Component PHYS 1811-1812 or PHYS 1815-1816 or PHYS 2883	2 or 3
3. Principles of Modern Physics PHYS 2185 Introductory Modern Physics	4
4. Specialized Electives PHYS 2112, 2186, 2883, 2894, 3121-3122, 3185-3186, 3217, 4219 or 4211	6 to 8

Course Descriptions

Prerequisite to all courses listed below is successful completion of the New Jersey Basic Skills Computation and Algebra test, or equivalent tests administered by the Seton Hall University Department of Mathematics.

ERTH 1019 Introduction to Geology

Descriptive survey of the science of the earth; the composition of the earth; weathering and erosion; the formulation and movement of glaciers; the origin of mountains, volcanoes, earthquakes and deserts; and geological history of the earth. Field trips when possible. *3 credits.*

PHYS 1001 Introduction to Physical Science

For non-science students. Emphasis on concepts and methods of physical sciences. Topics range from gravitation and astronomy to modern scientific frauds. *3 credits.*

PHYS 1007 Introduction to Astronomy

Survey of the historical development and current status of astronomy. The solar system, stars and galaxies, quasars, pulsars, black holes and models of the universe and its history. Eight-inch and 16-inch telescopes are used for observation on clear nights. *3 credits.*

PHYS 1701-1702 General Physics I-II

Mechanics, sound and heat, elementary electricity and magnetism, optics and elementary modern physics. Corequisite: MATH 1401-1411. *3 credits each.*

PHYS 1705-1706 Principles of Physics I-II

Vectors, kinematics and dynamics, heat and thermodynamics, electricity and magnetism, introduction to Maxwell's equations, physical and geometrical optics and elementary modern physics. Prerequisite: MATH 1401-1411 or permission of instructor. Corequisite: PHYS 1811-1812. *3 credits each.*

PHYS 1811-1812 Physics Laboratory I-II

Experiments in mechanics, sound, heat, light, electricity, and magnetism and radiation. Statistical analysis. Corequisite: MATH 1401-1411, and PHYS 1701-1702 or PHYS 1705-1706. *1 credit each.*

PHYS 1815 Physics Laboratory and Data Analysis I

Scientific programming with applications to data analysis in addition to all experiments in PHYS 1811. Additional topics include linear regression and numerical integration. Prerequisite: MATH 1401. Corequisites: PHYS 1705, MATH 1411. *2 credits.*

PHYS 1816 Physics Laboratory and Data Analysis II

See PHYS 1812 Data analysis involves programs discussed in PHYS 1815. Prerequisite: PHYS 1815. *1 credit.*

PHYS 2112 Physical Applications of Mathematical Techniques

Selected applications of differential equations, vectors, matrices and determinants, Sturm-Liouville theory and orthogonal functions, numerical analysis, and probability and statistics to the physical sciences. Prerequisite: MATH 2411 and PHYS 1705 or PHYS 1701. *4 credits.*

PHYS 2185 Introductory Modern Physics

Special relativity, kinetic theory and thermodynamics, early quantum theory, atomic models, particle physics. Prerequisite: a year of general physics. Corequisite: MATH 2411 or permission of instructor. *4 credits.*

PHYS 2186 Waves and Oscillations

Oscillations of particles and rigid bodies; vibrations and waves in one to three dimensions; sound and electromagnetic waves. Prerequisite: MATH 2411. *3 credits.*

PHYS 2883 Electronics I

Circuit analysis; electronic instruments; digital and analog integrated circuits; microcomputer interfacing. One laboratory meeting per week. Prerequisite: MATH 2411. *3 credits.*

PHYS 2894 Electronics II

Analog-to-digital and digital-to-analog circuits; assembly/high-level programming and interfacing; resonance; Fourier series. Laboratory included. Prerequisite: PHYS 2883. *3 credits.*

PHYS 3119-3120 Mathematical Methods of Physics I-II

Vector analysis. Curvilinear coordinate systems. Determinants and matrices. Infinite series. Functions of a complex variable. Second order differential equations and Sturm-Liouville theory. Fourier series. Integral equations. Calculus of variations. Probability. Prerequisite: MATH 1401. *4 credits each.*

PHYS 3121-3122 Mechanics I-II

Newtonian mechanics; particle motion in one, two and three dimensions; systems of particles; rigid body motion; gravity; introductory Lagrangian formalism; small vibrations; special relativity; mechanics of continuous media. Prerequisite: PHYS 2186. *3 credits each.*

PHYS 3185-3186 Electricity and Magnetism I-II

Boundary value problems in electrostatics and magnetostatics; Maxwell's equations in differential form; time-dependent fields; plasma physics; radiation. Prerequisite: PHYS 2186. *3 credits each.*

PHYS 3217 Modern Optics

Mathematics of wave motion; physical optics, including polarization, diffraction and interference. Selected topics of current interest; fiber optics, integrated optics, lasers, holography and the principles of spectroscopy. Prerequisite: PHYS 2186. *3 credits.*

PHYS 3511 Environmental Physics

An introduction to the principles of atmospheric dispersion, materials and energy balances, hydrology and soil with particular emphasis on environmental issues through a quantitative problem-solving approach. Prerequisites: PHYS 1701-1702, MATH 1401-1411, CHEM 1103-1104. *3 credits.*

PHYS 3811-3815 Advanced Laboratory I-II

PHYS 3811 and PHYS 3814 together cover a set of historically important experiments. PHYS 3812 and PHYS 3815 cover these same experiments to greater depth with additional topics. Prerequisites: PHYS 2883. Fall Semester: PHYS 3811 (1 credit), 3812 (2 credits). Spring Semester: PHYS 3814 (1 credit), 3815 (2 credits). *1-4 credits.*

PHYS 3894 Physics Co-op I**PHYS 3895 Physics Co-op II****PHYS 3896 Physics Co-op III**

(See Co-op Adviser). *3 credits each.*

PHYS 4211-4212 Quantum Mechanics I-II

Wave mechanics in one and three dimensions, hydrogen atom, spin, exclusion principle and multi-electron atoms in external fields. Time-independent and time-dependent perturbation theory with applications, scattering theory. Prerequisites: CHEM 3412 or PHYS 2185; PHYS 3186. *3 credits each.*

PHYS 4219 Statistical Physics

Kinetic theory; quantum statistics; systems of interacting particles. Applications to solids. Prerequisite: CHEM 3411 or PHYS 2185. 3 credits.

PHYS 4290-4291 Research in Physics I-II

Introduction to the methods of original investigation in experimental or theoretical physics. (For selected seniors majoring in physics). 2-3 credits

Courses open to graduate and advanced undergraduate students:**PHYS 4811-4815 Advanced Laboratory III-IV**

Prerequisite: Permission of instructor. Fall Semester: PHYS 4811 (1 credit), 4812 (2 credits). Spring Semester: PHYS 4814 (1 credit), 4815 (2 credits). Supervised research.

Department of Political Science

Arts and Sciences Hall
(973) 761-9383
artsci.shu.edu/polisci

Faculty: Ahuja; Boutilier; Formicola (*Acting Chair*); Marbach (*Co-op Adviser*); Mirabella; Samuels; Sedehi; Togman; Ward.

The Department of Political Science offers a program of study leading to the degree Bachelor of Arts. The department offers training in the areas of American government and politics, urban affairs, public administration and public policy, comparative politics and institutions, international organization and relations, political theory, and behavior and public law.

The major program provides students with a basic education in the ideas, institutions and processes of politics and government, and provides preparation for careers in law, government service, public affairs and the private sector of the American economy. To be aware of the intricacies of government regulations and policies that affect their businesses, most major commercial and industrial firms need personnel who are knowledgeable in public affairs. Public sector employment continues to be a major source of careers for students with a background in political science. In addition, a prime area for students of public affairs is the non-profit service sector.

The Department of Political Science also offers a five-year dual degree (B.A./M.P.A.) with the Graduate Department of Public and Healthcare Administration. (See page 160 for five year programs).

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 37 credits in political science. The sequence and diversity of courses for all students will be worked out in consultation with a department adviser, who may modify the program in view of each student's background and objectives. Students are expected to acquaint themselves with the concepts and methods of

related social science disciplines and to develop other skills requisite for the successful pursuit of their particular career objectives.

Department Requirements**First-Year Requirements:**

Fall Semester	Credits
POLS 1001 Introduction to Political Science	3

Spring Semester

POLS 1211 American Government	3
-------------------------------	---

Second-Year Requirements**Fall Semester**

POLS 1401 Western Political Thought I	3
or	
POLS 1611 Comparative Politics	

Spring Semester

POLS 1711 International Relations	3
POLS 2910 Research Methods I	3

Third-Year Requirements**Fall Semester**

POLS Elective at the 1000 or 2000 level	3
POLS Elective at the 1000 or 2000 level	3

Spring Semester

POLS Elective at the 1000 or 2000 level	3
POLS Elective at the 3000 level	3

Fourth-Year Requirements**Fall Semester**

POLS 5010 Senior Seminar	4
POLS Elective at the 2000 or 3000 level	3

Spring Semester

POLS Elective at the 3000 level	3
Total: 37	

Students should select 12 credits in political science electives. A maximum of six credits in internships or practicum courses may be applied toward the completion of the credit requirement for the major. (Cooperative Education courses count as free electives only.)

Students must take at least two courses at the 3000 level (one course must be in the area that the student intends to pursue for senior thesis).

In addition, political science majors must complete MATH 1203 Statistical Models for the Social Sciences to fulfill the core mathematics requirement for the College of Arts and Sciences.

Minor Program

The minor in political science is open to all undergraduate students in the University who have an interest in political studies and wish to complement their own major with courses in government and politics. The minor consists of 18 credits distributed as follows:

POLS 1001	Introduction to Political Science	3
	Four courses at the 1000- or 2000-level	12
	One course at the 3000-level	3
	Total:	18

Course Descriptions

POLS 1001 Introduction to Political Science

Introduction to the foundations of the academic discipline of political science. Course offers a broad overview of the various schools of political science analysis, including democratic transitions, political development, and revolution as well as a survey of the basic concepts and principles. *3 credits.*

POLS 1111 Introduction to Public Policy

Explores the policy process, (i.e., the analytic techniques for setting the agenda, policy formulation, implementation and evaluation). The course emphasizes how to think about government policy. *3 credits.*

POLS 1113 Public Administration

Introduction to the field through an exploration of historical development of public bureaucracies and the contemporary politics affecting their organization and operation. Students learn about the causes of bureaucratic malfunction and the strategies managers use to make bureaucracies function more efficiently and effectively. *3 credits.*

POLS 1211 American Politics

Introduction to the institutions and processes of American national government, its development as a constitutional system and the political culture of American society. *3 credits.*

POLS 1212 (SOCI 2213) Introduction to American Law

Explores the basis for American law by examining various theories of jurisprudence, or philosophies of law, and the goals and objectives of law. Distinguishes law from other forms of social control, and looks at the impact of law on society. *3 credits.*

POLS 1401 Western Political Thought I

Introduction to, and analysis of, the major questions that have challenged Western political thinkers. Selected writers will include Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. *3 credits.*

POLS 1411 Western Political Thought II

Examination and analysis of the ideas of selected political theorists of the 18th and 19th centuries. *3 credits.*

POLS 1611 Comparative Politics

Comparative approaches to the study of politics. Analysis of functions, experiences and institutions of political systems, Western and non-Western. *3 credits.*

POLS 1711 International Relations

Analysis of forces affecting relations between nations and other global actors, including world-level and regional-level intergovernmental organizations as well as religious organizations. Emerging nations and their impact on the international political system. *3 credits.*

POLS 2090-2099 Topics in Public Policy

Selected topics designated before the semester in the area of public policy. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits.*

POLS 2110 Contemporary Issues in U.S. Public Policy

Overview of agenda setting, formulation, and implementation of public policies, including budgets, taxation, health, business regulation, civil rights and welfare. Students learn how political factors shape policy as well as learning techniques to analyze and evaluate these policies. *3 credits.*

POLS 2111 Issues in Comparative Public Policy

How public policy is shaped as well as variations of content of public policy in nations of the same political/economic type and in nations of different political/economic types. *3 credits.*

POLS 2115 Theories of Organization: The Bureaucratic Phenomenon

Nature of bureaucracy and its affect on personality, social relations, group dynamics and social change. Contemporary theories of public organizations, nonprofit and profit-focused entities and to the role of power in bureaucratic settings and exchanges. Understanding pathologies of organizations and approaches to organizational revitalization. *3 credits.*

POLS 2116 Court Administration

History, development and current role of court management in the administration of civil and criminal justice. Role players, interaction of justice agencies with the courts and the bar. Selected problem areas will be emphasized, (i.e., case flow, delay, jury management, budgeting and planning). *3 credits.*

POLS 2120 The Nonprofit Sector

Introduction to the important social, political and economic aspects of organizations and activities in the third or "independent" sector, which is neither government nor business. *3 credits.*

POLS 2190-2199 Topics in Public Administration

Selected topics designated before the semester in the area of public administration. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits.*

POLS 2212 The United States Congress

Composition and political organization of the American Congress. The committee system and the process of lawmaking and the political actors. Relations with other branches of government. *3 credits.*

POLS 2213 The American Presidency

Evolution of the office. Nomination and election of a president. Roles and responsibilities. Contemporary institutional critique. *3 credits.*

POLS 2214 The American Judicial System

Concepts of law and jurisprudence, functions and staffing of American courts, state and federal. Strengths and weaknesses of the jury system. The Supreme Court, how it decides, impact of its decisions and the role of the court in American constitutional law. Controversy over judicial review. *3 credits.*

POLS 2215 Campaigning and Political Parties

Examines the structure, operation and interaction of the major political parties and their roles in electing local, state and national officials. It analyzes campaigning for public office, and the impact of interest group politics on the process. *3 credits.*

POLS 2220 Development of the American Constitution

Origins of the Constitution. Analysis of selected issues in constitutional history. Emphasis on the impact of Supreme Court decisions on American political and economic culture. *3 credits.*

POLS 2225 State and Local Politics

Institutions and processes of U.S. government at the state, county and local levels. *3 credits.*

POLS 2226 Government and Politics of New Jersey

Structural study and functional analysis of state, county and local government in New Jersey. *3 credits.*

POLS 2290-2299 Topics in American Politics

Selected topics designated before the semester in the area of American politics. Topics vary from semester to semester as the department directs. May be repeated for credit as the topic changes. *3 credits.*

POLS 2414 American Political Ideas

Introduction to major American political theorists, including representative thinkers such as Madison, Calhoun, Thoreau, Sumner, Dewey, Kirk, Viereck, Marcuse and King. *3 credits.*

POLS 2490-2499 Topics in Political Theory

Selected topics designated before the semester in the area of political theory. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits.*

POLS 2510 Practicum in Politics

Field experience and research on a part-time basis with either political party or candidates for legislative, executive or judicial offices. *3 credits.*

POLS 2511 Internship in Public Administration and Policy Analysis

Field research with a public or a nonprofit agency on a part-time basis. Analysis and examination of functions, processes and outputs of an organization in the public sector. *3 credits.*

POLS 2512 Washington, D.C., Internship

Opportunity for the student to be an intern in a governmental agency or nonprofit organization in Washington, D.C. Students are placed in legislative, judicial or executive branch agencies, depending on interests/career goals, and work five days per week for one semester. *6 credits.*

POLS 2513 Washington, D.C., Research

Book critiques and a research paper that integrate information the student gains in the classroom with fieldwork experience. Supervised by the Seton Hall faculty liaison. *6 credits.*

POLS 2514 Washington, D.C., Seminar

Students attend a weekly seminar led by a professor associated with the Washington Center for Internships and prepare a seminar paper. *3 credits.*

POLS 2610 (ANTH 3220, SOCI 3514, WMST 2610) Women and Politics

The evolving legal, political and governmental positions of women in the world. Cross-cultural implications of the politicalization of women. *3 credits.*

POLS 2611 Asian Politics

Political systems and behavior in modern Japan, China, India and Southeast Asia. *3 credits.*

POLS 2612 Western European Politics

The dynamics of politics and analysis of the evolution and present status of the political systems of selected European powers. *3 credits.*

POLS 2613 Russian Politics

An analysis of the Russian political system created from the disintegration of the Soviet empire. Focus is on the process of transforming Russia from a communist system to a democratic and capitalistic state. *3 credits.*

POLS 2615 (AFAM 2312) African Politics

Examination of African political systems. The salient variables economic, social and political involved with discussion of specific experiences. Review of traditional background, colonial experience and post-independence era. *3 credits.*

POLS 2616 (ASIA 3131) Contemporary Chinese Politics

Analysis of the political system of China; present trends and future prospects. *3 credits.*

POLS 2617 Political Ferment in the Middle East

Forces shaping the patterns of politics in the post Cold War Middle East. Emphasis on Arab-Israeli relations and the challenge of Islamic fundamentalism. *3 credits.*

POLS 2690-2699 Topics in Comparative Politics

Selected topics designated before the semester in the area of comparative politics. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits.*

POLS 2710 International Political Economy

Intersections of varying economic systems in the global economy; international trade agreements, regional and global approaches to consumer and worker protection. Multinational corporations and regulations of their activities, functions and operations of the World Bank, International Monetary Fund, regional economic commissions of the United Nations, regional development banks, etc. *3 credits.*

POLS 2712 International Organizations

An extensive theoretical and empirical introduction to international organizations such as the United Nations, The European Union, The Organization of African Unity, The Organization of Petroleum Exporting Countries and The Association of South-East Asian Nations. *3 credits.*

POLS 2713 International Law

Evolution and basic concepts of international law. More specifically, cases involving conflict resolution, human rights and legal challenges to space, the sea and sovereignty are explored. *3 credits.*

POLS 2790-2799 Topics in International Relations

Selected topics designated before the semester in the area of international relations. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits.*

POLS 2910 (SOC 2910) Research Methods

An introduction to social science research. Topics include problem selection and hypothesis formation and testing; research design; sampling; construction and administration of research techniques; elementary data analysis and ethical issues. Some statistical and computer applications. *3 credits.*

POLS 3014 Ecology and Politics

Explores the relationship between politics and environmental policy in the U.S. Looks at specific problems such as pollution, global warming, species depletion, land management and hazardous waste. Explores attempts by government and other interested parties to rectify these problems. *3 credits.*

POLS 3210 Constitutional Law

Approaches to Constitutional interpretation: Supreme Court decision making, Supreme Court as a small group. Fundamentals and principles of constitutional law. Illustrative case studies. *3 credits.*

POLS 3211 Civil Liberties

Casebook analysis of the constitutional rights of the individual. Selected topics from the first, fourth, fifth, sixth, eighth and 14th amendments. Emphasis on contemporary issues and perspectives. *3 credits.*

POLS 3212 American Federalism

Examination of the nature of the Federal system, with historical origins, constitutional evolution and contemporary problem areas highlighted. *3 credits.*

POLS 3213 American Political Behavior

Examination of topics such as voter turnout, political ideology, political sophistication, among others. Impact of party identification, issues, and candidate characteristics on elections. *3 credits.*

POLS 3214 Urban Politics

The politics of the cities and urban areas. Contemporary urban governmental forms, processes and problems. *3 credits.*

POLS 3311 (ANTH 1218, SOCI 2912) Research Methods II

Advances the student's knowledge of research design issues, statistical and computer applications to the research process. Concentrates more fully on applications of research in organizational settings. *3 credits.*

POLS 3410 (SOCI 2713) Democracy

Considers various theories and practices of democratic society, including those of liberal, radical participatory and pluralistic democracy. Comparison of democratic theory and practice. *3 credits.*

POLS 3412 Church, State, Law and Politics in America

The dynamic and changing relationship between religion and government in the U.S. Competing and cooperative actions between the institutions. Case studies in First Amendment rights. *3 credits.*

POLS 3613 American Foreign Policy

Internal factors and global forces affecting policy and performance. Evolution of U.S. doctrine from isolationism to globalism. Current challenges and prospects. *3 credits.*

POLS 3712 Human Rights: Policies and Practices

Articulates notions of human rights and, through case studies, examines repression around the globe. Seeks to develop and critique United States, United Nations, and other bilateral and multilateral approaches to solving human rights abuses. *3 credits.*

POLS 3894 Political Science Co-op I**POLS 3895 Political Science Co-op II****POLS 3896 Political Science Co-op III**

(See Co-op Adviser). *3 credits each.*

POLS 5010 Political Science Senior Seminar

Small group seminars in selected areas. This seminar is the capstone course and requires that students have completed most of their major courses before they enroll. *4 credits.*

POLS 5011 Independent Study

Reserved for students who are unable to complete the Research Seminar in its normal format. Requires extensive collaboration with a faculty member and a major research report. *4 credits.*

Department of Psychology

Kozlowski Hall
(973) 761-9484
artsci.shu.edu/psychology

Faculty: Buckner; Burton; Hovancik; Kendig; Levy (*Chair*); Mazzoni; Nolan (*Co-op Adviser*); Rhines; Simon (*Co-op Adviser*); Teague; Vigorito.

Emeritus: Lennon; Shannon.

The Department of Psychology offers a program of study leading to the Bachelor of Arts degree. The department recognizes that the methods of scientific inquiry can be applied meaningfully and fruitfully to the understanding of individual behavior. The curriculum is designed to provide the student with a strong background in the methodology and content of psychology. Majors receive sound preparation for graduate study as well as for entry-level positions in psychology and related disciplines.

Psychology Honors Program

Students with exceptional academic credentials and strong interest in psychology are encouraged to apply to the Psychology Honors Program. This program provides students with a strong background in the concepts, theories, research findings and methodological approaches of contemporary psychology. It involves the student in the design, execution, analysis and presentation of his or her original research project. This program also may be coordinated with the College of Arts and Sciences Honors Program.

Students enrolled in the Psychology Honors Program must complete a minimum of 48 credits in psychology. Additionally, modifications to the psychology major requirements are applied as follows:

1. Students must complete:

PSYC 3312 Advanced Experimental Psychology
PSYC 5112 Honors Research (taken in lieu of PSYC 5111)

2. Two of the following courses must be taken with a lab:

PSYC 3215 Learning
PSYC 3217/3227 Physiological Psychology /Laboratory
PSYC 3234 Cognitive Processes

3. Students must complete 9 credits of electives (not 12), and at least one of these must be a 2000- or 3000-level course.

Information about admission to the Psychology Honors Program and additional details about program requirements may be obtained from the department chair.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 45 credits in psychology of which 30 are required. BIOL 1105-1106 and MATH 1201 also are required. Through the advising process, individual programs are tailored to the students' needs and objectives. The psychology major includes the following:

<i>Required Courses (17 Credits):</i>		Credits
PSYC 1101	Introduction to Psychology	3
PSYC 1311	Using Computers in Psychology	3
PSYC 2311	Elementary Psychological Statistics	4
PSYC 3311	Experimental Psychology	4
PSYC 5111	Seminar in Psychology	3
<i>Two Social Science courses (6 credits):</i>		
PSYC 2211	Personality Concepts	
PSYC 2212	Developmental Psychology	
PSYC 2214	Abnormal Psychology	
PSYC 2216	Social Psychology	
<i>Two Natural Science courses (one with laboratory) (7 credits):</i>		
PSYC 3213	Perception	
PSYC 3215	Learning (with laboratory)	
PSYC 3216	Motivation and Emotion	
PSYC 3217/3227	Physiological Psychology(lab optional)	
PSYC 3234	Cognitive Processes (with laboratory)	
<i>Psychology Electives (15 credits)</i>		

Total: 45

Minor Program

The psychology minor is designed to expose students to a range of perspectives, methodologies and content areas. In addition to the introductory course (PSYC 1101), students must select courses from each of the Developmental, Social Science and Natural Science categories. This provides sufficient breadth while permitting the students, with advisement, to obtain depth with the two remaining elective courses.

<i>Required Course (3 credits):</i>		Credits
PSYC 1101	Introduction to Psychology	3
<i>Developmental Course (3 credits):</i>		
PSYC 1212	Child Psychology	3
PSYC 1213	Adolescent Psychology	3
PSYC 1214	Adult Development	3
PSYC 2212	Developmental Psychology	3
<i>Social Science Course (3 credits):</i>		
PSYC 1211	Psychology of Adjustment	3
PSYC 2211	Personality Concepts	3
PSYC 2214	Abnormal Psychology	3
PSYC 2216	Social Psychology	3
<i>Natural Science Course (3 or 4 credits):</i>		
PSYC 3213	Perception	3
PSYC 3215	Learning (with laboratory)	4
PSYC 3216	Motivation and Emotion	3
PSYC 3217	Physiological Psychology	3
PSYC 3234	Cognitive Processes (with laboratory)	4
<i>Psychology Electives (6 credits)</i>		

Total: 18-19

Course Descriptions

PSYC 1101 Introduction to Psychology

Survey of the major content areas of psychology, including physiological, perception, motivation, learning, cognition, personality, developmental, abnormal and social. *3 credits.*

PSYC 1116 Psychology for Business Majors

Synthesizes theory and research from general, social and industrial/organizational psychology to introduce business students to topics in psychology that are relevant to their major. Oriented toward application of psychological knowledge of the processes and problems inherent in understanding, communicating and working with others in business settings. *3 credits.*

PSYC 1211 Psychology of Adjustment

Contrasts normal with maladaptive adjustment. Attempts to develop a comprehensive theoretical model of human behavior stressing self-understanding. *3 credits.*

PSYC 1212 Child Psychology

Child behavior and development with reference to motor abilities, language, intelligence, cognition, emotional and social development. Emphasis on normal human development in the early stages of life. May not be taken for credit if student has completed PSYC 2212. *3 credits.*

PSYC 1213 Adolescent Psychology

Fundamental biological, cognitive and psychosocial changes during adolescence in the context of family, school and peer group. *3 credits.*

PSYC 1214 Adult Development

Study of men and women over the life span, beginning with early adulthood and concluding with death. Emphasis on the patterns of change and stability that occur as a function of biological, social and psychological development in life. *3 credits.*

PSYC 1215 (WMST 1215) Psychology of Women

Examines biological, cultural and psychosocial influences on female development and personality. Emphasizes the role of women in contemporary culture. *3 credits.*

PSYC 1216 Industrial/Organizational Psychology

Knowledge and methods of behavioral science applied to the structure and problems of industry. *3 credits.*

PSYC 1217 Psychology of Careers

The psychological and psychosocial factors related to career development and adjustment. Critical analysis of psychological theories relevant to these topics. *3 credits.*

PSYC 1218 Drug and Alcohol Abuse

Psychosocial factors leading to drug use and abuse. Short and long-term psychological effects, as well as systematic approaches to institutional modification. *3 credits.*

PSYC 1219 Sport Psychology

Introduction to the psychological aspects of athletic performance. Topics include roles of personality, physiology, motivation and cognition in sport. Training techniques found to improve performance. *3 credits.*

PSYC 1221 Exceptional Child Psychology

Overview of psychological, biological, sociological and educational aspects of exceptionality. Giftedness, mental retardation, visual and hearing impairments, communication disorders, behavior problems, learning disabilities and physical handicaps. *3 credits.*

PSYC 1311 Using Computers in Psychology

Overview of the ways computers are used in psychology and related disciplines. Interfacing computers for purposes of experimental control and monitoring of behavior, statistical analysis, database management, word processing, simulation and applications programming. *3 credits.*

PSYC 2111 History of Psychology

Historical development of psychology from its origin in early philosophical thinking to the introduction of scientific methodology to the study of individuals. Prerequisite: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2112 Systems of Psychology

Major areas of psychology from scientific beginnings to the present. Emphasis on development of these areas from the view of experimental research and theory. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2211 Personality Concepts

Individual, social and cultural factors in personality formation and development. Introduction to the concepts underlying the major theories of personality. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2212 Developmental Psychology

Basic principles, data and methods in the study of human development from conception to death. Prerequisites: PSYC 1101 or 1105-1106. May not be taken for credit if student has completed PSYC 1212. *3 credits.*

PSYC 2213 Adult-Child Relations

Specific child-rearing techniques of use with various age groups. Helps teachers and parents develop positive relationships with children that promote physical and emotional health, and establishes a sound foundation for the development of desirable attitudes and socially effective behavior. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2214 Abnormal Psychology

Introduction to the field of psychopathology and personality disorders. Examination of problems, causes and treatment approaches. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2215 Psychological Testing

Theory, methodology and critique of psychological assessment and testing. Exposure to aptitude, achievement, vocational and personality tests, as well as interview assessment techniques. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2216 Social Psychology

Introduction to the major theoretical views and research in the field, including examinations of conformity and rejection; the bases of attraction, aggression and violence; the development of attitudes and beliefs; prejudice and discrimination. Relationship of principles and research to daily life is emphasized, including applications to advertising, health and law. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2217 Consciousness

Modern concepts of consciousness, including the physiological correlates of normal and altered states of awareness: split-brain studies, hypnosis, sleep and dreaming, meditation, biofeedback, parasensory experiences and alternative forms of healing. Synthesis of Western scientific models of consciousness with Eastern philosophical systems of thought. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 2311 Elementary Psychological Statistics

Descriptive and inferential statistics in the design and interpretation of experimental data. Includes computer laboratory. Prerequisites: PSYC 1101 or 1105-1106; PSYC 1311 and MATH 1201. *4 credits.*

PSYC 2312 Advanced Psychological Statistics

Further elaboration of statistical theory and techniques. Consideration of sample size, statistical errors, analysis of variance, regression analysis and non-parametric statistics. Includes computer laboratory. Prerequisite: PSYC 2311. *4 credits.*

All 3000-level courses require junior or senior standing.

PSYC 3211 Theories of Personality

Critical examination of personality theories and research in relevant areas. Prerequisite: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 3212 Advanced Social Psychology

Research in the theoretical and applied areas of the field. Comprehensive examination of the major theories in the areas of contemporary interest. Prerequisite: PSYC 2216. *3 credits.*

PSYC 3213 Perception

Examination of research literature pertaining to visual, auditory, olfaction, gustation, skin and pain perception. Surveys of psychophysical methods; basic principles of visual acuity, color perception, perception of movement, constancies, development and learning, illusions, form identification, sound localization and perception of speech. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 3214 Cognitive Processes

Examination of theory and research on the mental processes that characterize thought, including attention, perception, memory, language, reasoning and problem solving. *3 credits.*

PSYC 3215 Learning

An evaluation of the historical and contemporary research literature and theoretical issues concerning basic learning principles and processes (includes laboratory). Prerequisites: PSYC 1101 or 1105-1106. *4 credits.*

PSYC 3216 Motivation and Emotion

Survey of historical and contemporary theories of motivation and emotion integrating concepts that have emerged from biological, cognitive and social approaches. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 3217 Physiological Psychology

Survey of the physiological basis for sensation and perception, motivation and emotion, altered states of consciousness, and learning and memory. Basic neurophysiological methods and the functions of the nervous system included. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 3218 Developmental Psychobiology

Phylogenetic and ontogenetic development of behavior. Emphasis on biological evolution and the human being's place within the natural framework. Life span development emphasized with focus on the future developmental potential of humanity. Prerequisites: PSYC 1101 or 1105-1106. *3 credits.*

PSYC 3219 Psychology of Language

Introduction to psycholinguistics: the study of language from a psychological perspective. Overview of the structure of human languages, including phonology, syntax and semantics. Discussion of language acquisition, language use, brain mechanisms and language, language disorders and animal communication. Prerequisites: PSCH 1101 or 1105-1106. *3 credits.*

PSYC 3227 Physiological Psychology Laboratory

Experimental examination of the role of physiological mechanisms in the mediation and control of behavior. Exercises include current techniques used to manipulate the nervous system and observe changes in behavior. Pre- or Corequisite: PSYC 3217. *1 credit.*

PSYC 3234 Cognitive Processes

Examination of theory and research on the mental processes that characterize thought, including imagery, language, attention, memory, reasoning and problem solving, with discussion of the simulation of mental behaviors (includes laboratory). Prerequisite: PSYC 1101 or 1105-1106. *4 credits.*

PSYC 3311 Experimental Psychology

Examination of the principal methods of empirical psychological research with particular emphasis on experimental design and control procedures. Students develop the ability to assess and critically analyze extant psychological research and report their own research in standardized American Psychological Association (APA) format. Prerequisite: PSYC 2311. *4 credits.*

PSYC 3312 Advanced Experimental Psychology

Practical applications of the principles learned in PSYC 3311 in the laboratory or field environment. The student is involved in the design, execution, analysis and interpretation of an original research project. Students enrolled in the Psychology Honors Program will propose and design their honors project under the direction of a faculty adviser. Prerequisites: PSYC 3311 and approval of the instructor. *4 credits.*

PSYC 3408-3413 Practicum in Psychology

For students who have sufficient theoretical background to participate in applied fieldwork with a professional agency. Placement settings are based upon student objectives and are chosen in consultation with the instructor. Courses may be taken for a total of 12 credits. Prerequisites: PSYC 1101 or 1105-1106; *3-6 credits.*

PSYC 3591-3594 Independent Study

Directed study and research in individual areas selected by the student in consultation with department adviser. Courses may be taken for a total of 6 credits. Prerequisites: PSYC 1101 or 1105-1106; approval of faculty adviser. *1/2/3 credits.*

PSYC 3691-3698 Emerging Topics in Psychology

Special topics in emerging and/or specialized areas of psychology. Topics are designated before the semester and vary from semester to semester as the department directs. Can be repeated in instances where topics change to a maximum of 6 credits. Prerequisites: PSYC 1101 or 1105-1106; approval of instructor. *1/2/3 credits.*

PSYC 3894 Psychology Co-op I

PSYC 3895 Psychology Co-op II

PSYC 3896 Psychology Co-op III

(See Co-op Adviser). *3 credits each.*

PSYC 5111 Seminar in Psychology

An integrative course requiring the student to survey and organize the primary research literature and prepare an American Psychological Association (APA) format term project. Prerequisite: PSYC 3311. For senior psychology majors. *3 credits.*

PSYC 5112 Honors Research

Students will conduct the research project designed and approved in PSYC 3312. Course includes data collection, statistical analyses and presentation of results in an American Psychological Association (APA) style research paper. Open to students in the Psychology Honors Program. Prerequisites: PSYC 3312 and approval of instructor. *4 credits.*

Department of Religious Studies

Fahy Hall
(973) 761-9480

Faculty: Abalos; Ahr; Cafone; Carter; Conway; Holmes; Liddy; Malone; Martin; Milewski; Mitchell; Morley (*Acting Chair*); Murzaku; Webb.

The Department of Religious Studies offers a program of study leading to the Bachelor of Arts degree. The department seeks to give students an understanding of Christian theology and the phenomenon of religion in its various manifestations. The religious quest is investigated in relation to other areas of life, particularly human relationships, social interaction and political realities.

Non-majors are advised to select introductory level courses early in their college programs and continue selections that complement their major programs or represent a diversion from them as well as help to develop new interests in fundamental issues of life and its meaning.

Major Program

The Religious Studies program offers courses in four areas:

- Biblical Studies
- Christian Tradition
- World Religions
- Ethical Studies

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in religious studies. Students may modify the major program only in consultation with a department adviser.

Degree Requirements

The curriculum for the religious studies program comprises three levels. Courses designated with an asterisk (*) are required for all religious studies majors.

Level I: Introductory Level Courses (9 credits)

Choose three of the following five courses:

- | | |
|-----------|-----------------------------------|
| RELS 1102 | Introduction to the Bible |
| RELS 1202 | Christian Belief and Thought |
| RELS 1302 | Introduction to Catholic Theology |
| RELS 1402 | World Religions |
| RELS 1502 | Contemporary Moral Values |

Level II: Advanced Level Courses (24 credits)

RELS 2010* Methods in the Study of Religion and Theology
RELS courses numbered between 2100-3999

In consultation with their departmental advisers, religious studies majors complete the course in method (3 credits), and then choose four advanced courses (12 credits) from one of the four major areas of study. In order to ensure breadth of study, majors are further advised with respect to three advanced courses (9 credits) from one or more of the three remaining major areas of study.



Level III: Seminar (3 credits)

RELS 4010* Religious Studies Seminar

This seminar serves as the capstone for the religious studies program. Prerequisites are 75 credits overall, with 27 credits in religious studies (including RELS 2010).

Minor Program

To earn a minor in religious studies, students must complete the following program:

- 9 credits in introductory courses
- 3 credit course RELS 2010 Methods in the Study of Religion and Theology
- 9 credits in one of the four areas of study

Religious Studies National Honor Society

Theta Alpha Kappa (TAK), Local Chapter: Alpha Omicron

Students with a 3.0 GPA and 3.5 in Religious Studies who have earned 12 credits in religious studies are encouraged to apply for membership.

Minor Program in Archaeology

The Department of Religious Studies cooperates with the Departments of Classical Studies and Sociology/Anthropology in offering an interdisciplinary program in archaeology. Information about the Archaeology Studies Program appears on page 161.

Course Descriptions

RELS 1010 (formerly RELS 1500) The Religious Dimension of Life
Analyzes the philosophical, psychological and theological foundations of human faith and religious belief. Considers the attitude and practices that characterize humanity as religious. *3 credits.*

RELS 2010 Methods in the Study of Religion and Theology
Primarily for religious studies majors and minors. Methodologies used in academic study of religion and theology. Emphasizes major figures and theories in each of the various approaches. Prerequisites: three courses at the introductory level. *3 credits.*

Biblical Studies Introductory Course

RELS 1102 Introduction to the Bible
Formation of the Bible. Its literary, archaeological, historical and theological dimensions. The religious communities of biblical times; their world views, beliefs and religious commitments. *3 credits.*

Advanced Courses

Please note: The prerequisite for all advanced courses in Biblical Studies is any one of the following: RELS 1010, 1102, 1202, 1302, 1402, 1403, 1502.

RELS 2111 Genesis and Exodus

Formation of sacred literature in the ancient world, particularly that of ancient Israel. Mosaic and prophetic traditions as they emerged in the Bible. Detailed discussion of social, political and religious movements important for understanding what the Bible authors intended to say. Significant contributions from archaeology of the Near East in the form of slides, pictures and artifacts. *3 credits.*

RELS 2112 The Prophets

Prophetic faith in historical perspective. Formation of the prophetic literature in relation to other biblical books. Prophetic "charisma" as expressed in the Bible and other cultures analyzed through psychology of religion, sociology of religion, comparative religion and modern theology. Prophetic awareness of individual and social responsibility. *3 credits.*

RELS 2113 Ancient Wisdom and Modern Ethics

Values promoted in the wisdom literature of Egypt, Mesopotamia and Israel. Particular emphasis upon Proverbs, Job and Ecclesiastes. Critique of values compared and contrasted with modern social mores. *3 credits.*

RELS 2121 Archaeology and the Bible

Archaeological discoveries pertaining to the world of the Bible. The value and limitations of using archaeological and other scientific data for interpreting biblical narratives. Topics include creation/evolution, the flood, the exodus from Egypt, the rise and fall of Israel and Judah, the Babylonian exile, Jerusalem and other biblical sites. *3 credits.*

RELS 2122 Practicum in Biblical Archaeology

Application of archaeological method to specific biblical topics. *3 credits.*

RELS 2130 Jesus in Film and Theater

Examines the relationship between religious tradition and artistic expression. Studies classic artistic portraits of Jesus and the tension between religion and the arts. Introduction to historical Jesus research; critical film theory; and attitudes toward Jesus in film, novels and plays. *3 credits.*

RELS 2150 Jesus in the New Testament

First-century Palestine is the setting for understanding Jesus in his own history. Modern approaches for understanding Christ as expressed in the faith of the early Christian communities. *3 credits.*

RELS 2151 The Gospels of Matthew, Mark and Luke

Gospels as literary testimonies to Christ risen and present. The writers' distinctive theological viewpoints passed from the lifetime of Jesus through a period of oral teaching to the final forms. *3 credits.*

RELS 2152 The Gospel and Letters of John

Analysis of the background and text of the fourth Gospel. Discussion of its understanding of Christian experience and belief in Jesus as Word Made Flesh. Analysis of the Letters of John in relationship to early Christianity. *3 credits.*

RELS 2153 The Letters of Paul

The life, letters and theology of the Apostle Paul. His Jewish heritage, his relationship to Christ and his mission as "Apostle to the Gentiles." *3 credits.*

RELS 2159 Scriptures and Computers

Application of "Logos" and other Bible software to locate passages and cross-references for thematic, literary, liturgical and other useful purposes. Simultaneous use of various translations, electronic dictionaries and other tools to develop an understanding and appreciation of biblical images of importance for later literature, theology and liturgical practice. *3 credits.*

RELS 2160 (WMST 2160) Women in the Biblical Tradition

Examines the role and place of women in the Ancient Near East, Biblical Israel, Judaism and the New Testament. Compares textual and mythic traditions of Near Eastern and Greco-Roman society, women in the archaeological artifacts and introduces recent feminist interpretations of biblical texts. *3 credits.*

RELS 3190 Art and Archaeology of the Ancient Near East (formerly RELS 6110)

Near Eastern religious, aesthetic, cultural and social patterns as expressed in art, sculpture, architecture and literature retrieved through archaeology from specific sites representing earliest times to the Persian and Hellenistic periods. Development of archaeology, especially in relation to museums, with practical applications of reconstruction, conservation and exhibition. Prerequisite: junior class standing (60 credits). *3 credits.*

RELS 3191-3193 Special Questions in Biblical Studies
*3 credits each.***Christian Tradition Introductory Courses****RELS 1202 Christian Belief and Thought**

Introduction to significant doctrines and an exploration of Christian theology in a historical context. Emphasis on the development of Christian faith and theology. *3 credits.*

RELS 1302 (CAST 1302) Introduction to the Catholic Vision

Approaches to revelation and theology, the reality of God and the triune nature of God; cosmology; and the problem of evil, the Church and the sacraments in the teaching of Vatican II. Traditional and nontraditional eschatology. *3 credits.*

Advanced Courses

Please note: The prerequisite for all advanced courses in Christian Tradition is any one of the following: RELS 1010, 1102, 1202, 1302, 1402, 1403, 1502.

RELS 2221 Early Christian Thought

Study of Christianity from Jesus and the apostolic preaching to the end of the great ecumenical councils. Emphasis on the development of theology, the structure of the Church and its interaction with society and culture, including Christian art and literature. *3 credits.*

RELS 2222 Medieval Christian Thought

Development of Christian thought from Augustine to the eve of the Reformation. Influence of Augustine in the West; widening breach between Eastern and Western Christendom; rise of Islam and the interaction of the monotheistic faiths; religious orders and the universities; scholasticism and the achievement of Thomas Aquinas; dissolution of the medieval synthesis. *3 credits.*

RELS 2223 Modern Christian Thought

Development of Christian thought from the Reformation to modern times. Early attempts at reform; the Protestant Reformation in Germany, Switzerland and England; the Council of Trent and the Catholic Reformation; the Orthodox Churches; the Peace of Westphalia and the religious settlement; the challenge of rationalism and the Christian response in modern times. *3 credits.*

RELS 2224 Eastern Christianity

Study of Eastern Christian Churches, past and present; their history, faith and doctrine; worship and sacraments and relations with the West. *3 credits.*

RELS 2231 Jewish-Christian Relations

A survey of the historical and theological relationship of Jews and Christians beginning with the New Testament and culminating with the events of the twentieth century and the present day. The history of relations between Jews and Christians is a tormented one and has often been quite negative. During the last several decades, however, the Church and the Jewish people have reached a rapprochement that is honest, repentant and enriching of both. *3 credits.*

RELS 2241 Introduction to Ecumenism

Contemporary movement toward Christian unity and human solidarity, described in terms of its biblical roots and theological principles. Obstacles to unity and solidarity; ecumenical progress of recent decades and future possibilities. *3 credits.*

RELS 2242 The Papacy in Ecumenical Perspective

Attitudes of the various Christian churches to the papacy. Past history; present position in regard to papal primacy and infallibility; prospects for the future. *3 credits.*

RELS 2251 American Biblical and Religious Traditions

Study of socially significant and creative biblical themes and religious movements in America, such as "Wilderness," "Promised Land," "Covenanted People" and "The Kingdom of God," especially during the periods devoid of any great political leadership or economic power. *3 credits.*

RELS 2252 Caribbean Biblical and Religious Traditions

Role of religious and biblical themes in "Old World" appropriations of "New World" territories in the Caribbean through exploitation of their indigenous and African populations. Emphasizes interplay between historical religious and political dynamics for contemporary understanding and communication. Explores the role religion plays in individual, family and social issues. *3 credits.*

RELS 2261 (AFAM 2417) The Black Church

A survey of the major institution for religious expression developed by African-Americans from its origins in slavery until the contemporary urban period. The social, economic and political role of the Black church as well as its cultural and religious functions are examined. *3 credits.*

RELS 2311 The Problem of God

The question of God as associated with the human need to find meaning. The "God" problem as a "human" problem. Explores past and modern efforts to speak of God in a language relevant to a contemporary experience of life. *3 credits.*

RELS 2312 The Church

Relationship between society and Church with a view toward determining the authentic nature and function of the Church. *3 credits.*

RELS 2313 Christian Spirituality

Religious experience as the heart of various forms of Christian spirituality. Conceptual frameworks that influence the manner of experiencing God. Examines several fundamental models of the Christian experience to gain insight into a personal and communal contemporary spirituality. *3 credits.*

RELS 2314 Sign, Symbol and Sacrament

Worship as the central activity of the faith community gathered in God's presence. Sacraments, liturgy and worship, signs and symbols, sacred times and seasons, grace and transformation; relationship between prayer and belief and between belief and behavior. *3 credits.*

RELS 2315 Theology of Marriage

Past and present Christian understandings of the marital relationship in light of Scripture and sacramental theology. Insights about marriage based on knowledge from psychology and anthropology. Christian marriage as promise, symbol and vocation. *3 credits.*

RELS 2316 Theology of Death

Consideration of death and dying, particularly from a Christian perspective. Death as a part of life; death as something in itself; death as a beginning. *3 credits.*

RELS 2322 Religion and Contemporary Culture

Explores the relationship between Christian faith and American culture. Themes of creation, incarnation and redemption are related to democracy, scientific evolution and ecology. Fullness of faith is challenged by the culture in which it is lived. *3 credits.*

RELS 2323 Mind and Spirit

Examines the relationship between psychology and spirituality as each contributes to a holistic perspective on the "human person." Introduction to the contribution of various psychological traditions to the study of spirituality and the practice of the spiritual life. Additional prerequisite: PSYC 1101 or PSYC 1105-1106. *3 credits.*

RELS 3391-3393 Special Questions in Christian Tradition

3 credits each.

World Religions Introductory Courses**RELS 1402 (ASIA 1101) World Religions**

Basic issues in major faith traditions of the world. Special emphasis on the religious experience as expressed in sacred literature and specific worldviews and mythologies. Considers traditional rituals and symbols, as well as nontraditional forms used to express a response to the sacred. *3 credits.*

RELS 1403 (ASIA 3101) History of Asian Religious Reflections (formerly RELS 3101)

Origin and development of religious speculations in India from the Vedic period to Shankara; in China from Confucius to Chu Hsi; in Japan from Nara to the Meiji periods. *3 credits.*

Advanced Courses

Please note: The prerequisite for all advanced courses in World Religions is any one of the following: RELS 1010, 1102, 1202, 1302, 1402, 1403, 1502.

RELS 2410 Archaeology of the Ancient Near East

Pre-Christian religious heritage of the West, in light of ancient documents and modern archaeology, with emphasis on key historical situations and sites of the ancient Near East. *3 credits.*

RELS 2411 Jewish Beliefs and Practices

Survey of the beliefs and observances of Judaism designed particularly for the Christian student. Jewish religious texts, the Sabbath and festivals, the family's role within Judaism, dietary laws, prayer and contemporary religious movements within Judaism. *3 credits.*

RELS 2412 The Holocaust

Survey of Nazi policies and actions against the Jews of Europe from 1933 to 1945. Historical Christian anti-Semitism and its relationship to the Holocaust; an historical description of the Holocaust, Christian reaction to it, and the reflections of Jewish and Christian theologians on the meaning of the Holocaust. *3 credits.*

RELS 2415 Introduction to Islam

Introduction to basic elements of the Islamic tradition: the Koran, Prophet Muhammad, beliefs, rituals, mysticism, the arts, social and political history. *3 credits.*

RELS 2416 Islamic Spirituality and Mysticism

Islamic culture and religion explored through the lens of the development of Muslim forms of spirituality, including the dimension known as Sufism or Islamic mysticism. Major doctrines and practices associated with Muslim spirituality in its varied cultural forms — philosophical treatises, poetry, prose, rituals, prayer and the arts. *3 credits.*

RELS 3491-3493 Special Questions in World Religion

3 credits each.

Ethical Studies Introductory Course**RELS 1502 Contemporary Moral Values**

Explores personal and communal moral experience in the light of faith, and the relationship between human values and Christian belief. Examines methods of moral decision-making and the norms that guide human behavior. *3 credits.*

Advanced Courses

Please note: The prerequisite for all advanced courses in Ethical Studies is any one of the following: RELS 1010, 1102, 1202, 1302, 1402, 1403, 1502.

RELS 2511 Christian Values and Health Issues

Overview of some of the more significant ethical issues in medicine, biological research and health care confronting society, including genetic engineering, behavior modification, abortion, human experimentation, allocation of healthcare resources. Special emphasis on the Catholic moral traditions, with some examination of other Christian, Jewish and secular moralists. *3 credits.*

RELS 2512 Ethics and Business

Introduction to recent Christian teaching pertaining to the relationship between Christian values and the economic life of society. The principle of economic justice in society in light of Christian teachings. Exploration of a new international order through student-teaching dialogue. *3 credits.*

RELS 2513 Theology of Peace

War and peace in the Christian tradition: biblical foundations, pacifism of the early Church, Augustine and the Just War tradition, the tradition of non-violence and modern Catholic social teaching. Explores alternatives to violence through research and student-teacher dialogue. *3 credits.*

RELS 2514 Theology of Sexuality

Examines the Catholic Christian view of sexuality first historically, then with a positive, contemporary approach. Considers present-day issues of sexuality in the light of faith. *3 credits.*

RELS 2515 Religion and Aging

Role of religious traditions in world cultures with reference to old age, life review, life satisfaction and life closure. Religiosity and spiritual well-being in contemporary gerontology literature. Religion in service and cooperation with state programs for alleviating inhumaneness in advanced aging. Positive evaluation of a "new generation," the elders in society. *3 credits.*

RELS 2516 Religion and Revolution

Relationship between religion and social change. Topics include the role of religion in discerning the future direction of individuals and society; resources the religious dimension brings to an evaluation of social, political and cultural change. *3 credits.*

RELS 2517 The Sacred and the Political

Examines the deepest ground upon which life is founded. No religion or political dogma, or institution is taken for granted. Compares radically different responses to the question: "In the service of what ultimate way of life do we respond to the sacred and the political faces of life?" This question is explored from the perspective of a theory of transformation. *3 credits.*

RELS 3591-3593 Special Questions in Ethical Studies

3 credits each.

RELS 3894 Religious Studies Co-op I**RELS 3895 Religious Studies Co-op II****RELS 3896 Religious Studies Co-op III**

(See Co-op Adviser). *3 credits each.*

Independent Study**RELS 3991-3993 Independent Study of Religion and Theology**

Individual study of a student-selected topic under an appropriate professor in a program approved by the department chair. *1/2/3 credits.*

Seminar**RELS 4010 Religious Studies Seminar**

Final project in religious studies relating to current trends in the study of religion, theology and other disciplines. Prerequisites: 75 credits overall, with 27 credits in religious studies (including RELS 2010). *3 credits.*

Department of Social Work

Arts and Sciences Hall

(973) 761-9470

artsci.shu.edu/socialwork

Faculty: Blake; Quartaro (*Chair*).

The Department of Social Work offers a program leading to the Bachelor of Arts degree. The program prepares students for entry-level generalist professional practice and qualifies them for State certification. In addition, graduate programs in social work

usually offer waiver of courses and advanced standing status to program graduates who are accepted for MSW education. The program also provides general preparation for graduate study in law, public administration and international affairs.

Social work is practiced in many different types of organizations and agencies. The special concerns of social work are poverty, illness, racism, sexism, ageism and oppression. Social work is committed to the prevention of social problems, to the provision of social services and to respect for human diversity.

Within this context, the curriculum of the social work program is planned to enable students to acquire knowledge; practice and research skills; and to develop the value orientation, the self-discipline and the self-awareness required for generalist professional practice.

Field practice (junior and senior-year internships) is an integral part of the total education program and provides opportunity to apply classroom content.

All University students may take social work courses (except for SOWK 4511, 4512, 4611, 4711, 4811, 4812 and 5111), but formal candidacy in the social work program requires application and consultation with the chairperson. Acceptance into candidacy is not automatic, and application must be made prior to the beginning of the senior year.

Program advisers are available for consultation and guidance in developing individualized study programs as well as exploration into the appropriateness of social work as a professional career choice. Prospective social work candidates should seek advisement with department faculty as early as possible during their time at Seton Hall University.

The program is nationally accredited by the Council on Social Work Education.

Field Practice Agencies

Practicum sites include health care facilities; mental health centers; schools, corrections and other criminal justice programs; child welfare agencies; poverty programs; senior citizen programs; community action programs; multi-service centers; family service agencies; child guidance clinics; legal services; substance abuse treatment programs and others.

Major Program

In addition to the requirements of the College of Arts and Sciences, a total of 45 social work class and field credits are required.

		Credits
SOWK 1111	Introduction to Social Work	3
SOWK 2301	Social Policy Analysis	3
SOWK 2401	Social Welfare: Commonality and Diversity	3
SOWK 3611	Introduction to Helping Skills	3
SOWK 3711	Theory and Practice of Social Work I	3
SOWK 3811	Helping Careers Practicum	3

The following courses must be taken concurrently in the senior year, September through May. Formal candidacy, consultation with program advisers, completion of 100 credits and satisfactory completion of the above-listed courses are prerequisites.

SOWK 4511-4512	Behavior and Environment I-II	6
SOWK 4611	Social Work Practice and Research	3
SOWK 4711	Theory and Practice II	3
SOWK 4811-4812	Senior Practicum I-II	12
SOWK 5111	Senior Seminar	3
Total:		45

Additional Requirements

Social work students also must complete the following courses in other departments.

1. All of the following, some of which also satisfy the arts and sciences core curriculum:

AFAM 2311	Public Institutions and the African-American
ANTH 1202	Introduction to Cultural Anthropology
BIOL 1101	Introduction to Biology
ECON 1411	Introduction to Economics
MATH 1203	Statistical Models for the Social Sciences
PSYC 1101	Introduction to Psychology
PSYC 2214	Abnormal Psychology
SOCI 1101	Principles of Sociology
SOCI 2910	Research Methods I

2. One of the following:

SOWK 1193	Independent Study in Social Work
SOWK 1311	Children and Youth in Society
SOWK 1314	Social Work and Law
SOWK 1332	Disability Advocacy and Law
SOWK 1333	Current Issues and Trends in Social Work Practice
SOWK 1335	Family Violence
SOWK 1911	Introduction to Gerontology

Social Work Minor

A minor in social work is available. The minor consists of 18 credits in social work courses, excluding those at the 4000 and 5000 level, which are open to social work majors only. Students wishing to pursue a minor in social work must notify the department in writing and be assigned a faculty adviser.

Course Descriptions

SOWK 1111 Introduction to Social Work

Introduces components of generalist social work practice. Includes: social work fields of practice, special (at risk) populations, the value of human diversity, and issues of poverty and oppression. Includes an interview with a professional social worker in the community. *3 credits.*

SOWK 1191-1193 Independent Study in Social Work

Individualized and guided study in social work. Covers a variety of topics and can include fieldwork, community service and research. Prerequisite: permission of instructor and chair. *1/2/3 credits.*

SOWK 1311 Children and Youth in Society

Overview of principal supportive, supplementary and substitute child and youth welfare services: family and child guidance, social insurance, public assistance, education and employment, day care, protective services, adoption, institutional care and advocacy. *3 credits.*

SOWK 1314 (AFAM 1518) Social Work and Law

Examines the interaction of the disciplines of law and social work, as well as the interaction of the professional lawyer and social worker. *3 credits.*

SOWK 1332 Disability, Advocacy and the Law

Examines contemporary laws and policies that enable disabled persons to maximize social functioning. Provides models for professional intervention and redefines the experience of disability. *3 credits.*

SOWK 1333 Current Issues and Trends in Social Work Practice

Examines selected issues and trends in social work practice. Areas selected for study vary each semester as need and demand indicate. *3 credits.*

SOWK 1335 (WMST 1335) Family Violence

Examines the causes, manifestations, preventive strategies, and interventions applicable to the inappropriate use of force between and among persons known to each other, including acquaintance rape; spouse battering; child, adolescent and elder abuse. *3 credits.*

SOWK 1911 Introduction to Gerontology

Overview of the basic facts about aging and aging processes, including demography, biology, psychology, sociology and policy analysis. *3 credits.*

SOWK 1912 Psychosocial Aspects of Aging

Examination of the person/situation of older adults, focusing on factors contributing to behavioral stability and change over time. Emphasis on traits, self-concepts and lifestyles; the roles of older adults; and the relationship of both person/situation to successful aging. *3 credits.*

SOWK 2301 Social Policy Analysis

Analyzes major factors involved in social policies, programs and organizations. These are presented using functional, structural and conflict perspectives. Examines how the interplay of politics, economics, social values and professionalism shapes the social welfare institution in the United States. *3 credits.*

SOWK 2401 Social Welfare: Commonality and Diversity

Develops a conceptual framework for knowledge building and enhancement of understanding of the social welfare system and how it is made available to and used by different groups in the United States and elsewhere. Prerequisite: SOWK 2301 or permission of the department chair. *3 credits.*

SOWK 3611 Introduction to Helping Skills

First course in a sequence of three theory and practice courses including comprehension and application of ethical caring, self-awareness, respect, effective communication and resource mobilization. *3 credits.*

SOWK 3711 Theory and Practice I

The second course of three theory and practice (methods) courses designed to help students develop the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for micro/mezzo practice with individuals, families, small groups, organizations and communities. Human diversity is featured. Student-prepared journals are the major learning assessment tool utilized. Prerequisite: SOWK 3611. Corequisite: SOWK 3811. *3 credits.*

SOWK 3811 Helping Careers Practicum

Introductory field work experience for students planning a career in the helping professions. Students maintain written records and report to agencies at least seven hours weekly. Prerequisite: SOWK 3611. Corequisite: SOWK 3711. *3 credits.*

SOWK 4511 Behavior and Environment I

Intensive elaboration of the life course with emphasis on the effects of social and physical environments (the ecological perspective) on the growth and development of individuals and families (the tandem principle). Group, organizational and community factors will be included. Part I: infancy through adolescence. Prerequisites SOWK 3711, 3811 and formal admission to the social work program. Corequisites: SOWK 4711 and 4811. *3 credits.*

SOWK 4512 Behavior and Environment II

Intensive elaboration of the life course with emphasis on the effects of social and physical environments (the ecological perspective) on the growth and development of individuals and families (the tandem principle). Groups, organizational and community factors will be included. Part II: young adulthood through older adulthood and aging. Prerequisites: SOWK 3711, 3811, 4511 and formal admission to the social work program. Corequisites: SOWK 4712, 4612 and 5111. *3 credits.*

SOWK 4611 Social Work Practice and Research

Selected research processes in social work examined within the framework of the interrelation of practice and research. Prerequisites: SOCI 2910-2911 and formal admission into the social work program. Corequisites: SOWK 4712, 4812, 5111. *3 credits.*

SOWK 4711 Theory and Practice II

The third course of three theory and practice (methods) courses designed to help students develop the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for professional macro practice with individuals, families and large groups, organizations and communities. Human diversity is featured. Student-prepared journals are the major learning/assessment tools utilized. Prerequisites: All (non-elective) social work courses through the 3000-level. Formal admission to the social work program. Corequisites: SOWK 4511, 4811. *3 credits.*

SOWK 4811 Senior Practicum I

First of a two semester sequence. Under professional supervision, students function in a social work agency to gain beginning-level generalist social work abilities. Includes various student reports and periodic class meetings. Prerequisites: Formal admission to the social work program. Corequisites: SOWK 4511, 4711. *6 credits.*

SOWK 4812 Senior Practicum II

Second of a two-semester sequence. Under professional supervision, students function in a social work agency to gain beginning-level generalist social work abilities. Includes various student reports and periodic class meetings. Total number of practicum hours for the SOWK 4811-4812 sequence is 420. Prerequisites: SOWK 4511, 4711, 4811. Corequisites: SOWK 4512, 4611, 5111. *6 credits.*

SOWK 5111 Senior Seminar

Designed to help social work students integrate their beginning preparation for professional practice and/or graduate school and to explore major issues confronting the profession and society today. Specific areas of interest identified by participants with the guidance of the seminar director(s). Prerequisites: SOWK 4511, 4711, 4811. Corequisites: 4512, 4611, 4712, 4812. *3 credits.*

Department of Sociology and Anthropology

Arts and Sciences Hall
(973) 761-9170
artsci.shu.edu/soc-anth

Faculty: Abalos; Carr; Feldman (*Chair*); Haynor (*Co-op Adviser*); Kayal (*Sociology Adviser*); Pineda; Powers (*Anthropology Adviser*).
Emerita: San Giovanni.

The Department of Sociology and Anthropology offers two programs of study leading to a Bachelor of Arts in either sociology or anthropology. The department also offers a minor in each of these two fields. The department's aim is to foster in students a

critical intellectual capacity and an understanding of human behavior and human problems in a sociocultural context. This capacity and understanding enables students to analyze past experiences, as well as contemporary institutions and helps them make decisions, both cross-culturally and interpersonally, that are consistent with values in the Judaeo-Christian tradition. Graduates of these programs are expected to be critical thinkers and to have the analytical and technical skills that are necessary for a successful and fulfilled life in society.

Sociology and anthropology give insight into special relations in families, communities, groups and organizations. Both disciplines examine institutional components of contemporary societies, such as religion, politics, education, business, health, law, language, art, communication, technology and science. Sociology and anthropology attempt to provide a comparative appreciation of past and contemporary societies by cultivating an awareness of both the social sources of behavior and the human need of living in community with others.

Given the University's commitment to relevant career preparation, the department's programs expose students to computer-generated instruction and research, information retrieval and assessment, and data analysis. This is a collective and collaborative effort. Learning about and using information together allows the department and its students to achieve objectives in a personal, respectful and equitable environment.

The department also offers a five-year dual degree (B.A. in Sociology/M.P.A.) with the Graduate Department of Public and Healthcare Administration. (See page 160 for five-year programs).

Sociology Program

Many sociology graduates ultimately apply their skills as educators, researchers, demographers, urban planners, sales or customer service representatives, counselors, public relations specialists, journalists, market researchers, personnel and business managers, and media specialists, as well as in the applied fields of government, medicine, law and law enforcement. The goals of the undergraduate degree program are threefold: to prepare students to employ sociology and the sociological imagination in the responsible positions they will occupy in society; to provide a core of courses for students who may pursue graduate study; and to enable students to recognize, develop and use the humanistic dimension of sociology for their personal development and on behalf of the human family.

Alpha Kappa Delta

(Sociology Honor Society)

Each year eligible students are inducted into Alpha Kappa Delta (AKD), the international sociology student honor society of the American Sociological Association. The installation ceremony invites the relatives and friends of distinguished majors to join with the faculty in honoring outstanding student achievement. When appropriate, the faculty also presents a Distinguished Graduate Award at this event to an alumnus who best illustrates the principles of a humanistic sociology in his or her professional and community life.

Social Service Award

In light of the University's mission statement, the department will sponsor an annual competition for a Sociology Service Award to be granted to any sophomore, junior or senior sociology major who demonstrates a commitment to volunteer service in the community and fulfills the academic and time requirements of the award.

Major Programs

Sociology

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete department requirements in sociology and related fields for a total of 40 credits. Students may modify the major program in consultation with a department adviser. Understanding Society (SOCI 1101) is normally the first course taken by majors, but late transfers into the program can substitute an appropriate introductory-level course, such as Social Problems and Solutions (SOCI 2601) or Marriage and Family Life (SOCI 2211), for SOCI 1101 in consultation with the chair.

Degree Requirements

To complete the degree program in Sociology, students must take 40 credits as follows:

Required Courses

SOCI 1101	Understanding Society	3
SOCI 2910	Doing Social Research (Prerequisite MATH 1203)	3
SOCI 3310	Theories of Society	3
SOCI 3891	Internships	4
SOCI 5988	Senior Seminar in Sociology	3
		Total: 16

Electives

Four sociology	2000 level courses (<i>limit 1 special topics course</i>)	12
One sociology	3000/4000 level course	3
		Total: 15

Social Science Electives

Nine credits, selected after consultation with adviser, from any of the following disciplines: anthropology, African-American studies, criminal justice, political science, economics, psychology and social work. No more than 3 credits may be taken in one discipline.

Summary:

Required sociology courses	16
Elective sociology courses	15
Subtotal	31
Social science courses	9
Total: 40	

Minor Program in Sociology

The minor program in sociology comprises 18 credits and aims to meet the following goals:

1. give students broad exposure to the sociological enterprise;
2. educate students about major ideas and approaches to the study of society, social problems and social life; and
3. enable students to apply their sociological imagination to their careers, personal lives and in their communities.

The minor program in sociology offers experience for students interested in careers in fields such as law, business, marketing, communications and social services.

Required Courses (6 credits)

SOCI 1101	Understanding Society	3
SOCI 2601	Social Problems and Solutions	
or		
SOCI 2211	Marriage and Family Life	3

Electives

(select three courses from 2000 level courses) 9

Advanced electives

(select one course from 3000 level courses) 3

Total: 18

Course Descriptions

SOCI 1101 Understanding Society

Examination of society and its relationship to human behavior. How we become human (social); why we behave the way we do; how we organize ourselves collectively. Emphasis is on group life, its formation and various effects on the individual and larger society. Introduction to social research and theories of society. Prerequisite for all SOCI courses. *3 credits.*

SOCI 2010-2018 Special Topics in Society

Student- and faculty-generated questions about contemporary social issues particularly rich in sociological potential. Applied sociological focus on emerging trends, political behavior, religious and legal questions, race and gender relations, etc. *3 credits.*

SOCI 2211 (AFAM 2318, ANTH 2232, WMST 2211) Marriage and Family Life

The family as the basic unit of society. Examination of its changing position and structure in traditional and modern societies. How family members interact. Problems, strains, solutions. Issues in family life (fertilization, surrogates); alternative family forms (spouseless families, gay/lesbian couples, communes, etc.). *3 credits.*

SOCI 2212 Schooling, Society and Students

Education as a social institution; education and enculturation; formal organizational problems; educational philosophy; social functions of education; teacher and administrative problems; strategies of change, such as deschooling. *3 credits.*

SOCI 2213 (ANTH 2222, POLS 1212) Law and the Legal System

Course examines legal institutions in their social context and cross culturally. The relationship of law to norms, values and beliefs; the process of law making/breaking; law and social structure, power, change and social justice; the legal profession, litigation. *3 credits.*

SOCI 2214 (ANTH 2224) Illness and Wellness

Examines changing socio-cultural concepts of wellness, illness, disease and medical practice. Differing views of health responsibility; health demographics (who is sick or well and why), epidemiology and prevention; special focus on changing patient roles. Relationship of stigma to disease definition and resolution (AIDS, cancer, etc.); hospital and health administration; patient and health provider interaction; alternate medicine. *3 credits.*

SOCI 2215 Sociology of Sport and Leisure

Sports as a major social institution and a significant part of popular culture. Examination of reciprocal relations between sports and society. The impact of social forces (urbanization, technology, bureaucracy, changing ideologies) on the nature and practice of sport and emerging forms of leisure in modern society. Special topics include impact of other institutions, such as family, politics, mass media, education, economy and religion on sport and leisure pursuits. *3 credits.*

SOCI 2311 (ANTH 2214, DIPL 4105) Population, Ecology and the Environment

Demography studies the social characteristics of populations; their fertility, mortality, sex ratios, migration and residential patterns. Ecology looks at the intersection of the social and physical environment. The course examines how demographic characteristics both impact and are affected by ecological conditions. Issues of pollution, population control, resource allocation, policy making, etc., are highlighted. *3 credits.*

SOCI 2312 (AFAM 2313, ANTH 3219) City Life

Sociological approaches to the city and its problems from the perspective of community. History of cities from towns to development of the megalopolis. Consideration of the structure of the city, lifestyles, demographic trends, politics and relation to suburbs. Review of selected problems: housing, transportation, recreation, etc. Exploration of urban tensions, such as the rise of mass society and the persistence of local ties like families and ethnicity. *3 credits.*

SOCI 2314 Organizations and Society

Nature of bureaucracy and its affect on personality, social relations, group dynamics and institutional change. Bureaucratic arrangements and processes in a variety of organizational contexts such as the corporation, university, union, professional and voluntary associations, government agencies and church groups. Special attention to the role of power in bureaucratic settings and exchanges. *3 credits.*

SOCI 2410 The Sociology of Mass Media

Offers in-depth analysis of mass media, critically focusing on the political context of film, television and newspapers in a demo-

cratic society. Emphasis on the relationship of mass media (TV, print news, radio, movies) and social life. Emphasis on how our knowledge, attitudes and perceptions of others, etc., are shaped by media. Problem areas explored: media and minorities, media and violence. *3 credits.*

SOCI 2412 The Social Significance of Religion

What sociologists say about why and what we believe. Critique of religion's origins and functions. Connections between religion, society and culture. Religion and health. Religious organization (churches, sects, "healing ministries") and new religious and political movements. Conversion experiences. The link between religion, racism, sexism, social class and homophobia. *3 credits.*

SOCI 2416 Religion in American Life

Religious basis of American society and culture; American civil religion; religion in immigrant assimilation; religion as both a conservative force and source of change. The problem of societal integration and religious pluralism; nationalism, patriotism and religious ideology; religion and social control; counterculture movements. *3 credits.*

SOCI 2511 Growing Older

A sociological investigation of growing older in American society. Focuses on ageism and life-cycle adjustments of different generations in different societies. Examines theories and process of aging in relationship to economic variables and cultural values. Contemporary problems of the young and elderly are reviewed. Institutional and individual responses to the problems are evaluated. *3 credits.*

SOCI 2512 Careers and Occupations

Work and occupations in society. Trends in the division of labor; links between occupation and social inequality; and professionalization of work. Examines the meaning of labor and how careers and career paths are chosen and developed. Impact of work choices on quality of life (family relations, leisure activities, etc.). Highlights career patterns and various job markets. *3 credits.*

SOCI 2513 (WMST 2513) Social Inequality

Why are some people rich and others poor? Social class systems, power and personal characteristics (personality, ethnicity, race, religion, gender/sexual identity, etc.). Challenges to equality. Sources of mobility and change and personal advancement. How does education, religion "roots" affect mobility? Explanations for success and poverty. Comparison between "open class" societies and "caste" systems. *3 credits.*

SOCI 2515 (ANTH 1215) Intergroup Relations

The sociology of race/ethnic, religious and class relations in the United States. Religion, ethnicity and identity. Prejudice, institutionalized discrimination and stereotypes. Racism, sexism and homophobia as American themes. Functions of prejudice/discrimination and poverty in society. Capitalism and intergroup hostility/cooperation. Majority and minority views of the race problem." *3 credits.*

SOCI 2517 Latinas and Latinos in the United States

The issues facing Latinos/Latinas in the United States and an exploration of the reasons for powerlessness in this large, diversified population. Students come to understand the process of communalization and how it relates to politicalization. *3 credits.*

SOCI 2601 Social Problems and Solutions

Definition of social problems and comparison of major perspectives used in their analysis. Values and social problem definition. Focus on major social problems (discrimination, drugs, alienation, unemployment, technology, domestic violence, inequality, PAC's, freedom of speech, prejudice) and institutional arrangements. The politics of proposed solutions. *3 credits.*

SOCI 2701 Social Change

Examines how we change as individuals and as a society. The why, when and how of change are examined. Focuses on social impact. Emphasis on technology and its effects on community and quality of life issues. Multicultural and historical comparisons are made. *3 credits.*

SOCI 2713 (POLS 3410) Politics and Society

Cross-cultural comparisons of political systems. Role and functions of government. Police and personal freedom and behavior. Social policy/engineering and government; attention is paid to voting patterns. Values and political organization over time. The rise of political issues. Political Action Committees. *3 credits.*

SOCI 2714 Strategies of Transformation

Capacity of individual persons and societies to allow breakdown and to open up new personal and institutional alternatives. Concrete strategies of transformation to provide for the awakening housewife, the frustrated businessman, the teacher, the counselor, the doctor, the lawyer, the person on the assembly line and the student. *3 credits.*

SOCI 2716 (ANTH 2234) American Society

The culture and social structure of American society over time. Development of and changes in American institutions (education, politics, economy, religion, family, etc.). American values, ideologies and institutions. Challenges to freedom. Issues of individualism and community. *3 credits.*

SOCI 2812 (ANTH 2233, WMST 2233) Understanding Human Sexuality

Exploration of social dimensions and processes of human sexuality. How we learn to be sexual from childhood through adolescence and adulthood; the social meaning and consequences of sexual expression, both marital and non-marital. Analysis of the kinds of sexual conduct defined as social problems, and the effect of social change on sexual behavior. *3 credits.*

SOCI 2813 Socialization over the Life Course

Socialization as the fundamental social process by which we first learn to become human and by which we continue to develop as persons. From the view of the individual and the group, an investigation of how the aims of the individual and the group are accomplished in families, schools, jobs, marriages, parenthood and retirement. *3 credits.*

SOCI 2910 (POLS 2910) Doing Social Research

Introduction to the enterprise of social science research. Problem selection and conceptualization; formulating research hypotheses and propositions; research design; sampling, instrument construction; data treatment and analysis procedures such as cleaning, coding, tabulation and cross tabulation of data; proposal preparation. Prerequisite: MATH 1203. *3 credits.*

SOCI 2911 Research Methods II

Advanced instruction in sociological research, requiring the completion of projects proposed in SOCI 2910. Detailed treatment of qualitative techniques of data collection and analysis. Employment opportunities in research discussed. Written paper based on original research. *3 credits.*

SOCI 2912 (ANTH 1215, POLS 3311) Field Research Methods

Practical techniques of research design and project development; practice and experience in field methods of interviewing and participant observation. Written report based on original field research. Prerequisite: SOCI 2910. *3 credits.*

SOCI 3310 (ANTH 3212) Theories of Society

How sociologists historically look at and explain society. Theoretical approaches to how society works, changes, resolves conflicts and maintains itself. Focuses on issues in sociological thought, the meaning of social interaction, social order and social conflict. A major objective is to show the philosophical, moral, cultural and historical foundations of the dominant theoretical schools in sociology over time. Special attention is given to the relevance of theory to sociological practice. *3 credits.*

SOCI 3417 Sociology of Knowledge

Examines "knowledge" in society and its relationship to the social structure and individual consciousness. How the social attributes of groups as well as individuals affect the production ordering and presentation of "information." The form knowledge takes in a particular society. *3 credits.*

SOCI 3420 Crowds, Cults and Revolutions

Focuses on the genesis of "collective behavior" (mobs, riots, rumour, etc.) from a multicultural perspective. Why do people join cults, "convert," protest, follow fads or revolt? New social trends and movements and who they attract. Cults and mass suicide. *3 credits.*

SOCI 3514 (ANTH 3220, POLS 2610, WMST 3514) Sociology of Women and Men

Wide-ranging exploration of women's and men's changing place in society. Selected historical, anthropological, biological and psychological factors as sources of women's and men's position in society; ways in which contemporary social structures and processes serve to both maintain aspects of their position and to generate more equalitarian roles and lifestyles for today's women and men. *3 credits.*

SOCI 3815 Deviance and Conformity

Who conforms or deviates and why. Discussion of socially stigmatized behavior in light of balancing individual freedom and the need for social order. Deviant identities, roles, behavior patterns and subcultures are examined in relation to stereotyping, power, control attempts and conflicts between groups. *3 credits.*

SOCI 3881-3888 Special Topics in Sociology

Topics to be announced by the department. Students should consult the registration handbook for specific titles. *3 credits.*

SOCI 3891 Internships

Students are placed in actual, nonpaying employment settings where they apply their theoretical knowledge and research skills to the practical demands of the workplace. Supervision is provided both by the employing agency and by the department faculty member who also serves as Co-op adviser. Students must obtain prior approval from their adviser. Seniors and juniors only. *4 credits.*

SOCI 3894 Sociology Co-op I**SOCI 3895 Sociology Co-op II****SOCI 3896 Sociology Co-op III**

(See Co-op Adviser)

SOCI 5978-5986 Independent Study

Prerequisite: permission of instructor. 1/2/3/ credits.

SOCI 5988 Senior Seminar in Sociology

The capstone course for majors, which integrates knowledge and skills acquired in the sociology program. Original research paper required, which demonstrates mastery of program goals. *3 credits.*

The Anthropology Program

In this era of international relations and global social turmoil it has become increasingly important to understand our world, the people in it and how we relate to one another. It is therefore of critical importance to understand the institutional, cultural and social causes of chronic global inequality and persistent poverty. The anthropology curriculum at Seton Hall University is oriented towards providing students the tools with which to analyze and understand these pressing global problems.

Anthropology concerns itself with the entire range of human activities and achievements in all parts of the world, in the past, present and probable future. The study of Anthropology is especially valuable to prepare students for occupations in the multicultural, multi-ethnic, and multi-racial environment in which we live.

A B.A. in Anthropology qualifies you for numerous jobs in local, state and federal government, and national and international business. Anthropologists with an undergraduate degree work in: public affairs, urban planning, environmental protection, social services, education, historical preservation, archeological excavation, museum work, and human and cultural resource management.

A B.A. in Anthropology also prepares you for graduate study in a wide variety of fields.

Highlights

The anthropology program offers students the opportunity to participate in a summer field school on the Pine Ridge Indian Reservation in South Dakota; a winter session field school for urban ethnography in New Orleans, LA.; and Faculty guided study trips to Latin America and the Caribbean.

In conjunction with their regular classes as well as with the Anthropology Club, students take field trips to: The American Museum of Natural History, The Metropolitan Museum of Art, the Museum of the American Indian in NYC and to Indian Village restoration sites in New Jersey.

The University Museum and Archeological Research Center

Founded in 1960, the museum serves as an exhibition area and repository for archeological specimens and objects of art. Included in its collection are tools, weapons, and domestic implements from North and South America, Europe, Africa and the Middle East, some dating from as early as one million years ago. The museum is famous for its collection of New Jersey Indian artifacts and pottery.

The Anthropology Major: Requirements

In addition to fulfilling the core requirements of the College of Arts and Sciences, students majoring in anthropology must complete a minimum of 36 credits in anthropology to include:

6 Required Courses (18 credits):

ANTH 1201	Introduction to Physical Anthropology (A&S Core)
ANTH 1202	Introduction to Cultural Anthropology (A&S Core)
ANTH 1210	Culture and Communication
ANTH 1218	Qualitative Field Research Methods
ANTH 3212	History of Anthropological Thought
ANTH 3296	Independent Study (usually in the Senior year)

6 Elective Courses (18 credits)

Of the remaining six courses (18 credits): At least three courses (9 credits) selected from the following:

ANTH 1211	Introduction to World Archaeology
ANTH 1215	Race, Racism and the Meanings of Human Difference
ANTH 2222	Case Studies in the Anthropology of Law
ANTH 2223	The Anthropology of Food and Culture
ANTH 2224	Health and Medicine: An Anthropological Approach
ANTH 2228	Global Problems and the Politics of Human Conflict
ANTH 2232	Kinship in Cross Cultural Perspective
ANTH 2233	Understanding Human Sexuality
ANTH 2234	The Anthropology of American Culture

ANTH 2241	North American Indians: An Ethnohistoric Perspective
ANTH 2243	Peoples and Cultures of Latin America
ANTH 2251	Native Americans in the Modern World
ANTH 3214	Ecology and the Environment
ANTH 3215	Human Rights and Social Justice
ANTH 3216	Economics and Exchange
ANTH 3218	Immigration to the United States
ANTH 3219	Urban Anthropology
ANTH 3220	The Anthropology of Gender
ANTH 3330	Visual Anthropology
ANTH 4000	The Anthropology of Art
ANTH 4001	American Indian Women
ANTH 3301-08	When offered, Special Topics in Anthropology such as: Forensic Anthropology American Indian Religion Witchcraft and Shamanism

Additional Course Alternatives

The rich diversity of subjects offered by other departments throughout the University provides additional possibilities for the Anthropology major. 3 courses (0-9 credits) *may* be taken from the following:

AFAM 2215	Caribbean Experience
AFAM 2331	People and Cultures of Africa
ARTH 1120	Art and Human Needs
ARTH 1130	Folk Art in America
ASIA 3115	Asian Social Life
ASIA 3120	India and Its People
ASIA 3132	Contemporary Japan
BIOL 1101	Introduction to Biology
BIOL 1103	Human Anatomy and Physiology II
CRIM 2616	Criminology
COBF 2213	Documentary Film
HIST 2354	The American Frontier
POLS 2228	Principles of Human Geography
RELS 1402	World Religions
SOCI 2416	Religion in American Life

Anthropology Minor

The anthropology minor enhances a number of major programs (such as nursing, education, business, biology, communications, foreign languages and literatures, diplomacy and international relations), by offering a unique cross-cultural perspective, students are equipped to apply their skills in a multi-ethnic environment.

Students are required to take six courses in anthropology. In the independent study (normally in the senior year), students write a research paper, integrating anthropological perspectives with their major field of study.

Students minoring in anthropology must complete a minimum of 18 credits in anthropology to include:

3 Required Courses (9 Credits):

ANTH 1201 and ANTH 1202

ANTH 1210 or ANTH 1218

3 Elective Courses (9 Credits):

Any three courses in Anthropology.

Interdisciplinary Program in Archaeology

The department also cooperates with Classical Studies and Religious Studies in offering an interdisciplinary program in archaeology.

Course Descriptions

Anthropology**ANTH 1201 (ARCH 1115) Introduction to Physical Anthropology**

Introduce students to the anthropological study of humans and nonhuman primates from a biological and evolutionary perspective. Survey the following topics: 1) genetics; 2) evolutionary theory; 3) modern primates; 4) human biology; 5) primate origins; 6) race and human variation; 7) human microevolution; and 8) forensic anthropology. *3 credits.*

ANTH 1202 (ARCH 1302) Introduction to Cultural Anthropology

Cross-cultural comparison of peoples of the world. A four fields approach to the study of human behavior from our evolutionary past, to the present and probable future of humankind. An examination of various rules of conduct in economic, political and religious systems as well as the role of expressive culture and the importance of kinship in the organization of human society. *3 credits.*

ANTH 1210 (COTC 1132) Culture and Communication

Interpretation and analysis of verbal and non-verbal behavior, with an emphasis on intercultural communication. This course examines the personal, social, and cultural functions of communications, the development of language and how cultural conventions, gender and status differences modify meaning and how the media influences our view of ourselves and others. *3 credits.*

ANTH 1211 (ARCH 1011) Introduction to World Archaeology

Investigates the scientific methods used to excavate prehistoric, historic, underwater, industrial and other forms of archaeological sites in all parts of the globe. Skeletal and pathological evidence, tools, weapons, monumental construction, procurement systems, settlement patterns and other forms of human adaptation are used to reconstruct the ways people lived in the past as an aid in explaining diverse social systems today. Museum trips and some field experience may be offered. *3 credits.*

ANTH 1215 (SOCI 2515) Race, Racism and the Meanings of Human Difference

Examines from a cross-cultural perspective the social and historical roots of the concept of race and addresses the impact that racism has on a wide range of societies of the world. Explores the specific ways in which human variation is patterned and addresses the significance of this variation in inter-group relations. *3 credits.*

ANTH 1218 (SOCI 2912) Qualitative Field Research Methods

This course is designed for any social scientists who wish to learn how to conduct field research, whether in foreign cultures or with different groups within the United States. Students develop, refine and carry out field research projects using participant observation and interviewing techniques. Final research paper is based on original fieldwork. *3 credits.*

ANTH 2222 (SOCI 2213) Case Studies in the Anthropology of Law

Investigation of ways law operates in various cultures throughout the world. Concepts of justice as related to religion, politics, economics and ethics; case studies from many different societies. "Western law" contrasted with customary law and other forms of legal experience in several Third World countries. Discussions of benefits that may be derived from understanding mechanisms of dispute resolution among non-Western people. *3 credits.*

ANTH 2223 The Anthropology of Food and Culture

A description and analysis of a number of gastronomic domains from an anthropological perspective. We will examine not only what people eat, but how, when, where—and why some foods and not others. How one can collect and analyze food data structurally and functionally for cross-cultural comparison; and the extent to which eating and drinking patterns tell us something about the way people organize their societies. *3 credits.*

ANTH 2224 (SOCI 2214) Health and Medicine: An Anthropological Approach

How culture and history shape practices and ideas such as diagnosis and treatment, and "sickness" and "health." Investigates health and medicine not only as biological phenomena, but in the context of the economic, political, kinship and religious systems. *3 credits.*

ANTH 2228 (GEOG 2111) Global Problems and the Politics of Human Conflict

This course focuses on the manner in which societies of the world organize themselves with respect to the use and abuse of power and authority. Various theoretical and methodological approaches to political organization will be discussed. *3 credits.*

ANTH 2232 (SOCI 2211, AFAM 2318, WMST 2211) Kinship in Cross-Cultural Perspective

Cross-cultural comparison of structure, organization and behavior associated with different types of kinship in diverse societies both traditional and modern. Blood ties and marital relations explored in terms of incest taboos, mate selection and a variety of descent groups. *3 credits.*

ANTH 2233 (SOCI 2812, WMST 2233) Understanding Human Sexuality

This course will provide a view of human sexuality and gender relationships from an anthropological perspective. It examines the roles of women and men in evolutionary and cross-cultural perspective; their economic, political and domestic roles, social statuses; and adaptive and maladaptive features of sociosexual patterns. *3 credits.*

ANTH 2234 (SOCI 2716) Anthropology of American Culture

This course examines the totality of the American experience through the unifying concept of culture. In particular we will be concerned with the origin, development and influences of ideas and assumptions that have shaped fundamental American values and character. *3 credits.*

ANTH 2241 (ARCH 2346) North American Indians: An Ethnohistoric Perspective

The Indians of North America in the centuries before European conquest, subjugation and displacement. Archaeological, archival and traditional evidence for the Indians' successful adaptations to diverse environments; their interpersonal, material, artistic and spiritual ways of life. Culture shock and aftermath of European contact. *3 credits.*

ANTH 2243 Peoples And Cultures of Latin America

Introduces students to the culture and history of Latin America. Addresses issues such as colonialism, slavery, race relations, state formation, dictatorship, foreign intervention, revolution, dependency and development as these apply to Latin America from the pre-Columbian period to the 21st century. Focuses on the conflict and accommodation that has marked the relationship between the native inhabitants of the New World and the subsequent Old World colonists and their descendants. *3 credits.*

ANTH 2251 Native Americans in the Modern World

Contemporary cultures of the original inhabitants of the U.S. and Canada. Their resilience and strength despite conquest, treatment as an ethnic minority and the disruption of their societies and cultures. Case studies of contemporary Indian movements such as the American Indian movement and their political activity at Wounded Knee, the Native American Church, life on reservations, in rural communities and in American cities. *3 credits.*

ANTH 2301-2302 Ethnographic Field Experience I and II

The Lakota Field School, located at Holy Rosary Mission on the Pine Ridge Indian Reservation in Pine Ridge, South Dakota, provides an opportunity for students to live on an American Indian reservation and learn firsthand about another cultural group through participation in the daily lives of the people. Students work directly with tribal members and in agencies such as public health, social service and the tribal court depending on their area of interest. *3 credits each.*

ANTH 3212 (SOCI 3310) The History of Anthropological Thought

Examines the history of anthropological efforts to make sense of the patterned diversity, continuity in change and organization of meaning in human culture. Challenges students to critically assess the validity of various analytical approaches to the concept of culture, society and the person. *3 credits.*

ANTH 3214 (SOCI 2311, DIPL 4105) Ecology, Demography and the Environment

Examines diverse cultural strategies with which human societies throughout the world, ranging from tropical hunting and gathering groups to Euro-American and Asian industrialized nations, have responded to the natural environment. Students will learn to apply an anthropological perspective towards the understanding of topics of great global import such as population, pollution, industrialization, sustainable development and ecosystems. *3 credits.*

ANTH 3215 (DIPL 4106) Human Rights and Social Justice

Through an examination of the ways in which people in different societies of the world identify and define ethical and social standards, this course will examine the concept of universal human rights. Also examines the development of international efforts to apply such rights. The course will focus on ethnographic case studies from a wide variety of societies. *3 credits.*

ANTH 3216 Economics and Exchange

Explores anthropological approaches to societies, both past and present, which operate under principles other than those principles which typify 20th century global capitalism. Studies the cultural impact of the expansion of the world economy into these widely dispersed societies of the world. Based on contemporary and historical examples from Asia, Latin American and Africa. Students in this class will be challenged to critically examine some of the key presuppositions of Western industrial society with regard to the effects of technology and the global economy. *3 credits.*

ANTH 3218 Immigration to the United States

Examines the enduring cultural impact of immigration to the United States from the 17th Century to the present. Document and explore the distinct waves or moments of immigration and examine the ways in which this migration affected the cultural practices of the United States as well as the immigrant-sending regions. Assess the cultural, political and economic consequences of immigration to the United States. *3 credits.*

ANTH 3219 (SOCI 2312, AFAM 2313) Urban Anthropology

This course uses an anthropological perspective to examine the rise of urbanization in human history. Also analyzes the role of the modern city in both the developed and developing world. Examines issues such as rural-urban dynamics, poverty, crime, economic development, globalization, kinship, race/ethnicity and modernity. *3 credits.*

ANTH 3220 (SOCI 3514, POLS 2610, WMST 2610) The Anthropology of Gender

Develops the concept of gender as a tool with which to more effectively understand the social and cultural life of both Western and non-Western societies throughout the world. Also examines the ways in which a gendered analysis can enrich and sharpen traditional anthropological approaches to issues such as work, kinship, immigration, race and nationalism. *3 credits.*

ANTH 3330 Visual Anthropology

Visual Anthropology seeks to document culture through the creation and refinement of photographic and cinematographic techniques. A number of categories of visual representation such as film, still photography and video, painting, sculpture, music,

dance, theater, body decoration, etc., will be explored with an emphasis on sentiments expressed through these various media. *3 credits.*

ANTH 3294 Independent Study

1 credit.

ANTH 3295 Independent Study

2 credits.

ANTH 3296 Independent Study

3 credits.

ANTH 3297 Independent Study

3 credits.

ANTH 4000 The Anthropology of Art

An anthropological approach to the study of the arts. The biological roots of art, evidence in the archeological record, art and artists and their relationship to religious, political, and economic organization and the arts as an expression of cultural identity. A cross-cultural analysis of fundamental modes of artistic expression from cave art to computer art, in tribal and industrialized societies. *3 credits.*

ANTH 4001 (WMST 4001) American Indian Women

In trying to separate the myth from reality of Indian womanhood it is important to examine both the different social contexts in which male and female behaviors coexist and the values placed on those behaviors. This course provides a critical examination of the literature by and about American Indian women in order to refute stereotypes. *3 credits.*

Special Arts and Sciences Programs

In addition to the major and minor programs offered by its academic departments, the College of Arts and Sciences offers a number of special programs that do not fit within the confines of a single academic department.

Such programs include the University Honors Program; three interdisciplinary majors (Bachelor of Arts degrees in Economics; Liberal Studies; Social and Behavioral Sciences), three interdisciplinary minors (archaeology studies, environmental studies and environmental sciences), two interdisciplinary certificate programs (gerontology; Russian and East European studies), and two five-year joint degree programs (bachelor's degree in arts and sciences and M.B.A.; Bachelor of Science and Bachelor of Engineering).

University Honors Program

Director: Gisela Webb, Ph.D.

Specially selected students are eligible to enter this interdisciplinary, intercultural program. Based on the study of the great texts of the past, the program aims to provide a coordinated liberal arts concentration for outstanding students of all schools and majors in the University. A selected faculty guides students in interpreting and discussing these works.

Students should complete the Honors Colloquia, which require six hours per week, in their freshman and sophomore years. Junior and senior seminars require three hours. Students also complete a senior research project.

The program is enriched by visits to museums, concerts, theaters and selected cultural events in the metropolitan area. Films, slides and information technology are integrated into the curriculum. Visiting lecturers add their expertise in particular areas. The University also provides a series of concerts and presentations by visiting poets and speakers, which honors students are expected to attend.

Course Descriptions

HONS 1101 Colloquium on the Ancient World

The works of the ancient world as well as the growth of Christianity are discussed and debated. Studies include the religion, literature, philosophy, art and politics of the ancient Near East, Greece and Rome, Africa and Asia. *6 credits.*

HONS 1102 Colloquium on the Middle Ages and the Renaissance

The growth and expansion of Christianity and Islam and their interactions with Judaism and the culture of the Greco-Roman world-religious views predominate. The rebirth of the classical traditions invigorates the growth of science and the creation of modern philosophy, politics, art and culture. The age of global exploration begins. *6 credits.*

HONS 2103 Colloquium on the Early Modern World

The great advances of science and geographic expansion continue; during the "Age of Reason and the Enlightenment," modern philosophy, literature, politics and the social sciences emerge. Global trade, commerce and settlements grow as European cultures expand their hegemony. *6 credits.*

HONS 2104 Colloquium on the Contemporary World

Romanticism, revolutions, industrialization, urbanization, popular movements and world wars catapult peoples, nations and cultures into interactions whose complexities and intensities are unprecedented on a global scale; global village becomes both construct and reality: global awareness, interdependencies and the new world order present global and local opportunities and challenges. *6 credits.*

The above freshman and sophomore colloquia require six hours of class time per week, from 9 a.m. to noon, Tuesday and Thursday.

		Credits
HONS 3191	Topics in 19th-Century Art	3
HONS 3192	Topics in 20th-Century Art	3
HONS 3193	Topics in 19th-Century Literature	3
HONS 3194	Topics in 20th-Century Literature	3
HONS 3195	Topics in 19th-Century History	3
HONS 3196	Topics in 20th-Century History	3
HONS 3197	Topics in Modern Science	3
HONS 3198	Topics in Modern Social Science	3
HONS 4191	Honors Reading Course	3
HONS 4192	Honors Independent Study	3
HONS 5101	Honors Thesis	3
HONS 3201	Nature and Culture in the Hudson Valley	3

**See the Honors home page for information on faculty, courses, syllabi and assignments. The office is located in Fahy Hall, Room 304.*

Interdisciplinary Major Programs

The College of Arts and Sciences offers three interdisciplinary majors leading to a B.A. degree: economics, liberal studies, and social and behavioral sciences.

B.A. in Economics

Kozlowski Hall, Room 674

Administrator: John J. Dall Jr., Ph.D., Department of Economics.

The Department of Economics provides students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households and government, and of the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business administration, government and education; to lay the groundwork necessary for graduate studies in economics, law and related fields. Scholarly instruction and continuing personal guidance provide students with a high degree of flexibility in the development of their careers and educational plans.

The course offerings of the department enable undergraduate students to major in economics either through the College of Arts and Sciences or the Stillman School of Business, leading to the degree of Bachelor of Arts and Bachelor of Science in Business Administration, respectively.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in economics. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with an economics department adviser who may modify the program in view of each student's background and objectives.

Program Requirements

		Credits
BQUA 2811	Quantitative Process	3
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II	3
ECON 2408	Money and Banking	3
ECON 2420	Intermediate Microeconomic Analysis	3
ECON 2421	Intermediate Macroeconomic Analysis	3
ECON 3470	History of Economic Thought	3
ECON	Electives in Economics	12
MATH 1303	Quantitative Methods for Business and Economics Students	3

Economics Minor

Students from the College of Arts and Sciences also may choose economics as a minor. The economics minor consists of three core courses plus three additional courses (ECON 2420 or 2421, and two economics electives) for the total of 18 credits.

See Index to locate course descriptions.

B.A. in Liberal Studies

Fahy Hall, Room 222

(973) 761-9464

Director: David Bénéteau, Ph.D.

Leading to the degree of Bachelor of Arts in Liberal Studies, this interdisciplinary major provides students the opportunity to explore and develop an understanding of the world. Students majoring in liberal studies seek a broad-based education and wish to be prepared for a career in many fields.

Program Requirements

Requirements for a Bachelor of Arts degree in Liberal Studies include:

A. completion of the core curriculum of the College of Arts and Sciences;

B. completion of a minor (minimum 18 credits) in one of the following disciplines:

- Advertising Art
- African-American Studies
- Anthropology
- Applied Music
- Archaeology
- Art History
- Asian Studies
- Classical Studies
- Communication
- English
- Fine Arts
- French
- German
- History
- Italian
- Latin
- Music History
- Philosophy
- Religious Studies
- Russian
- Spanish

C. completion of four additional courses (12 credits) from the disciplines listed in (B) not required for the core curriculum or the selected minor;

D. completion of ENGL 1503 Research Writing;

E. completion of IDIS 5001 Senior Seminar in Liberal Studies;

F. completion of additional elective credits sufficient to meet the 130-credit minimum graduation requirement of the College; and

G. a minimum GPA of 2.0 in the courses used to satisfy major requirements (B)-(F) inclusive.

Total: 130

B.A. in Social and Behavioral Sciences

Director: Mary Boutilier, Ph.D.

Leading to the degree of Bachelor of Arts in Social and Behavioral Sciences, this interdisciplinary major provides the basis for a general education in the social and behavioral sciences. Students seeking careers in law, government, education or business are encouraged to enter this program; there is a strong emphasis on human relations.

Program Requirements

Requirements for a Bachelor of Arts in Social and Behavioral Sciences include:

- A. completion of the core curriculum of the College of Arts and Sciences, including MATH 1203 or an equivalent course in statistics;
- B. completion of a minor (minimum 18 credits) in one of the following disciplines: anthropology, criminal justice, economics, political science, psychology, social work or sociology;
- C. completion of four additional courses (12 credits) from the disciplines listed above, not used to satisfy the behavioral sciences category D (2) of the core curriculum, or required for the selected minor;
- D. completion of a research methods course approved by the selected minor department. (At the discretion of the department, this counts toward the minor);
- E. completion of a 3-credit independent study course, resulting in a significant research project and paper. Prerequisites for this course include: (a) senior standing, (b) satisfactory completion of the statistics and research methods courses;
- F. completion of additional elective credits sufficient to meet the 130-credit minimum graduation requirement of the College; and
- G. a minimum GPA of 2.0.

Total: 130

Occupational Therapy Program

The College of Arts and Sciences and the School of Graduate Medical Education offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Sciences, and a Master of Science in Occupational Therapy. This six-year program offers the opportunity to study in a traditional liberal arts environment as well as pursue a professional degree in one of the health professions.

The Bachelor of Arts in Social and Behavioral Sciences is awarded at the completion of four years of work and the Master of Science in Occupational Therapy is awarded at the completion of the sixth year of study.

The Occupational Therapy Program at Seton Hall University views the role of the occupational therapist as (a) a clinician, (b) educator, (c) administrator and (d) researcher. As clinicians, OTs are able to identify the health needs of individual clients and to design, implement and evaluate care plans to meet those needs. In the area of education, Seton Hall graduates are prepared to teach in healthcare community environments. As supervisors and managers, occupational therapists (OT) are able to plan, establish

and evaluate occupational therapy services in a variety of settings. And in the area of research, graduates of the Bachelor of Arts/ Master of Science in Occupational Therapy program will be able to critically analyze new concepts and findings, integrating changes in occupational therapy practice that occur within the dynamic healthcare delivery system.

Admission Criteria

Applicants should have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, English and a foreign language. The Scholastic Aptitude Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores. Transfer students will be considered for the first three years of the program and should have a minimum 3.0 GPA.

Applicants are required to volunteer for work under the supervision of a certified OT in a local hospital or other healthcare setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of clients and the role of OTs. A supportive letter of reference from a supervising OT is required of all students before they begin the professional phase of the program in their fourth year.

The Occupational Therapy Program at Seton Hall University is unique because it accepts students for enrollment in the entire program. Students who maintain the required 3.1 grade point average as an undergraduate are guaranteed admission into the final three years of professional studies. Admission to the program is both competitive and extremely selective.

Program Requirements

OT students who maintain the required GPA of 3.1 and complete the requirements of the social and behavioral sciences program will enter the professional phase of the program after their junior year. Students can choose one of three concentrations in their undergraduate program: psychology, social work or sociology. The director of social and behavioral sciences assists students in planning their course of study in order to complete the program within the six-year time frame.

A model three year pre-professional curriculum for each concentration is provided below.

Model Curricula: Pre-Professional Phase

Social and Behavioral Sciences – Psychology Concentration

Undergraduate course work in psychology recognizes that the methods of scientific inquiry can be applied meaningfully and fruitfully to the understanding of individual behavior, laying the foundation for understanding emotional and psychosocial functioning.

First Year (Pre-Professional Year I)

Fall Semester		Credits
ENGL 1201	College English I	3
MATH 1203	Statistical Models for the Social Sciences	3
PSYC 1101	Introduction to Psychology	3
SKIL 1104	College Study Skills	1
	Elementary Language I - Core E.2	3
	Religious Studies - Core G	3
Spring Semester		
BIOL 1102	Human Anatomy and Physiology I	4
COST 1600	Oral Communication	3
ENGL 1202	College English II	3
SOCI 1101	Understanding Society	3
	Elementary Language II - Core E.2	3

Second Year (Pre-Professional Year II)

Fall Semester		Credits
BIOL 1103	Human Anatomy and Physiology II	4
PSYC 2212	Developmental Psychology	3
	Intermediate Language I - Core E.2	3
	American/3rd World Civilization - Core E.3	3
	Psychology Elective	3
Spring Semester		
PSYC 2214	Abnormal Psychology	3
	Ethical Questions - Core F	3
	Psychology Elective	3
	Intermediate Language II - Core E.2	3
	American/3rd World Civilization - Core E.3	3
	Philosophy - Core G	3

Third Year (Pre-Professional Year III)

Fall Semester		Credits
	Advanced Course in SOCI or SOWK	3
	Natural Science Psychology Elective	3
	Advanced course in SOCI or SOWK	3
	Philosophy or Religious Studies - Core G	3
	Research Methods (SOCI 2910)	3
	Western Civilization - Core E.1	3
Spring Semester		
PSYC 3593	Independent Study in Psychology	3
or		
IDIS 5002		
	Western Civilization - Core E.1	3
	Free Elective	2
	Advanced course in SOCI or SOWK	3
	Advanced course in SOCI or SOWK	3

**Social and Behavioral Sciences –
Social Work Concentration**

The special concerns of social work are poverty, illness, racism, sexism, ageism, bureaucracy, indifference and other manifestations of human suffering and need; social work is committed to the prevention of social problems and the provision of social services.

First Year (Pre-Professional Year I)

Fall Semester		Credits
ENGL 1201	College English I	3
MATH 1203	Statistical Models for the Social Sciences	3
SKIL 1104	College Study Skills	1
SOCI 1101	Understanding Society	3
	Elementary Language I - Core E.2	3
	Religious Studies - Core G	3
Spring Semester		
BIOL 1102	Human Anatomy and Physiology I	4
COST 1600	Oral Communication	3
ENGL 1202	College English II	3
PSYC 1101	Introduction to Psychology	3
	Elementary Language II - Core E.2	3

Second Year (Pre-Professional Year II)

Fall Semester		Credits
BIOL 1103	Human Anatomy and Physiology II	4
	Intermediate Language I - Core E.2	3
	American/3rd World Civilization - Core E.3	3
	Social Work Elective	3
	Philosophy - Core G	3
Spring Semester		
PSYC 2212	Developmental Psychology	3
	Social Work Elective	3
	Intermediate Language II - Core E.2	3
	American/3rd World Civilization - Core E.3	3
	Social Work Elective	3
	Social Work Elective	3

Third Year (Pre-Professional Year III)

Fall Semester		Credits
SOWK 2301	Social Policy Analysis	3
	Ethical Questions - Core F	3
	Advanced course in PSYC or SOCI	3
	Philosophy or Religious Studies - Core G	3
	Research Methods (SOCI 2910)	3
	Western Civilization - Core E.1	3
Spring Semester		
PSYC 2214	Abnormal Psychology	3
	Western Civilization - Core E.	3
SOWK 5111	Independent Study in Social Work	3
or		
IDIS 5002		
	Free Elective	2
	Advanced course in PSYC or SOCI	3

**Social and Behavioral Sciences –
Sociology Concentration**

The study of sociology gives insights into behavioral and social relations in families, communities, social groups and organizations. It attempts to provide an awareness of social influences on behavior and the requirements for living with others.

First Year (Pre-Professional Year I)

Fall Semester		Credits
ENGL 1201	College English I	3
MATH 1203	Statistical Models for the Social Sciences	3
SOCI 1101	Understanding Society	3
SKIL 1203	College Study Skills	1
	Elementary Language I - Core E.2	3
	Religious Studies - Core G	3
Spring Semester		
BIOL 1102	Human Anatomy and Physiology I	4
COST 1600	Oral Communication	3
ENGL 1202	College English II	3
PSYC 1101	Introduction to Psychology	3
	Elementary Language II - Core E.2	3

Second Year (Pre-Professional Year II)

Fall Semester		Credits
BIOL 1103	Human Anatomy and Physiology II	4
	Philosophy	3
	Intermediate Language I - Core E.2	3
	American/3rd World Civilization - Core E.3	3
Spring Semester		
	Advanced course in PSYC or SOWK	3
SOCI 2601	Social Problems	3
	Intermediate Language II - Core E.2	3
	American/3rd World Civilization - Core E.3	3
	Advanced course in PSYC or SOWK	3

Third Year (Pre-Professional Year III)

Fall Semester		Credits
PSYC 2212	Developmental Psychology	3
	Ethical Questions - Core F	3
	Advanced course in PSYC or SOWK	3
	Philosophy or Religious Studies - Core G	3
	Research Methods (SOCI 2910)	3
	Western Civilization - Core E.1	3
Spring Semester		Credits
PSYC 2214	Abnormal Psychology	3
	Western Civilization - Core E.1	3
	Advanced course in PSYC or SOWK	3
SOCI 5988	Independent Study in Sociology	3
or		
IDIS 5002	Free Elective	2

Curriculum: Professional Phase

Fourth Year (Professional Year I)

Fall Semester		Credits
OTFY 4110	Functional Human Anatomy	3
OTFY 4120	Human Physiology	4
OTFY 4310	Introduction to Principles of Learning	2
OTFY 4320	Development Across the Life Span I	2
OTFY 4410	Introduction to OT Theory and Practice I	5

Spring Semester

OTFY 4111	Clinical Integration Seminar I	1
OTFY 4130	Kinesiology	3
OTFY 4140	Neuroscience	3
OTFY 4210	Clinical Medicine in OT I	3
OTFY 4330	Development Across the Life Span II	2
OTFY 4510	Psychosocial Studies and Group Process I	4
Summer Session		
GMOT 6420	OT Theory and Practice II	3
GMOT 6520	Adult Rehabilitation in OT I	3
GMOT 7210	Ethical and Legal Issues in OT	2

Fifth Year (Professional Year II)

Fall Semester		Credits
GMOT 7010	Clinical Affiliation I (3 months)	9
Spring Semester		
GMOT 6220	Clinical Medicine in OT II	3
GMOT 6530	Adult Rehabilitation in OT II	3
GMOT 6540	Pediatrics in OT	3
GMOT 7120	Clinical Integration Seminar II	1
GMOT 7220	Healthcare Organizations	2
GMOT 7310	Research Methods I	2
Summer Session		
GMOT 6230	Special Topics in OT	2
GMOT 6430	OT Theory and Practice III	3
GMOT 6550	Geriatrics in OT	2
GMOT 7130	Clinical Integration Seminar III	1

Sixth Year (Professional Year III)

Fall Semester		Credits
GMOT 7230	Consultation, Community and Alternative Models	2
GMOT 7320	Research Methods II	2
GMOT 7515	Seminars in Advanced Theory and Practice in OT	3
GMOT 7520	Activity Group Process	3
GMOT 7530	Advanced Concepts in Adapting Environments	3
Spring Semester		
GMOT 7020	Clinical Affiliation II (3 months)	9
GMOT 7030	Clinical Affiliation III (2-3 months)	6-9

Dual Degree Programs

The College of Arts and Sciences offers a variety of dual degree programs. In most cases, an incoming first-year student can be admitted to the entire program conditionally on performing above a defined level during the first phase of the program. Students may be admitted to the second phase of a program based on outstanding performance and available space.

For further details regarding any of these programs, contact Enrollment Services.

Occupational Therapy

There are two options for this six-year program: during the first three years, students complete either the social and behavioral sciences program in the College of Arts and Sciences, or the general business track offered in the School of Business. Students complete the last year of their undergraduate program with the 32 required credits taken in the first year of the Master in Occupational Therapy program offered by Seton Hall's School of Graduate Medical Education. For a description of the Bachelor of Arts/Master of Science in Occupational Therapy program, see the B.A. in Social and Behavioral Sciences program, page 157; for a description of the B.S./M.S.O.T. program, see the School of Business, page 174.

Optometry

An agreement with the Pennsylvania College of Optometry permits outstanding students to spend three years at Seton Hall University and be admitted to their optometry program. The B.S. from Seton Hall University is granted on successful completion of the first year of the optometry program.

Physical Therapy

The Department of Biology offers a 3 + 4 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy. This seven-year program offers select students an opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biology.

Physician Assistant

The Department of Biology offers a 3 + 3 dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant. This six-year program offers select students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biology.

Athletic Training

The Department of Biology offers a 3 + 3 dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Athletic Training. This six-year program offers select students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biology.

Five-Year Dual Degree Programs

The College of Arts and Sciences at Seton Hall University offers three five-year programs: the Five-Year Arts and Sciences degree and Master of Business Administration program, the Five-Year Political Science or Sociology degree and the Master of Public Administration program, and, in cooperation with New Jersey Institute of Technology, the Engineering degree program.

B.A. or B.S./ M.B.A.

The College of Arts and Sciences and the Stillman School of Business at Seton Hall University offer joint programs that lead to:

- a Bachelor of Arts or Science degree in an area of the liberal arts; and
- a Master of Business Administration degree from the School of Business, whose programs are fully accredited by the AACSB (Association to Advance Collegiate Schools of Business – International).

Both degrees can be earned in five years. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one arts and sciences major; and to permit students to earn a Master of Business Administration within a time frame of five years.

Students in the program take arts and sciences courses during the first three years. After taking the Graduate Management Admission Test (GMAT) and, at the end of the third year, students apply for the Master of Business Administration program. Applicants who are accepted take a combination of arts and sciences and business courses during the fourth year. They must earn a minimum of 99 liberal arts credits and satisfy applicable core and major requirements.

At the end of the fourth year and upon completion of 130 credits, students in the program receive a Bachelor of Arts or a Bachelor of Science degree. The fifth year is devoted to business courses, and a Master of Business Administration degree is awarded upon completion of all requirements and a total of 150 credits.

Courses are selected with the assistance of each student's faculty adviser. More information about this program is available through Enrollment Services.

B.A. in Political Science or Sociology/M.P.A.

The departments of Sociology and Political Science of Seton Hall University offer a dual degree program with the Graduate Department of Public and Healthcare Administration that leads to two degrees completed in a five-year span: a Bachelor of Arts degree in Political Science or Sociology and a Master of Public Administration degree.

The pilot program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's major in either Sociology or Political Science; and to permit students to earn a Master of Public Administration degree within the timeframe of five years.

Students may apply for admission to the joint degree program when first making application to the University or after they begin their studies. Students who are accepted into the University and declare Sociology or Political Science as their majors also may be provisionally accepted for work toward the M.P.A. degree. Final acceptance into the M.P.A. degree program, however, will only occur upon successful completion of no fewer than 89 credits of the undergraduate degree program with a grade point average of no less than 3.2 and the successful completion of the M.P.A. application process.

In applying to the M.P.A. degree program, which is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), the student must follow the

regular application procedures for admission to the M.P.A. program, except that he/she must:

- achieve a cumulative GPA that is 3.2 or above by the end of his/her third year;
- have transferred no more than 18 credits to the University;
- submit three letters of recommendation from his/her undergraduate instructors, two of which must be from full-time political science or sociology faculty; and
- submit a personal resume.

Full matriculation in the M.P.A. degree program is completed only upon the recommendation of the Graduate Admissions Committee of the M.P.A. program.

Students accepted into this pilot program follow the academic program prescribed by their majors in consultation with their advisers (including the core requirements in Arts and Sciences and the requirements of their majors) during the first three years. If accepted into this pilot program, students may take M.P.A. courses during their senior years, which count toward the completion of the bachelor's degree.

At the end of the fourth year and upon completion of 130 credits, students in the program receive a Bachelor of Arts degree. If the student wants to complete the five-year B.A./M.P.A. degree, twelve of those credits must come from the core courses of the graduate public administration program. During the fifth year, 27 additional M.P.A. credits, which include a 3-credit summer internship, must be completed.

For further information, contact the departments of Sociology, Political Science, or the Graduate Department of Public and Healthcare Administration.

Engineering Degree Program in Collaboration with NJIT

Seton Hall University and the New Jersey Institute of Technology in Newark together offer a five-year joint degree program that allows students interested in civil, electrical, mechanical and chemical engineering to earn both the B.S. degree from Seton Hall in physics or chemistry and the B.Eng. from NJIT in five years. Students in this program take the first three years of coursework at Seton Hall, and the fourth and fifth years at NJIT. The B.S. is awarded at the completion of four years of work and the B.Eng. after the fifth. Students interested in this program should contact the chairs of the Departments of Physics (for civil, mechanical and electrical engineering) or Chemistry (for chemical engineering) for details regarding this program.

The principal advantage of such a five-year program is that it affords students a broader education in the humanities and the social sciences than the typical four-year engineering program allows, and thus better prepares them for careers in engineering, which require interaction with persons not trained in engineering. Such careers are found both in the corporate world and in the public sector and often include high-level managerial responsibility and communication with the nontechnical public.

Interdisciplinary Minor Programs

The College of Arts and Sciences offers three interdisciplinary minor programs: the Minor in Archaeology Studies, the Minor in Environmental Science and the Minor in Environmental Studies.

Archaeology Studies

Co-sponsored by the Department of Religious Studies, Classical Studies and Sociology/Anthropology.

Participating faculty bring a broad range of academic experience from disciplines of arts and humanities, behavioral and exact sciences.

The Minor in Archaeology Studies is a program designed to lead the student to ancient foundations of human intellectual, social and material achievement through guided applications of academic disciplines.

A liberal arts education is intended to provide students with a knowledge about a variety of academic areas and some experience in several of its disciplines. Archaeology as discourse about ancient things is a discipline that integrates into its own operations a variety of academic disciplines.

Students who minor in archaeology can achieve more than a knowledge of the deepest foundations of our civilization. Because of its practical and experimental nature, archaeology facilitates the integration of academic disciplines into a more coherent vision of what abroad liberal arts education is all about.

Students who wish to earn a certificate instead of a minor must fulfill program requirements as described in A, B and D.

Students are encouraged to integrate their majors and/or minors with the study of archaeology where possible. Projects chosen range from studies in art, artifacts or architecture of antiquity to chemistry, computer applications and photography. Museum internships are usually available and strongly encouraged. Co-op programs for summer and year-round work also are available.

The archaeological dig at Tell Safut, Jordan, is open to all; no experience is necessary. Academic credit is available. Arrangements can be made for participation in other digs in Jordan, Israel, Cyprus and Syria.

The Archaeology Club offers opportunities for all students to interact with faculty and other students outside of class, to visit museums, attend lectures, work with artifacts, etc.

Requirements

Each course is offered for three credits and may be taken either under ARCH or under the cross-listed department designation.

A. Three credits in the following:

ARCH 1001 (IDIS 1201) Archaeology for Liberal Arts
ARCH 1011 (ANTH 1211) Introduction to World Archaeology
(see page 162 for descriptions of IDIS courses)

B. Six credits in the following:

ARCH 1112 (CLAS 1311) Archaeology of Greece
ARCH 1113 (CLAS 1312) Archaeology of Rome
ARCH 1114 (RELS 2121) Archaeology and the Bible
ARCH 1115 (ANTH 1201) Physical Anthropology
ARCH 1116 (ANTH 1217) Archaeological Field Techniques
ARCH 1117 (RELS 2122) Practicum in Archaeology
ARCH 3001 Virtual Archaeology
ARCH 3110 (RELS 3190) Art and Archaeology of the Ancient Near East

C. Six credits in the following:

ARCH 1201 (HONS 1101) Ancient Civilizations
 ARCH 1202 (IDIS 1101) Traditional Cultures/Non-Western World
 ARCH 1203 (RELS 1102) Introduction to the Bible
 ARCH 1211 (RELS 2111) Genesis and Exodus
 ARCH 1250 (RELS 2160) Women in the Biblical Tradition
 ARCH 1302 (ANTH 1202) Cultural Anthropology
 ARCH 2111 (ANTH 2225) Beginnings of Civilizations
 ARCH 2112 (CLAS 2319, HIST 2220) Ancient Greek Civilization
 ARCH 2113 (CLAS 2320, HIST 2221) Roman Civilization
 ARCH 2303 (CLAS 2303) Politicians in Antiquity
 ARCH 2304 (CLAS 2304, HIST 2183) Historians of Greece and Rome
 ARCH 2311 (ARTH 1111) Classical Art
 ARCH 2317 (CLAS 2317, ENGL 2612) Classical Mythology
 ARCH 2322 (CLAS 2322, HIST 2170) Women in Antiquity
 ARCH 2345 (ANTH 2245) Cultures of Middle America
 ARCH 2346 (ANTH 2241) North American Indian
 ARCH 2347 (ANTH 2247) The Prehistoric American Indian
 ARCH 2349 (ANTH 2249) The Indians of New Jersey

D. Three credits in an archaeological project:

ARCH 4001 Independent Study/Project (1 credit)
 ARCH 4002 Independent Study/Project (2 credits)
 ARCH 4003 Independent Study/Project (3 credits)

See Index to locate course descriptions under their cross-listed codes as indicated above.

Environmental Sciences and Environmental Studies

The environment protects and sustains life, yet the unrestrained use of the earth's resources causes problems that affect all humankind. The broad-based acceptance of this statement is producing profound economic and political changes in society at large. This is a topic that transcends several disciplines.

Coordinated by the Department of Biology, the minor programs in environmental sciences and environmental studies provide a multidisciplinary medium for the study of the scientific and humanistic aspects of environmental problems. These programs include courses that are rigorous within their traditional disciplines, from natural science (biology, chemistry, physics and geology) to political science, philosophy, economics, management and sociology.

Minor in Environmental Sciences

The environmental sciences minor is intended primarily for science majors who wish to formally concentrate their studies specifically in the area of environmental science. This 23-credit minor is available to any student who meets the requirements. In order to take the four required science courses offered in the environmental sciences minor, the student must first complete certain prerequisite courses, as follows:

A. BIOL 1201 General Biology/Organism; BIOL 1202 General Biology/Cell; BIOL 2211 Genetics (as prerequisites for Ecology and Environmental Toxicology).
 B. CHEM 1103-1104 General Chemistry I-II, and CHEM 2313-2314 Organic Chemistry I-II (as prerequisites for Environmental Chemistry, Environmental Toxicology and Environmental Physics).
 C. PHYS 1701-1702 General Physics I-II (as prerequisites for Environmental Physics); and
 D. MATH 1401 Calculus I.

Required Courses:		14 credits
BIOL 2341	Ecology	4
BIOL 3341	Environmental Toxicology	3
CHEM 3214	Environmental Chemistry	4
PHYS 3511	Environmental Physics	3

Elective Courses:		9 credits
Choose three of the following five courses:		
BMGT 4925	Managing the Environment	3
ECON 3410	Environmental Economics	3
PHIL 2115	Environmental Ethics	3
POLS 3014	Ecology and Politics	3
SOCI 2311	Population, Ecology and the Environment	3

Minor in Environmental Studies

The environmental studies minor is not intended to train students as environmental scientists but to increase their awareness of environmental problems and possible solutions. This 25-credit minor is designed for non-science majors. The only math requirement is the College Core math requirement.

Required Courses:		16 credits
BIOL 1101	Introduction to Biology **	3
BIOL 2121	Introduction to Ecology	4
CHEM 1001	Chemistry and the World Around Us*	3
CHEM 1005	Applied Environmental Chemistry	3
ERTH 1019	Introduction to Geology	3

*CHEM 1103-1104 or CHEM 1107-1108 may be substituted for CHEM 1001-1005.

** BIOL 1201 or BIOL 1202 may be substituted for BIOL 1101.

Elective Courses:		9 credits
Choose three of the following five courses:		
BMGT 4925	Managing the Environment	3
ECON 3410	Environmental Economics	3
PHIL 2115	Environmental Ethics	3
POLS 3014	Ecology and Politics	3
SOCI 2311	Population, Ecology and the Environment	3

Certificate Programs

Multi-Disciplinary Certificate in Gerontology

Director: Emma Quartaro (Social Work).

Advisers: Formicola (Political Science); Kayal (Sociology); L. Kleinman (Nursing); Morales (Puerto Rican Institute); Pritchett (African-American Studies); Law (TBA).

The multidisciplinary certificate program in gerontology is a concentration of studies designed for those who wish to understand and advance the quality of life of older persons. The concentration may be taken in addition to an appropriate major: nursing, social work, sociology, business, psychology, biology, political science, African-American studies, education or religious studies.

Students wishing admission into the concentration should contact the program director and/or the gerontology adviser in their discipline, as indicated above.

Program Requirements

In addition to the requirements of the school and the major upon which the concentration is built, the following three units — a total of 18 credits — are required. Courses are all 3 credits, except as noted.

I. Gerontology: 9 credits

AFAM 3312	Advanced Seminar in Gerontology
NUTH 3112	Gerontological Nursing
SOWK 1911	Introduction to Gerontology

II. Electives: 6 credits from the following courses:

AFAM 2328	Minority Aging
PSYC 1214	Adult Development
RELS 2515	Religions and Aging
SOCI 2511	Sociology of Aging
SOWK 1912	Psychosocial Aspects of Aging

III. Additional electives

Students wishing to supplement the required courses should consider the following courses:

Behavioral and Social Sciences

ANTH 2224	Health and Medicine: An Anthropological Approach
PSYC 2212	Developmental Psychology
PSYC 3218	Developmental Psychobiology
SOCI 2813	Socialization Over the Life Course

The Life Sciences

BIOL 1102-1103	Human Anatomy and Physiology I-II (8 credits)
BIOL 1210	Elements of Heredity

The Humanities

PHIL 1232	Philosophy of Death
-----------	---------------------

Policy and Economics

POLS 2110	Contemporary Issues in U.S. Public Policy
POLS 2111	Issues in Comparative Public Policy
SOWK 2301	Social Policy Analysis
SOWK 2401	Social Welfare: Commonality and Diversity

See Index to locate elective course descriptions.

IV. Internship

An internship (practicum or clinical) in direct service or research is required of all students. Students in the professions need not do another internship but must complete their required clinical or practicum in aging. Students in majors not requiring an internship must complete a 3-credit internship as independent study in their own majors. *3 credits minimum.*

Course Descriptions

AFAM 2328 Minority Aging

Examination of the “cultural difference” in the process of aging and its influence on behavior patterns. Comparison of traditional theories of aging with new data produced from an analysis of the “ethnic” variable. Historical perspectives, demography, research methodology, theoretical orientations, social intervention, socioeconomic living circumstances. *3 credits.*

AFAM 3312 Advanced Seminar in Gerontology

Sharing of perspectives from the different disciplines involved in the gerontology program through small group study, supplemented by discussion in the full seminar. Special topics such as collaboration of staff, community and people served; security and safety; freedom of choice. Research methodology. *3 credits.*

NUTH 3112 Gerontological Nursing

Focuses on the aging process from both biological and social perspectives. Patterns of normal aging as well as common pathological conditions and health problems faced by the elderly. Health promotion, health maintenance and restorative nursing as well as adaptations in self-care required as a result of age-related changes and chronic illness. Prerequisite: Lower division completion. *3 credits.*

PSYC 1214 Adult Development

Human life span from early adolescence through senescence. The main developmental aspects include: stability, role reversal, cultural needs, critical periods, resistance to change, need hierarchies, managerial tasks and sex differences. *3 credits.*

RELS 2515 Religions and Aging

Role of religious traditions in world cultures with reference to old age, life review, life satisfaction and life closure. Religiosity and spiritual well-being in contemporary gerontology literature. Religions in service and cooperation with state programs for alleviating inhumaneness in advanced aging. Positive valuation of a “new generation;” the elders in society. *3 credits.*

SOCI 2511 Sociology of Aging

Sociological perspective and the phenomenon of aging, especially in industrialized western society. The causes and effects of longevity on the individual’s life cycle and on social institutions. The lifestyle of the aged, including institutionalization, stigmatization and self-identity. Alternate programs and strategies of change. *3 credits.*

SOWK 1911 Introduction to Gerontology

Overview of the basic facts about aging and aging processes, including demography, biology, psychology, sociology and policy analysis. *3 credits.*

SOWK 1912 Psychosocial Aspects of Aging

Examination of the person/situation of older adults, focusing on factors contributing to behavioral stability and change over time. Emphasis on traits, self-concepts, and lifestyles; the roles of older adults; and the relationship of both person/situation to successful aging. *3 credits.*

SOWK 2301 Social Policy Analysis

Analyzes major factors involved in social policies, programs and organizations. These are presented using functional, structural and conflict perspectives. Examines how the interplay of politics, economics, social values and professionalism shapes the social welfare institution in the United States. Prerequisite: SOWK 2401. *3 credits.*

SOWK 2401 Social Welfare: Commonality and Diversity

Develops a conceptual framework for knowledge building and enhancement of understanding of the social welfare system and how it is made available to and used by different groups in the United States and elsewhere. *3 credits.*

Certificate in Russian and East European Studies

The College of Arts and Sciences offers an undergraduate certificate program on Russia and East Europe, a broad multi-disciplinary course of study leading to a certificate of proficiency in Russian and East European studies.

With a broad liberal arts background, students will gain a well-planned, comprehensive introduction to Russia and Eastern Europe, including the fundamentals of the Russian language and the history, literature, politics and economies of the region.

The program includes a minimum of 30 credits in language and area studies courses.

Program Requirements

The basic program consists of 12 credits in Russian language (or 6 credits in Russian and a proficiency examination in another language of Eastern Europe), 15 credits in area courses, and a 3-credit program essay.

Language*

	Credits
RUSS 1001-1002 Elementary Russian I-II	6
RUSS 1101-1102 Intermediate Russian I-II	6

Essay

A program essay (the equivalent of a senior paper) must be submitted on a topic approved by the director and written under the supervision of a faculty member involved in the program. Normally this requirement is satisfied by taking supervised research in the department of each student's major.

Area Study Courses*

Students must elect 15 credits from the following, 6 credits of which are to be from disciplines other than their department majors.

		Credits
ECON 3465	East European Economics	3
ENGL 3401	Classical Russian Literature	3
ENGL 3402	Contemporary Russian Literature	3
HIST 2246	Kievan Rus' and Moscovy	3
HIST 2256	History of Imperial Russia	3
HIST 2266	Twentieth Century Russia	3
HIST 2276	The Transformation of Russia, 1894-1932	3
HIST 2290	Topics in Modern Russian History	3
MUHI 1135	Music of Russia from 1850 to the Present	3
POLS 2613	The Politics of the Soviet Union and its Successor States	3
POLS 2713	Foreign Policy of the Soviet Union and its Successor States	3
POLS 3614	Theory and Politics of Communist Systems	3
RELS 2224	Eastern Christianity	3
RUSS 2101	Russian Conversation	3
RUSS 2111-2112	Advanced Russian I and II	6
RUSS 2113-2114	Scientific Russian I and II	6
RUSS 2115-2116	Introduction to Russian Literature I and II	6
RUSS 2117	Russian Civilization	3
RUSS 2313-2314	Modern Russian Literature I and II	6
RUSS 2316	Russian Civilization through Film	3
RUSS 2317	Russian Drama	3
RUSS 3391-3392	Studies in Russian Literature I and II	6

Additional topics and courses may be approved for credit toward the certificate at the discretion of the program director. Program Web site: arts.shu.edu/reesp

The following related courses may be taken for additional credit:*

HIST 2277	Intellectual Origins of Socialism	3
POLS 3614	Theory and Politics of Communist Systems	3
RUSS 3391-3392	Studies in Russian Literature I-II	6

*See Index to locate course descriptions.

Interdisciplinary Courses

In addition to departmental courses the College of Arts and Sciences offers several interdisciplinary courses that may fulfill core curriculum and certain major requirements. Interdisciplinary courses are taught, both individually and in teams, by faculty from various arts and sciences departments.

Students interested in taking any of the following courses should refer to the core curriculum on pages 60-62 or consult with an adviser in the appropriate department.

IDIS 1001 Freshman Seminar

Introduction to the University experience through small group learning seminars under the guidance of members of the faculty. Students pursue a collaborative research project during their first semester. Topics are determined by the professor, but the class arrives at the actual format of the research project. Offers a practical exercise in research and critical thinking, and provides exposure to experiential learning as well as preparation for more intensive work in subsequent semesters. *3 credits.*

IDIS 1101-1102 Traditional Cultures of the Non-Western World I-II

Team-taught survey of the major traditional cultures of Asia, Africa and the Americas. Survey of society, government, philosophy, religion, economy and arts. Background to understanding the cultures of the modern Third World. Applicable to Section E.3 of the core curriculum. *6 credits.*

IDIS 1103 Contemporary Eastern European Society

Introduction to the social, political and economic changes taking place in countries that formerly comprised the Soviet Union. Events of the last decade are considered in their historical context. *3 credits.*

IDIS 1201 Archaeology for Liberal Arts (ARCH 1001)

Multifaceted presentation draws on humanities and sciences in theory and practice. Students handle ancient artifacts, become acquainted with processing data scientifically and learn about ways scientific knowledge is integrated into an understanding of human life. They study ancient archaeological sites together with literature of art, history, politics and religion derived from them and provide a liberal arts framework within which to place a career-oriented major. Applicable to D.2 of the core curriculum. *3 credits.*

Multicultural Program

IDIS 1501 Peoples and Cultures of America I

Introduces the various racial, ethnic, and religious groups who comprise the current American mosaic, from its earliest Native American inhabitants to the most recent immigrants. An overview of their cultural contributions and the manner in which

gender and class influences their experiences constitute an important focus. Readings are drawn from original sources as well as monographs. Guest speakers and films will be used in this interdisciplinary multicultural course. *3 credits.*

IDIS 1502 Peoples and Cultures of America II

Presents a comparative overview of those foreign cultures that have sent and are sending America immigrants from Asian, African, European, Caribbean, and Latin American nations. Readings are obtained from original sources and monographs. A multicultural course exploring cultural diversity in a global context. Guest speakers and films will be used in this interdisciplinary course. *3 credits.*

IDIS 2111 Science in Business

Team-taught survey of fundamental scientific concepts in biology, chemistry and physics for business majors. Topics chosen by professors. Prerequisite: BMIS 2701. *3 credits.*

IDIS 5001 Senior Seminar in Liberal Studies**IDIS 5002 Senior Seminar in Social and Behavioral Science**

Interdisciplinary senior seminar for social science majors which fulfills the graduation requirements for the SOBS or the SOBT major. Topics for the participants are decided upon in consultation with the faculty members directing the seminars and vary by the student's minor field. *3 credits.*

See page 161 for the Archaeology Studies Program.

Catholic Studies



Fahy Hall 318
(973) 275-2175

Director: Monsignor Richard M. Liddy, S.T.L., Ph.D.
Assistant Director: Reverend Douglas J. Milewski, S.T.D.
E-mail: liddyric@shu.edu

Many dimensions of Catholic culture come alive for students participating in the Interdisciplinary Program in Catholic Studies.

The program engages the student in the imaginative and sacramental expressions of Catholic life in literature, the arts, social systems and personal experience. Its interdisciplinary dimension and range of electives give students insight into Catholicism's dynamic interaction with cultures, traditions and intellectual life throughout history. At the same time, the program's interpersonal approach and opportunities for sustained reflection on current issues invite students to enter into a deeper, more mature understanding of the Catholic faith.

Students may choose a major, minor or a certificate in the program. Note: Students declaring Catholic studies as a second major at the end of their first year must have sophomore status and a GPA of 2.5.

B.A. in Catholic Studies

A. Core Course (18 credits)

CAST 1302 (RELS 1302)	Introduction to the Catholic Vision
CAST 2001	Catholicism and Art
CAST 2015 (ENGL 2015)	Catholicism and Literature
CAST 2520 (RELS 2520)	Catholic Social Teachings
CAST 3193	Integrating Seminar in Catholic Studies
RELS 1202	Christian Belief and Thought

B. Electives (18 credits)

Students must choose a concentration in the areas of either The Catholic Intellectual Heritage or The Catholic Cultural Heritage, with four courses being taken from the area of concentration. Of these four courses, no more than three may be chosen from a single cross-listing department. Students must also choose two courses from the area of non-concentration.

The Catholic Intellectual Heritage

CAST 2018 (SOVI 2018)	Catholicism and the Social Sciences
CAST 2153 (RELS 2153)	Letters of Paul
CAST 2160 (PHIL 2160)	19th and 20th Century Catholic Thinkers
CAST 2224 (RELS 2224)	Eastern Christianity
CAST 2313 (RELS 2313)	Christian Spirituality
CAST 2513 (RELS 2513)	Theology of Peace
CAST 3950 (PHIL 3950)	Faith and Reason Seminar
PHIL 2030	Medieval Philosophy
PHIL 3010	St. Augustine
PHIL 3015	St. Thomas Aquinas
RELS 2111	Genesis and Exodus
RELS 2112	The Prophets
RELS 2151	The Gospels of Matthew, Mark and Luke
RELS 2152	The Gospel and Letters of John
RELS 2160	Women in the Biblical Tradition
RELS 2221	Early Christian Thought
RELS 2222	Medieval Christian Thought
RELS 2223	Modern Christian Thought
RELS 2231	Jewish-Christian Relations
RELS 2241	Introduction to Ecumenism
RELS 2242	The Papacy in Ecumenical Perspective
RELS 2312	The Church
RELS 2314	Sign, Symbol, Sacrament
RELS 2315	Theology of Marriage
RELS 2322	Religion and Contemporary Culture
RELS 2514	Theology of Sexuality

The Catholic Cultural Heritage

ARTH 1112	Medieval Art
ARTH 1113	Italian Art of the Renaissance
ARTH 1114	Leonardo and Michelangelo
ARTH 1115	Baroque and Rococo Art
CAST 2291 (HIST 2291)	Roots of Catholic Ireland
CAST 2422 (ENGL 2422)	Catholic Literature and Film
CAST 2428 (ENGL 2428)	Contemporary Literature and Religion
CAST 3290	Archaeology and Christianity
CAST 3412	C.S. Lewis & G.K. Chesterton
CAST 3999 (HIST 3999)	Emergence of Christian Rome
ENGL 2105	Poetry of Courtly Love
ENGL 2211	Medieval Literature
ENGL 2311	Chaucer
ENGL 2316	Poetry of Gerard Manley Hopkins
ENGL 2410	The Bible as Literature
GREK 2207-8	Intermediate New Testament Greek I&II
HIST 2230	Europe in the Middle Ages
HIST 2233	Dante and His World
HIST 2234	Italian History I
HIST 2235	Italian History II
HIST 2240	Renaissance & Reformation
HIST 2264	Modern Ireland
HIST 2387	The Catholic Church in the U.S.
ITAL 2311/2	Contemporary Italian Prose
LATN 2101-2	Intermediate Latin I-II
MUHI 1137	Gregorian Chant: Notation Methods of Singing, Direction
SOCI 2412	The Social Significance of Religion

C. Foreign Study Opportunities (optional)

Students may apply credits from Seton Hall Catholic studies courses conducted as part of foreign travel and/or credits from overseas Catholic studies programs conducted by other universities with the prior approval of the director. Seton Hall has a special arrangement with the Rome program of the University of St. Thomas, St. Paul, Minnesota. It also has a special arrangement for qualified students to study with the Medieval and Renaissance Studies program of the Center for Medieval and Renaissance Studies in Oxford. The maximum number of credits that can be applied to the Catholic studies major is 6. The Center for Catholic Studies annually offers its own foreign study programs.

D. Service Learning (optional)

PHIL 1107/8	Self and Community: Philosophy in Theory and Practice I-II
-------------	--

The Minor

A minor in Catholic studies consists of six courses:

Core Courses		Credits
CAST 1302 (RELS 1302)	Introduction to the Catholic Vision	3
CAST 3193	Integrating Seminar in Catholic Studies	3
PHIL 3950	Faith and Reason Seminar	3
One course on Religion and Literature		3
Two electives approved by the director of Catholic studies		6
		Total: 18

The Certificate

A certificate in Catholic studies consists of five courses:

Core Courses		Credits
CAST 1302 (RELS 1302)	Introduction to the Catholic Vision	3
CAST 3193	Integrating Seminar in Catholic Studies	3
PHIL 3950	Faith and Reason Seminar	3
One course on Religion and Literature		3
One elective approved by the director of Catholic studies		3
		Total: 15

Enrichment

The Interdisciplinary Program in Catholic studies appeals to students, Catholic or not, who seek to deepen their knowledge of the riches of the Catholic intellectual tradition. Its interdisciplinary nature allows students to encounter the beauty and vitality of Catholicism as it is expressed across the disciplines. By examining the role Catholicism has played in various cultures, students are challenged to take seriously its influence in every aspect of intellectual, spiritual and social life.

Because of its emphasis on close interaction between faculty members, students and alumni, those who choose to participate in the program enter into a unique type of intellectual community. Such community can be instrumental in forming character and good intellectual and spiritual habits.

The program is flexible. Most courses are cross-listed with other departments. Students majoring or minoring in other disciplines are invited to take an occasional course in the program. Such courses can shed light on the religious and humanistic dimensions of the various disciplines.

It is to be noted that a major in Catholic studies will be initiated in the Fall of 2002. For information, contact the program director.

Women's Studies



Fahy Hall
(973) 275-2709

Director: Susan Nolan, Ph.D.

The Women's Studies program is established in the spirit of St. Elizabeth Ann Seton, whose life of activism, spirituality and leadership serves as an inspiration to our community. The program embraces, as does the University as a whole, the life of Elizabeth Ann Seton as a model and example.

The Elizabeth Ann Seton Center for Women's Studies seeks to create a supportive and challenging learning environment that prepares students for effective and responsible participation and leadership in their professional, academic, spiritual and family lives.

The center seeks to uphold the goal of the University's mission statement to create a curriculum that helps students understand the nature of the world and the human person. The creation of the Elizabeth Ann Seton Center for Women's Studies program draws on traditions that continue to inspire the University that bears her name and invokes the spirit of her vision to face the challenges of the new millennium.

The Women’s Studies Minor

The Women’s Studies Committee and Faculty Members: Diana Alvarez, Modern Languages; Simone James Alexander, African-American Studies; Mary Balkun, English; Beth Bloom, Library; Janine Buckner, Psychology; Wendy Budin, Nursing; Martha Carpentier, English; Chuck Carter, Religious Studies; Barbara Feldman, Sociology; Marian Glenn, Biology; Tracy Gottlieb, Communication; Larry Greene, History; Bridgitte Koenig, History; Valerie Kuck, Adjunct Professor of Women’s Studies; Cecilia Marzabadi, Chemistry; Charlotte Nichols, Art; Susan Nolan, Psychology; Emma Quartaro, Social Work; Karen Rhines,

Psychology; Cecilia Ricci, Business; Chris Sharrett, Communication; Judith Stark, Philosophy; Gisela Webb, Religious Studies; Angela Weisl, English; Deirdre Yates, Communication.

As a minor (18 credits), Women’s Studies is an excellent complement to virtually any major. It will strengthen students’ academic preparation and better prepare them for a competitive and rapidly changing job market. Students’ preparation for the professions (law, medicine, education) and the corporate world will be greatly enhanced by a rigorous analysis of gender and its importance in the wider

“We all live with the objective of being happy; our lives are all different and yet the same.”

ANNE FRANK

culture. Students who have explored the disciplines through the gender lens will naturally be better prepared to understand the complexity of the work world.

The Women’s Studies minor at Seton Hall University is an interdisciplinary exploration of the experiences of women and the diverse perspectives on women. Courses will investigate the roles of women in society and culture.

Minor Requirements		Credits
WMST 1401	Women, Culture and Society	3
WMST 2110	Feminist Theories	3
WMST 3193	Independent Study	3
WMST Electives	Students must take at least one course from Behavioral Sciences and one course from Humanities. The third elective may be from either area.	9

Course Descriptions

WMST 1401 Women, Culture and Society

An interdisciplinary course designed to introduce students to the contributions of women to history, society and culture, and enable them to understand and evaluate the effects of social institutions and cultural expectations on gender. *3 credits.*

WMST 2110 (PHIL 2110) Feminist Theories

Examination of the wide range of theories and perspectives that constitute feminism today. Three main parts: historical overview of the development of feminist thinking; analysis of major feminist theories; and examination of the intersections between traditional philosophy and feminist thinking. *3 credits.*

WMST 3193 Independent Study

Directed study and research in chosen area of women’s studies selected by the student in consultation with the program director. Requires extensive collaboration with a faculty member in the specific discipline and a major research problem. *3 credits.*

WMST 3331-3339 Special Topics in Women’s Studies.
3 credits.

Women’s Studies Electives

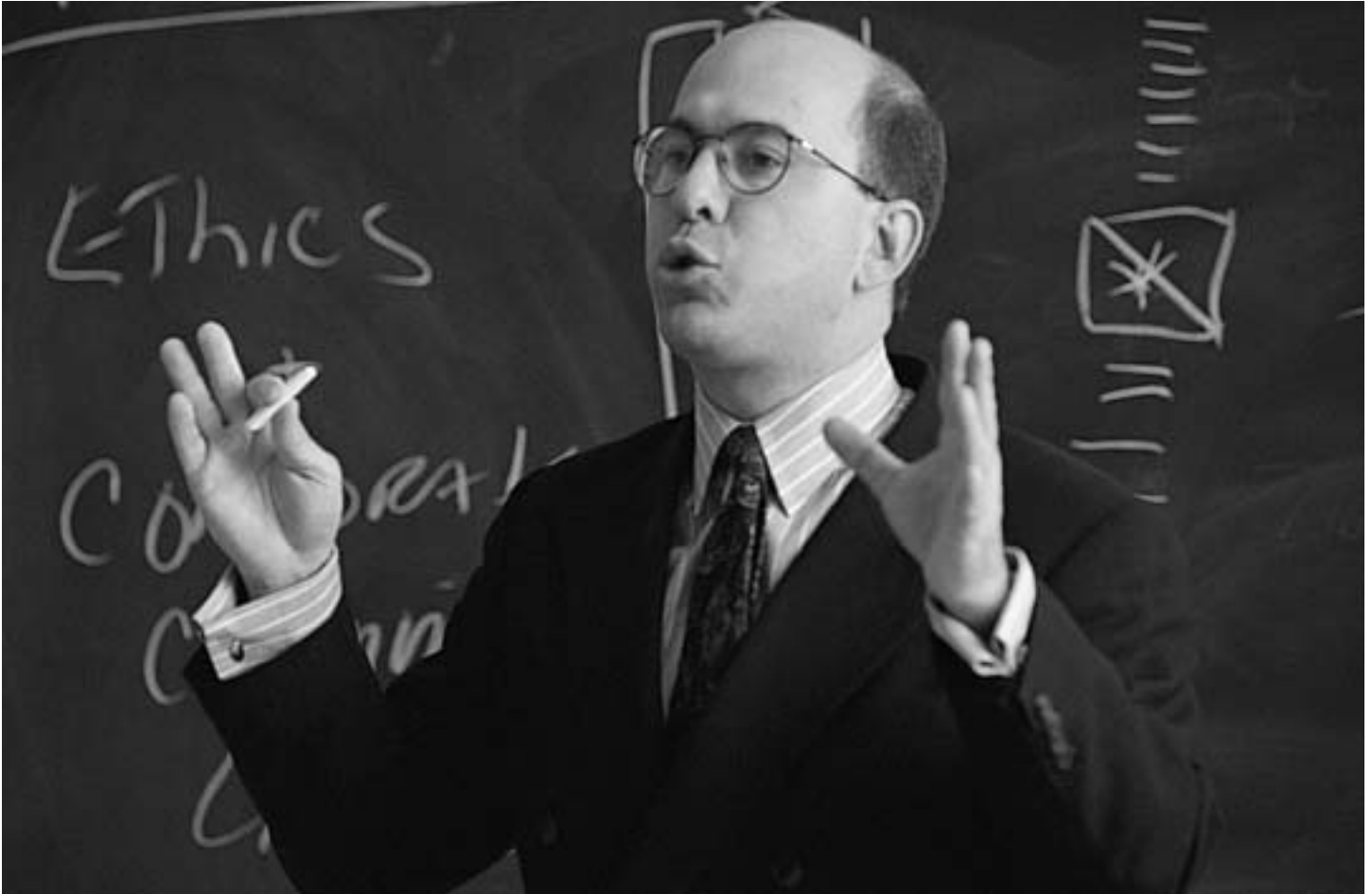
Humanities

WMST 2113/ENGL 2113	Women and Literature I
WMST 2114/ENGL 2114	Women and Literature II
WMST 2160/RELS 2160	Women in the Biblical Tradition
WMST 2171/HIST 2171	Women in Modern Times
WMST 2317/AFAM 2317	The Black Man and Woman
WMST 2322/CLAS 2322/ ARCH 2322/HIST 2170	Women in Antiquity

Behavioral Sciences

WMST 1215/PSYC 1215	Psychology of Women
WMST 1334/SOWK 1334	The Well-Being of Women
WMST 1335/SOWK 1335	Family Violence
WMST 2211/SOCI 2211	Marriage and Family Life
WMST 2233/ANTH 2233/ SOCI 2812	Understanding Human Sexuality
WMST 2513/SOCI 2513	Social Inequality
WMST 2610/ANTH 3220/ POLS 2610	Women and Politics
WMST 2812/SOCI 2812	Sexual Behavior
WMST 3432/COJR 3432	Women and the Media
WMST 3514/SOCI 3514	Sociology of Women and Men
WMST 4001/ANTH 4001	American Indian Women

Stillman School of Business



Mission Statement

The mission of the Stillman School of Business is to be the school of choice for business education in the state of New Jersey and to be known nationally as among the best business schools within a Catholic university.

Kozlowski Hall
5th and 6th Floors
(973) 761-9222
business.shu.edu

Dean: Karen E. Boroff, Ph.D.

Associate Dean of Academic Services: Karen A. Passaro, M.B.A., J.D.
Associate Dean of Undergraduate and M.B.A. Curricula: Joyce A. Strawser, Ph.D.

Director of Graduate Admissions: Lorrie Dougherty

Departments and Chairs

Accounting and Taxation: James Greenspan, Ph.D.

Computing and Decision Sciences: David Rosenthal, Ph.D.

Economics: John Dall, Ph.D.

Finance and Legal Studies: Tony Lovisceck, Ph.D.

Management: Joan H. Coll, Ph.D.

Marketing: Joseph Wisenbilt, Ph.D.

Center and Institute Directors

The Center for Leadership Studies: Lisa McCauley Parles, J.D.

The Center for Sport Management: Ann M. Mayo, Ph.D.

The Center for Tax Research: Brian Greenstein, Ph.D.

The Institute for International Business: Héctor Lozada, Ph.D.

Programs of Study

The Stillman School of Business offers programs leading to the degrees of Bachelor of Science in Business Administration, Bachelor of Arts in Business Administration, Master of Business Administration, as well as Master of Science degrees in Accounting and Professional Accounting, International Business and Taxation. (The Graduate Catalogue contains information about the M.B.A. and M.S. programs.)

The program leading to the degree of Bachelor of Science in Business Administration is built on a foundation of liberal arts courses. Studies in the first two years provide the economic, quantitative, behavioral, regulatory, scientific and philosophical foundations of business and society in general. For all concentrations, the program culminates with Business Policy, a course that seeks to integrate skills developed in previous courses, and the Global Business Colloquium.

As part of the graduation requirement for either the B.S. or B.A. in Business Administration, students are required to take both pre-assessment and post-assessment tests. Furthermore, during either their sophomore or senior year, as decided by the School, students are required to participate in an undergraduate assessment panel.

Students concentrate in accounting, management information systems, economics, finance, management, sport management or marketing. Furthermore, their competency in change management, communications, critical thinking, teamwork and technology will be developed. The concentrations in finance, economics and marketing are offered during the day only, on a full- or part-time basis. Evening students wishing to concentrate in management information systems must first contact the chair to discuss availability.

In addition, the School offers a minor in international business to business majors (only). This minor is designed to enhance a business major's marketability in today's global business environment.

For students majoring in areas other than business administration, the Stillman School also offers several programs. These programs include a five-year B.A./M.B.A. (a liberal arts bachelor's degree and Master of Business Administration), a minor in business administration and a certificate program in business. Business and non-business majors may pursue the certificate in pre-law business, which is designed for students interested in the study of law.

Programs of the Stillman School are fully accredited by the Association to Advance Collegiate Schools of Business – International (AACSB), formerly known as the American Assembly of Collegiate Schools of Business, a distinction shared by less than one-half of business schools nationwide. Seton Hall was the first private university in the state of New Jersey to earn this distinction. This is a professional accreditation above the regional accreditation held by most business schools. Accredited since 1978, this status ensures students that the Stillman School meets the highest standards in business education.

Honor Society and Business Fraternity

Beta Gamma Sigma is the national honor society in business and management. Membership in *Beta Gamma Sigma* is the highest recognition an undergraduate or graduate business student can receive. Founded as a national organization in 1913, *Beta Gamma Sigma* encourages scholarship, promotes the advancement of business education and fosters integrity in the conduct of business.

Founded in 1904, *Alpha Kappa Psi* is the nation's oldest professional business fraternity. Its purpose is to educate the public, the business community and its members on the role of the free enterprise system and the ethical responsibilities in business. More than 200 *Alpha Kappa Psi* chapters across the country welcome aspiring men and women to membership.

Experiential Education/ Cooperative Education/Internship

Experiential Education at Seton Hall University is an educational strategy in which students apply factual, practical and theoretical knowledge in a real-world work experience. Programs include cooperative education/internships, community service, service learning, volunteer work and field experiences. The common element of these programs is that all provide the opportunity to combine classroom learning with "hands on" work and learning experiences. Students' participation in a variety of experiential programs enhances the academic experience and contributes to their career and lifelong success.

While many of these experiences are available through classroom assignments and activities on campus, cooperative education/internship is available to business majors for academic credit in the Stillman School. A co-op/internship integrates substantive supervised work experience with intentional learning/academic goals involving the student in a career-related activity. Students

must have completed 30 credits before taking the first co-op course, maintain a 3.0 GPA and receive the approval of the co-op faculty adviser in a major area of study. Undergraduate students with a GPA between 2.5 and 2.99 will be eligible with the recommendation and signature of a faculty member with whom they have completed a course. Transfer students must have completed a semester to be eligible. Co-op/internships can be paid or non-paid and credit bearing or non-credit bearing. These experiences start in September, January or May. Co-op students are not required to take all 9 co-op credits. Credits earned through co-op are considered general elective credits.

Courses in the cooperative education program within the Stillman School of Business all require sophomore standing. Courses include:

Cooperative Education I – 3 credits

Preprofessional introductory/exploratory experience in a field. Assignments are made in an entry-level position of employment. Taken only with the permission of a co-op faculty adviser.

Cooperative Education II – 3 credits

Intermediate introductory professional experience in a field. Taken only with the permission of a co-op faculty adviser.

*"What do we live for
if it is not to make
life less difficult for
each other?"*

GEORGE ELIOT

Cooperative Education III — 3 credits

Professional experience in the field specifically oriented to the academic major and career objectives. Taken only with the permission of a co-op faculty adviser.

Please note: One-credit courses are offered for accounting majors.

Shadow/Mentor Program

This program links Stillman School students with successful alumni according to mutual career interests. Students are given the opportunity to obtain career information, explore career options by observing the work routines of mentors and gain valuable career guidance.

There are two components to the program:

- **Shadowing** — Students spend a day or a few hours observing the mentor's daily work routine, thereby giving the students an opportunity to spend quality time in their area of interest.
- **Mentoring** — Students meet their mentors, formally and informally, in order to become aware of the many facets of work life after college.

Students may participate in the program upon completion of 12 credits (usually the end of first semester, first year). From that time through the completion of their second year, students are involved in the shadow component of the program. During their third and fourth year, they participate in the Mentoring component.

Course Identification

The departments of the Stillman School offering undergraduate courses and the abbreviations used to designate courses are as follows:

- Accounting (BACC)
- Business Law (BLAW)
- Business Policy (BPOL)
- Economics (ECON)
- Finance (BFIN)
- Interdisciplinary (BINT)
- Management (BMGT)
- Management Information Systems (BMIS)
- Marketing (BMKT)
- Quantitative Analysis (BQUA)
- Sport Management (BSPM)

To locate course descriptions, see the Index.

B.S. in Business Administration

To attain the degree of Bachelor of Science in Business Administration, all students must satisfactorily complete liberal arts courses, both required and elective, business core courses, the requirements of their concentration and sufficient free electives to total 128 credits. The last 30 credits must be taken at the University. A concentration in accounting requires 129 credits to meet the requirements to sit for the CPA exam in New Jersey. The last 30 credits must be taken at the University.

To complete degree requirements satisfactorily, the student must have a cumulative GPA of at least 2.0. Each concentration specifies the average required in concentration courses. Each student is advised by a faculty member in the area of major concentration. The ultimate responsibility for complying with curriculum requirements rests with the student. Choice of a program of study must be made before completion of 75 credits, normally by the end of the sophomore year.

Requirements for the B.S. in Business Administration**Four Year Program: Core Curriculum**

Arts and Sciences Required Core (42 credits):		Credits
COST 1600	Communication	3
	2 electives*	6
ENGL 1201-1202	English	6
BIOL, CHEM, EARTH, PHYS	Science**	3
MATH 1303	Mathematics	3
PHIL 1125	Philosophy	3
PSYC 1116	Psychology	3
RELS	Religious Studies (any 2 courses)	6
†World Culture	(3 electives)	9
Total: 42		

Note: Six credits of World Culture must be taken within one geographical area. Nine credits of a language may substitute for the World Culture sequence.

* Unless students have received written permission from their adviser, students should register themselves for two of the following three communications electives: COST 2623 *Persuasive Speaking*, COST 2622 *Group Discussion* or COST 1610 *Dynamics of Human Communication*.

**A roster of acceptable science courses is available in Kozlowski Hall Room 526, as well as on each student's degree audit.

† A roster of world culture elective courses is available in Kozlowski Hall Room 526, as well as on each student's degree audit.

Liberal Arts Requirements: (13 credits) (18 credits for accounting majors)

It is strongly recommended that these additional arts and sciences credits include a logic course (e.g., PHIL 1104) and a sociology course (e.g., SOCI 1101). Computer science courses offered through the mathematics department and any other computer-oriented arts and sciences courses do not fulfill the liberal arts requirements for accounting majors. Accounting majors should consult the department adviser if they have any questions.

Business Required Core (45 credits):

BACC 2103, 2104	Accounting	6
BINT 5001, BPOL 5000	Integrative Courses	6
BFIN 2201	Finance	3
BLAW 2301	Legal Studies	3
BMIS 2701	Management Information Systems**	3

BMGT 2501, 2503 Management	6
BMKT 2601 Marketing	3
BQUA 2811, 2812 Quantitative Analysis	6
ECON 1402, 1403, Economics 2408	9
Total: 45	

Major Concentration: (15-24 credits)
See specific concentration requirements.

General Electives: (4-13 credits)

May be selected from any school in the University. Accounting majors must take 5 arts and sciences credits (a minimum of 60 liberal arts credits is one requirement for the Certified Public Accountancy Qualifying Certificate).

*** Because of the competency-based curriculum, this specific course must be taken. No substitutions will be permitted.*

A Model Program

The following suggested program of study includes all core courses over a four-year period. The course prerequisites are indicated in the prerequisite column.

	Credits
First Year	
BMIS 2701 Management Information Systems	3
COMM Communications Elective	3
COST 1600 Oral Communication	3
ECON 1402 Principles of Economics I	3
ENGL 1201 College English I	3
ENGL 1202 College English II (Prerequisite: ENGL 1201)	3
MATH 1303 Quantitative Methods for Business	3
PSYC 1116 Psychology for Business	3
RELS Religious Studies Elective	3
World Culture World Culture Elective	3
Subtotal: 30	

Second Year

BACC 2103 Financial Accounting (Prerequisite: 30 credits)	3
BACC 2104 Managerial Accounting (Prerequisite: BACC 2103)	3
BIOL, CHEM, PHSY Science Elective	3
BLAW 2301 Legal Foundations of Business	3
BQUA 2811 Quantitative Process (Prerequisite: MATH 1303)	3
BQUA 2812 Quantitative Decision Making (Prerequisite: 45 credits and BQUA 2811)	3
ECON 1403 Principles of Economics II (Prerequisite: ECON 1402)	3
ECON 2408 Money and Banking (Prerequisite: ECON 1403)	3
PHIL 1125 Business Ethics	3
RELS Religious Studies Elective	3
Subtotal: 30	

Third Year

	Credits
BFIN 2201 Business Finance (Prerequisite: 60 credits, ECON 1403 and BACC 2104)	3

BMGT 2501 Principles of Management (Prerequisite: 60 credits)	3
BMGT 2503 Organizational Behavior (Prerequisite: BMGT 2501)	3
BMKT 2601 Principles of Marketing (Prerequisite: 60 credits)	3
COMM Communications Elective	3
World Culture World Culture Elective	3
World Culture World Culture Elective	3
Subtotal: 21	

Fourth Year

	Credits
BINT 5001 Global Business Colloquium (Prerequisite: All Business Core Courses except BPOL 5000)	3
BPOL 5000 Business Policy (Prerequisite: All Business Core Courses except BINT 5001)	3
Subtotal: 6	

Note: Prerequisites are strictly enforced. Students registering prematurely for courses will be administratively withdrawn.

Concentration Requirements	Credits
Accounting	24
Economics	24
Management Information Systems	18
Finance	15
Management	15
Marketing	15
Sport Management	15

B.A. in Business Administration

The Stillman School provides education geared toward the complex practical needs of business leaders. The Stillman School offers the Bachelor of Arts in Business Administration program to enable Seton Hall students to obtain competencies of the business core and a breadth of knowledge in liberal arts and other fields.

The B.A. in Business Administration (B.A.B.A.) requires a minimum of 128 credits, including 87 core credits and 41 credits of selected concentration and elective coursework. Electives may be taken at any undergraduate college or school of Seton Hall, but may not exceed the maximum number of business credits noted within each concentration. Students may choose a concentration in arts and sciences, international studies, diplomacy and international relations or general studies.

Concentration in Arts and Sciences

Students may select a concentration from any one of 26 arts and sciences fields. The number of credits required is the equivalent of a minor program in the chosen area; this number currently ranges from 18-30 credits. In addition, students will be required to elect an appropriate course in history perspective through consultation with their advisers. The remaining electives shall be taken in the College of Arts and Sciences. It is recommended that these elective credits be taken from any arts and sciences courses that are NOT part of a student's chosen concentration. Elective courses may be selected only from the arts and sciences curricula.

Concentration in International Studies

Students who declare a concentration in international studies are required to take 27 credits, which consists of 12 credits in a specific language sequence, 6 credits in the cultural and geopolitical component, and 9 credits in the international business component (see Minor in International Business). They also must complete the core credits. The remaining elective credits may be taken in any college or school of Seton Hall.

Concentration in Diplomacy and International Relations

Students may elect to declare a concentration in Diplomacy and International Relations. Students who declare this concentration will take a minimum of 41 credits of courses offered by the School of Diplomacy and International Relations.

Concentration in General Studies

In addition to the core, students may accumulate their elective credits from any college or school of Seton Hall. Business electives may not exceed 9 credits.

Students in the B.A.B.A. program also are allowed (and encouraged) to take a maximum of 9 credits through the co-op program. They must meet the criteria for participation in this program (see "Cooperative Education" in this catalogue).

Dual Degree Program

Adviser: Karen A. Passaro, M.B.A., J.D.

Bachelor of Arts in Business Administration/ Master of Science in Occupational Therapy

Students in the dual degree program will complete the core courses in business and arts and sciences required for all business majors and will declare a track/concentration in general studies. The general studies track allows the student to complete the prerequisite courses for the Master of Science in Occupational Therapy.

The following is a model program for the Bachelor of Arts in Business Administration – General Studies Track, leading to enrollment in the Master of Science in Occupational Therapy.

Pre-Professional Phase - First 3 years

First Year (30 credits)

Fall Semester		Credits
BMIS 2701	Management Information Systems	3
COST 1600	Oral Communication	3
ENGL 1201	College English I	3
PSYC 1116	Psychology for Business	3
RELS xxxx	Religious Studies Elective	3
Subtotal: 15		

Spring Semester

COMM xxxx	Communications	3
ECON 1402	Principles of Economics I	3
ENGL 1202	College English II	3
MATH 1303	Quantitative Methods	3
World Culture	World Culture Elective	3
Subtotal: 15		

Second Year (31 credits)

Fall Semester

BACC 2103	Financial Accounting	3
BLAW 2301	Legal Foundations of Business	3
BQUA 2811	Quantitative Process	3
ECON 1403	Principles of Economics II	3
PHIL 1125	Business Ethics	3
Subtotal: 15		

Spring Semester

BACC 2104	Managerial Accounting	3
BIOL 1102	Anatomy/Physiology I	4
BQUA 2812	Quantitative Decision Making	3
ECON 2408	Money and Banking	3
RELS xxxx	Religious Studies Elective	3
Subtotal: 16		

Third Year (37 credits)

Fall Semester

BFIN 2201	Business Finance	3
BINT 5001*	Global Business Colloquium	3
BIOL 1103	Anatomy/Physiology II	4
BMGT 2501	Principles of Management	3
PSYC 2214	Abnormal Psychology	3
Subtotal: 16		

Spring Semester

BMGT 2503	Organizational Behavior	3
BMKT 2601	Principles of Marketing	3
COMM	Communication Elective	3
PSYC 2212	Developmental Psychology	3
World Culture	World Culture Electives	6
Subtotal: 18		

Summer

BPOL 5000	Business Policy	3
Subtotal: 3		
Total: 98		

*Contact department for sequencing.

To stay in the program and to proceed to the professional phase, students must satisfactorily complete all courses with a minimum 3.1 GPA overall. Following successful completion of the pre-professional phase of the dual degree program, the student will move to the professional phase and the Master of Science in Occupational Therapy.

Professional Phase - First Year

First Professional Year - 32 credits

Fall Semester		Credits
OTFY 4110	Functional Human Anatomy	3
OTFY 4120	Human Physiology	4
OTFY 4310	Intro to Principles of Learning	2
OTFY 4320	Development Across the Life Span I	2
OTFY 4410	Intro to OT Theory and Practice I/ Level I Field Work	5
Subtotal: 16		

Spring Semester

OTFY 4111	Clinical Integration Seminar	1
OTFY 4130	Kinesiology	3
OTFY 4140	Neuroscience	3
OTFY 4210	Clinical Medicine in OT I	3
OTFY 4330	Development Across the Life Span II	2
OTFY 4510	Psychosocial Studies and Group Process I	4
Subtotal: 16		
Total: 130		

Career Opportunities

The Stillman School curriculum is designed to prepare students to meet the challenges of today's rapidly changing technological and global business environment. The Occupational Therapy Program will prepare students to provide a broad range of patient care services and perform research and administrative responsibilities. This dual degree program enables students to go beyond the traditional job roles in hospitals, psychosocial settings and nursing homes. They will have a competitive edge in being employed in alternative settings such as private practices, research centers as well as in a variety of administrative positions.

The information presented above was current as of September 2002. The University reserves the right to make changes as circumstances require.

For more information contact Enrollment Services, Seton Hall University, 400 South Orange Avenue, South Orange, New Jersey 07079; (973) 761-9332, or 1-800-THE-HALL (outside NJ only); fax: (973) 761-9452.

Standards for Admission to and Continuance in the Stillman School of Business

Requirements for Regularly Admitted Business Students

To be eligible to continue in the Stillman School, students regularly admitted as first-semester freshmen must:

1. Successfully complete the following course sequence by the end of their sophomore year or completion of 75 credits, whichever comes later:

BACC 2103	Financial Accounting
BACC 2104	Managerial Accounting
BMIS 2701	Management Information Systems
BQUA 2811	Quantitative Process
ECON 1402-1403	Principles of Economics I-II
MATH 1303	Quantitative Methods for Business

2. Declare a concentration upon completion of 75 credits.

Requirements for Business Bound (Pre-Business) Students

Students admitted as "business bound" students take the same courses as regularly admitted freshmen business students. Business bound students are automatically evaluated for full admission to the Stillman School after completion of 30 credits. A total GPA of 2.75 is required to be admitted at that time without further application.

Changing to a Business Major from a Non-Business Discipline

Students transferring from other colleges within the University to the Stillman School must meet the following requirements:

1. the student must have earned at least 45 credits of which 12 credits must have been earned at Seton Hall University;

2. the student must have successfully completed the following courses earning a 2.5 average of the three, with no grade less than a "C" in each of the three:

BACC 2103	Financial Accounting
ECON 1402	Principles of Economics I
MATH 1303	Quantitative Methods for Business

3. the student must also have a minimum cumulative GPA of 2.5.

It is advised that students who desire to transfer to the Stillman School from other schools and colleges within the University do so before the completion of 75 credit hours.

Department of Accounting and Taxation

Kozlowski Hall, Room 676
(973) 761-9647

Faculty: Abdallah; Easton; Gelb; Giles; Greenspan (*Chair, Adviser, Co-op Adviser*); Greenstein; Henry; Koch; Malandra; Murtuza; Shapiro; Strawser.

Concentration in Accounting

The concentration in accounting is designed to give training in the fundamentals of accounting as a necessary skill for the understanding of business. It provides a sequence of specialized instruction in accounting theory, financial reporting requirements, cost measurement issues, budgetary control, auditing, taxes and systems that helps the student to prepare for the Certified Public Accountant, Certified Management Accountant and the Certified Internal Auditor examinations and prepare for managerial positions in internal accounting, auditing and controllership, or for graduate study.

The requirements for the Certified Public Accounting exam now require 150 college credit hours. Those concentrating in accounting can obtain the necessary requirements by enrolling in the combined Bachelor's of Science/Master of Science in Professional Accounting Program. Students with questions are encouraged to see the accounting department chair.

B.S./Master of Science in Professional Accounting (M.S.P.A.) Combined Program:

Undergraduate Seton Hall University accounting students are eligible to enroll in the combined B.S./M.S.P.A. program once they have earned 90 credits and have completed BACC 3111 (Intermediate Accounting II). Undergraduate students are required to take the GMAT and formally complete an application for the M.S.P.A. program. Students enrolled in the combined program would take a mixture of undergraduate and graduate courses during their senior year followed by all graduate work thereafter. After earning 129 credits and completing the undergraduate business core, liberal arts core, and completing all arts and sciences undergraduate elective courses, students would have the option of receiving their B.S. degree. After completing all M.S.P.A. requirements and earning 150 credits, students would receive their M.S.P.A. degree.

Certified Public Accountant (CPA) Examination

Applicants for examination for a New Jersey Certificate as a CPA should contact the New Jersey State Board of Certified Public Accountants, 1100 Raymond Boulevard, Newark, New Jersey 07102 or 1-800-CPA-EXAM.

Information on requirements for admission to practice in New York state as a CPA may be obtained from the State Department of Education, Albany, New York.

Certified Internal Auditor Examination (CIA)

The CIA (Certified Internal Auditor) Examination is given twice a year, in May and November. The CIA designation acknowledges a professional level of competence in internal auditing. Requirements for certification include passing the 14-hour examination, a baccalaureate degree or its equivalent from an accredited college-level institution, and two years of internal audit (or equivalent) work experience. Full-time students are eligible to register for the CIA program at reduced rates and may take the exam before completing their baccalaureate and required experience. Education and work experience requirements are verified before certification is awarded.

Information on the CIA Examination is available from The Institute of Internal Auditors, 249 Maitland Avenue, Altamonte Springs, Florida 32701-4201, (1-800-CIA-DESK).

Beta Alpha Psi

Beta Alpha Psi is the national honors fraternity for financial information professionals. Its rich history dates to 1919 with chapters installed at colleges and universities where accounting programs are of a high level of academic and professional achievement. Since that time, *Beta Alpha Psi* has expanded its membership to include top students with concentrations in either finance or management information systems, along with those students concentrating in accounting. Of the more than 200 chapters in the United States, Seton Hall University's *Zeta Xi* chapter was the first in the state of New Jersey.

The Accounting Club

The Accounting Club is a student organization open to all accounting majors. Members gain an opportunity to network with professionals, learn about various career options and gain important information on professional certification such as the CPA exam.

Accounting Concentration Requirements

A student concentrating in the area of accounting must have a minimum 2.5 cumulative average in the first gradings of financial and managerial accounting and must complete the following courses:

	Credits
BACC 3110-3111 Intermediate Accounting I-II	6
BACC 3113 Special Accounting Topics	3
BACC 3114 Partnerships, Consolidations and Other Issues	3
BACC 3115 Cost Accounting	3
BACC 3117 Federal Income Tax Accounting	3
BACC 3119 Auditing	3
BACC 4101 Enterprise-Wide Accounting Information Systems	3
Total:	24

Please note: to meet the liberal arts requirements for the CPA examination, students must take all electives in liberal arts. These liberal arts electives require the approval of the accounting department adviser. Requirements effectively eliminate all general electives.

Department of Computing and Decision Sciences

Kozlowski Hall, Room 675
(973) 761-9250

Faculty: Kodaganallur; Rosenthal (*Chair*); Shim; Weitz.
Professor Emeritus: Jategaonkar.

Concentration in Management Information Systems

The concentration in management information systems is designed to achieve the following objectives: to provide a thorough understanding of the principles of computerized information systems, including computer programming concepts, techniques and languages; to help students appreciate the capabilities and limitations of computerization; to develop skills necessary for the evaluation, development and implementation of information systems; and, to increase the students' appreciation of the economic, social, legal and technological considerations present in information processing activity.

For non-majors, courses are provided to give a general introduction to computers and their applications in business.

Note: Evening students wishing to concentrate in MIS must first contact the chair to discuss course availability.

Management Information Systems Concentration Requirements

Students concentrating in management information systems must maintain a 2.5 GPA in major courses and must complete the following courses.

	Credits
BMIS 3721 Problem Solving and Programming Techniques I	3
BMIS 3724 Database Management Information	3
BMIS 3725 Systems Analysis and Design	3
BMIS Electives	9
Total:	18

Quantitative Analysis

Faculty: Epstein; Gibson; Wilamowsky (*Adviser for BMIS*); Yang.

Courses offered in quantitative analysis are designed to give students an understanding of quantitative methods used to solve business problems. Knowledge of these methods is imperative to master successfully the quantitative aspects of accounting, economics, finance, management and marketing. Although there is no concentration at the undergraduate level, courses in management science and business statistics are offered.

Department of Economics

Kozlowski Hall, Room 674
(973) 761-9356

Faculty: Dall (*Chair, Adviser*); Ikpoh (*Co-op Adviser*); Kant; Ketkar; Kucsma; Tzannetakis.

Professor Emeritus: Tinari.

Concentration in Economics

The Department of Economics provides students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households and government, and the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business, government and education; and to prepare the groundwork necessary for graduate studies in economics and related fields.

The course offerings of the department enable students to major in economics either through the College of Arts and Sciences or the Stillman School, leading to the degrees of Bachelor of Arts or Bachelor of Science in Business Administration, respectively. Students concentrating in economics should plan to take at least one elective per semester during junior and senior year. The department will offer two electives each semester on a rotating basis.

Note: a concentration in economics is not offered in the evening.

Omicron Delta Epsilon

Omicron Delta Epsilon, the only international honor society in economics, granted a chapter to the economics department in 1964. Economics majors with a 3.0 GPA overall and in economics are eligible to apply for membership in their junior year or after completing 21 credits in economics.

Economics Concentration Requirements

To concentrate in economics, students must complete the core courses with a 3.0 GPA.

Economics Core Courses		Credits
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II	3
ECON 2408	Money and Banking	3
		9
Economics Major Courses		
ECON 2420	Intermediate Microeconomic Analysis	3
ECON 2421	Intermediate Macroeconomic Analysis	3
ECON 3470	History of Economic Thought	3
ECON	Economics electives	15
		24
		Total: 33

Economics Minor

Students from the College of Arts and Sciences also may choose economics as a minor. The economics minor consists of the three core courses plus one required course (ECON 2420 or 2421) and two economics electives for a total of 18 credits.

Department of Finance and Legal Studies

Kozlowski Hall, Room 615
(973) 761-9127

Faculty: Amoroso; Bird; Harrington Jr.; Hunter; Knopf; Loviscek (*Chair, Co-op Adviser*); O'Sullivan (*Adviser*); Xu; Yoon.

Professor Emeritus: Dippel.

Concentration in Finance

The concentration in finance develops the skills necessary for understanding how to create wealth through the art and science of money management. The study of finance will help the student answer three fundamental questions. First, how much should any individual or firm invest? Second, what assets should the individual or firm invest in? Third, how should the cash required for the investment be raised? The finance concentration provides students with an understanding of how to answer these questions at the individual investor level and at the business/corporate level. Topics covered include the time value of money, capital budgeting, asset pricing, investments, portfolio analysis and derivatives.

Through an understanding of these topics, the concentration in finance seeks to integrate the fields of accounting, economics, law and quantitative analysis. In turn, it is designed to prepare students for careers in corporate finance, investments, financial institutions, insurance and real estate.

Finance Concentration Requirements

Students must earn at least a "C" in each individual BFIN course and earn a 2.5 average for all BFIN courses.

		Credits
BFIN 3211	Financial Strategy	3
BFIN 4227	Investment Analysis	3
BFIN 4225-4999	Finance electives	9
		Total: 15

Note: BFIN 4232 Sport Finance does not count toward the finance concentration.

Department of Management

Kozlowski Hall, Room 541
(973) 761-9151

Faculty: Alexander; Amar; Boroff; Coll (*Chair*); Forbes (*Co-op Adviser*); Mayo; McCarthy; Stelzer; Stiles; Stoeber; Yin.

Concentration in Management

Managers make a difference in determining organizational outcomes through planning, organizing, leading, and controlling human and material resources. The concentration in management is designed to present to students the theories and practices of management; encourage flexible learning, practice in managerial skills and support ethical business dealings.

Management majors should pursue a co-op or intern placement as part of their preparation.

Management Concentration Requirements

BMGT 4547	Developing Managers	Credits 3
BMGT	Management electives	12
		Total: 15

Department of Marketing

Kozlowski Hall, Room 671
(973) 761-9242

Faculty: Kritz; Lozada; Olszewski; Pirog; Simonson; Wisenblit
(*Chair, Adviser*).

Concentration in Marketing

A concentration in marketing prepares students for marketing jobs in product development, brand management, services marketing, advertising, international marketing, retailing, sales and marketing research. Because of the increased emphasis on marketing strategy throughout American business, the marketing field offers excellent employment and advancement opportunities. There has been a continuous increase in the demand for marketing professionals, and the average starting salaries of marketing graduates are higher than those in many other fields. Because of the knowledge of products, services and consumers gained in these jobs, marketing positions provide an excellent basis to reach the highest levels in the organization. A marketing education also provides entrepreneurial skills that enable students to start and operate their own companies or enter an existing family business.

The marketing curriculum consists of required core and elective courses. The core courses provide students with insights into consumer behavior, marketing research and international marketing, and the skills required to analyze, plan, implement and control marketing programs. The elective courses provide the opportunity to learn how to manage products and services, and develop pricing, distribution and promotional strategies, both in the United States and international markets.

Note: a concentration in marketing is not offered in the evening.

Marketing Concentration Requirements

In total, marketing majors must complete between 15 and 21 credits in marketing (in addition to BMKT 2601 which is part of the Business Core), with a minimum GPA of 2.5 in all marketing courses.

Marketing majors must complete three out of the four following core courses:

	Credits
BMKT 3611	Marketing Research 3
BMKT 3613	Strategic Marketing Planning and Management 3
BMKT 3615	Consumer Behavior 3
BMKT 3617	International Marketing 3
BMKT	Marketing Electives* 6-12
Total: 15-21	

*At least 6 credits must be BMKT 4000-level courses.

Center for Sport Management

Kozlowski Hall
(973) 761-9707

Director: Ann M. Mayo, Ph.D.

Faculty: McCarthy

Concentration in Sport Management

This interdisciplinary program includes courses in sport law, management, marketing, economics and finance, and prepares students for positions in professional and intercollegiate athletics and the industries that serve them. Students gain exposure to all facets of the business of sport, including sport sponsorship relationships, team and league equity issues, player management labor relations, and a wide variety of ethical dilemmas facing business professionals in both professional and amateur athletics. The program prepares students for internal positions in sport management organizations; sport marketing firms; licensing and apparel marketing; radio and television programming; and events and facilities management.

Sport Management Concentration Requirements*

	Credits
BSPM/BFIN 4232	Sport Finance 3
BSPM/BLAW 4330	Sport Law 3
BSPM/BMGT 4535	The Management of Sport Organizations 3
BSPM/BMKT 4607	Sport Marketing 3
BSPM xxxx	Sport Management Elective 3
Total: 15	

*A minimum of 6 credits of Sport Management Co-op is recommended as general electives.

Minor Programs

Minor in Business Administration

(For College of Arts and Sciences and School of Diplomacy and International Relations majors)

Available to Seton Hall students majoring in disciplines other than business, the minor in business administration supplements the liberal arts or sciences preparation and facilitates a transition to a business career. Arts and sciences economics majors may also elect this minor.

Three categories totalling 24 credits are required, along with a minimum GPA of 2.25 in the minor program. The categories are:

1. Environment of Business, including one course each in economics and law;
2. Tools of Business, including one course each in accounting, statistics and management information systems; and
3. Functional Areas of Business, including one course each in finance, management and marketing.

Minor in Business Administration Requirements:

		Credits	Prerequisites*
BACC 2103	Financial Accounting	3	30 credits
BFIN 2201	Business Finance	3	60 credits, BACC 2103 and ECON 1411
BLAW 2301	Legal Foundations of Business	3	none
BMIS 2701	Management Information Systems	3	none
BMGT 2501	Principles of Management	3	60 credits
BMKT 2601	Principles of Marketing	3	60 credits
BQUA 2811	Quantitative Process	3	MATH 1303
ECON 1411	Introduction to Economics (or equivalent)	3	none
		Total: 24	

*Note: Prerequisites are strictly enforced.

Transfer Courses

With the approval of the dean of the Stillman School, a maximum of 6 credits may be transferred from other institutions and applied toward the minor in business administration.

Changing to a Business Major from the Minor

The minor in business administration is specifically not available to students majoring in business. The economics course designated for the minor does not count toward the core requirements for a degree in business administration. If a student completes the economics course and then changes to a major in business, the student must still meet all core economic course requirements (ECON 1402, 1403 and 2408).

Minor in International Business

(For Business Majors Only)

Adviser: Héctor Lozada, Ph.D.

Restricted to business majors, the minor in international business provides the global and cross-cultural knowledge required for success in today's rapidly changing international business environment. The program incorporates an interdisciplinary curriculum from the Stillman School and the College of Arts and Sciences. A special emphasis is placed on languages as well as cultural and geopolitical dimensions of the current international business environment.

The opportunity to study abroad may also become a component of this program. The credits earned abroad will count toward the language and cultural component of the minor.

Upon declaration of the minor, students must choose from among the following international studies tracks:

Eastern European Track: Russian or Polish languages and related cultural and geopolitical-political courses;

Western European Track: French, Italian or German languages and related cultural and geopolitical courses;

Pacific Rim Track: Japanese or Chinese languages and related cultural and geo-political courses; or

Latin American Track: Spanish language and related cultural and geopolitical courses.

Qualifications

Enrollment is restricted to business majors in good academic standing with a GPA of at least 2.25.

Requirements

The program includes 27 credit hours:

- 12 credits in a specific language sequence (listed as "Language Electives");
- 6 credits in the cultural and geopolitical component (listed as "Other Electives" and "Additional Nonbusiness Electives"); and
- 9 credits in the international business component (listed as "Business Electives").

Students who demonstrate an intermediate level of proficiency on the language department's proficiency exam may take no more than 6 credits in advanced language. The remaining 6 credits may be taken in a combination of cultural, geopolitical and international business courses. These students also may elect to take all 12 credits in non-language preapproved electives.

Students are encouraged to study abroad, and up to 12 credits for the minor may be transferred from pre-approved studies abroad.

Language and Cultural Component**A. Eastern European Track**

*Language Electives * (3 credits each)*

RUSS 1001-1002 Elementary Russian I-II

RUSS 1101-1102 Intermediate Russian I-II

RUSS 2111-2112 Advanced Russian I-II

RUSS 2113-2114 Scientific Russian I-II

* Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

Other Electives (3 credits each)

HIST 2256 History of Imperial Russia

HIST 2257 East Central Europe

HIST 2266 History of 20th Century Russia

HIST 2276 Russian Communism

HIST 2290 Topics in European History

POLS 2613 Russian Politics

POLS 3612 Foreign Policies of Major Powers

POLS 3614 Theory and Politics of Communist Systems

B. Western European Track

Language Electives

French * (3 credits each)

FREN 1001-1002 Elementary French I-II

FREN 1101-1102 Intermediate French I-II

FREN 2101 Conversational French I

FREN 2103-2104 French Composition I-II

German * (3 credits each)

GERM 1001-1002 Elementary German I-II

GERM 1101-1102 Intermediate German I-II

GERM 2101 Conversational German I

GERM 2103-2104 German Composition I-II

GERM 2111-2112 Business German I-II

GERM 2113-2114 Scientific German I-II

Italian * (3 credits each)

ITAL 1001-1002	Elementary Italian I-II
ITAL 1101-1102	Intermediate Italian I-II
ITAL 2101-2102	Conversational Italian I-II
ITAL 2103-2104	Italian Composition I-II

* Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

Other Electives (3 credits each)

FREN 3212-3213	French Civilization I-II
GERM 2211-2212	German Civilization I-II
HIST 1201-1202	Western Civilization I-II
HIST 2252	History of Modern France
HIST 2260	Western Europe in the 20th Century
HIST 2265	History of Germany, 1848 to the Present
ITAL 2211-2212	Italian Civilization I-II

C. Pacific Rim Track*Language Electives***Chinese ***

CHIN 1101	Intensive Introductory Chinese I (6 credits)
CHIN 1102-1103	Introductory Conversational Chinese I-II (3 credits each)
CHIN 1104-1105	Introductory Chinese Reading I-II (3 credits each)
CHIN 2101-2102	Intermediate Conversational Chinese I-II (3 credits each)
CHIN 2103-2104	Intermediate Chinese Reading I-II (3 credits each)
CHIN 3101-3102	Advanced Chinese Conversation and Reading I-II (3 credits each)
CHIN 3213	Readings in Modern Chinese I (3 credits)
CHIN 3215-3216	Chinese Newspaper Readings I-II (3 credits each)

Japanese *

JAPN 1101	Intensive Introductory Japanese (6 credits)
JAPN 1102-1103	Introductory Japanese I-II (non-Japanese majors only, 3 credits each)

* Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

Other Electives (3 credits each)

ASIA 2112	Geography of Asia
ASIA 2114	China in World Affairs
ASIA 3102	History of Traditional Asia
ASIA 3103	History of Modern Asia
ASIA 3127	History of Traditional China
ASIA 3128	History of Modern China
ASIA 3130	History of Modern Japan
ASIA 3131	Contemporary Chinese Politics
ASIA 3132	Contemporary Japan
POLS 2611	Asian Politics
PHIL 2924	Oriental Philosophy

D. Latin American Track*Language Electives * (3 credits each)*

SPAN 1001-1002	Elementary Spanish I-II
SPAN 1101-1102	Intermediate Spanish I-II
SPAN 2101	Conversational Spanish I
SPAN 3111	Advanced Spanish Grammar – Conversation
SPAN 3112	Advanced Composition
SPAN 4111	Business Spanish: Correspondence
SPAN 4112	Business Spanish: Translation

* Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

Other Electives (3 credits each)

AFAM 2211	Puerto Ricans and the Mainland
AFAM 2215	Caribbean Experience
ANTH 2245	The Great Civilizations of the Americas
HIST 1401-1402	History of Latin America I-II
PHIL 1918	Spanish Philosophy
POLS 2614	Latin American Politics

E. Additional Non-Business Electives*(3 credits each)*

Students in all tracks may substitute electives from the following list with the specific approval of a faculty adviser:

GEOG 2111	Principles of Political Geography
POLS 1611	Comparative Politics
POLS 1711	International Relations
POLS 2417	Comparative Political Thought

F. Business Electives*(3 credits each)*

ASIA 3214	International Business and Trade
BFIN 4233	International Finance
BLAW 4315	Transnational Business Law
BMGT 4993	Foreign Business Operations
BMKT 3617	International Marketing
ECON 4483	International Economics

Certificate Programs

Certificate in Business

(For Non-Business Majors)

The Certificate Program in Business is designed for non-business majors at Seton Hall University and other regionally accredited colleges.

Students are exposed to the language of business. Major concepts in accounting, marketing, finance and management provide a head start in the business world. These courses provide solid preparation for entering the job market and starting a career after graduation.

Qualifications

To qualify for the Certificate Program in Business, applicants must:

- major in an area other than business at a college or university with regional accreditation;
- have completed at least 60 credit hours of college-level courses.

Application

To apply for the program, applicants should complete the appropriate forms in Room 526 in Kozlowski Hall. This can be arranged by mail or by calling the Student Information Office, (973) 761-9222.

Certification of Credits

Students successfully completing the 12-credit program will receive a Certificate in Business from the Stillman School of Business at Seton Hall University. In addition, Seton Hall will verify completion of the overall program to potential employers or other parties, if requested by the student.

Requirements

To qualify for the Certificate in Business, students must complete the following:

		Prerequisite Credits
BACC 2103	Financial Accounting	30
BMGT 2501	Principles of Management	60
BMKT 2601	Principles of Marketing	60
ECON 1411	Introduction to Economics (or equivalent)	none

Note: Prerequisites are strictly enforced.

Students must earn a GPA of at least 2.5 for the four courses and earn no more than one grade of "D" or "D+" in the above courses to be eligible for the business certificate.

Some institutions require the last 30 credit hours to be taken in residence. Other colleges may have specific requirements for advance permission before courses may be taken at another college. Applicants should investigate the regulations of the home institution prior to applying for the certificate program.

Certificate in Accounting

For Business Majors with a Finance Concentration

This certificate is designed to provide an accounting program specifically tailored to complement those students with a concentration in finance. It provides those with a finance concentration the opportunity to enhance their ability to analyze financial information and make more informed financial decisions. This certificate is open to any student who meets the academic requirements needed to concentrate in finance. Students interested in obtaining this certificate should register with the chair of the Department of Accounting and Taxation. Upon successful completion of the requirements, the student will be awarded a Certificate in Accounting.

Required Courses (12 credits)

BACC 3110	Intermediate Accounting I
BACC 3111	Intermediate Accounting II

Choose two electives from the following:

BACC 3113	Special Accounting Topics
BACC 3114	Partnerships, Consolidations and Other Issues
BACC 3115	Cost Accounting
BACC 3117	Federal Income Tax Accounting

For Business Majors with a MIS Concentration

This certificate is designed to provide an accounting program specifically tailored to complement those with a concentration in MIS. This certificate is open to any student who meets the academic requirements needed to concentrate in MIS. Students interested in obtaining the certificate should register with the Chair of the Department of Accounting and Taxation. Upon successful completion of the requirements, the student will be awarded a Certificate in Accounting.

Required Courses (12 credits)

BACC 3110	Intermediate Accounting I
BACC 3111	Intermediate Accounting II
BACC 3119	Auditing
BACC 4101	Enterprise-Wide Accounting Information Systems (<i>cross-listed as BMIS 3752 and should be taken as a BMIS elective</i>)

For Business Majors with other concentrations

Please see the Chair of the Department of Accounting and Taxation.

Certificate in Business Pre-Law

(For both Business and Non-Business Majors)

This certificate is a uniquely designed interdisciplinary program. By structuring required course selections and making the commitment toward a rigorous course of study directed by the business pre-law adviser and the business law faculty, students will demonstrate competence in those areas of business pre-legal preparation that will indicate a strength of preparation for the study of law.

The certificate is open to any student who has successfully completed 30 credit hours and who has maintained a 2.5 GPA. In addition, students must maintain a 2.5 GPA in the business law curriculum. Upon successful completion of the 15 credits identified below, the student will be awarded a Certificate in Business Pre-Law.

Required Courses (12 credits)

BLAW 2301	Legal Foundations of Business
BLAW 4321	Uniform Commercial Code
BLAW 4325	Law, Ethics and Public Policy
BLAW 4340	Legal Research, Writing and Moot Court (prerequisite: BLAW 2301 Legal Foundations of Business)
Pre-Law Elective (3 credits)	

Acceptable Pre-Law Electives:

Business

BACC 3117	Federal Income Tax Accounting
BLAW 4330	Sport Law

History

HIST 2381	Anglo-American Legal History I
HIST 2382	Anglo-American Legal History II
HIST 2383	Law and Social Change: Change in Modern America

Political Science

POLS 1001	Introduction to Political Science
POLS 1111	Introduction to Public Policy
POLS 1212	Introduction to American Law
POLS 1401	Western Political Thought I
POLS 2214	The American Judicial System
POLS 2220	Development of the American Constitution
POLS 3210	Constitutional Law
POLS 3211	Civil Liberties

General Electives:

ANTH 2222	Case Studies in the Anthropology of Law
CRIM 2616	Criminology
PHIL 2140	Political Philosophy
SOCI 2213	Law and the Legal System

Leadership Studies Program

Students in the Leadership Program must be admitted to the Stillman School. In addition to the academic requirements, students must complete 40 hours of community service by the end of sophomore year, participate in the mentor program junior year, hold leadership positions both on and off campus to complement their studies, attend leadership functions and maintain an overall GPA of 3.0.

In addition to the Stillman School and liberal arts cores and the courses needed for a concentration, students must take the following courses in their respective cohorts as outlined below. Courses will be listed with LS suffix to designate leadership students only:

Freshman Year:**Fall**

BMIS 2701	Management Information Systems
COST 1600	Oral Communication
SOCI 1101	Understanding Society

Spring

POLS 1111	Introduction to Public Policy
RELS 1102*	Introduction to the Bible
or	
RELS 1502*	Contemporary Moral Values

Sophomore Year:**Fall**

BACC 2103	Financial Accounting
-----------	----------------------

Spring

ANTH 1218	Field Research Methods
-----------	------------------------

Junior Year:**Fall**

ENGL 2101	Great Books of the Western World I
-----------	------------------------------------

Spring

BMGT 2503	Organizational Behavior
-----------	-------------------------

Senior Year:**Fall**

BLAW 4325	Law, Ethics and Public Policy
-----------	-------------------------------

*Religions are offered on a rotating basis each year.

B.A. or B.S./M.B.A. Program

(For Non-Business Majors)

The B.A. or B.S./M.B.A. Program allows students to earn a bachelor's degree in liberal arts and a Master of Business Administration in five years. By carefully selecting courses, students can complete the requirements for both degrees in as few as 150 credits.

Program candidates spend the first three years taking arts and sciences courses. (Please see the College of Arts and Sciences core curriculum and major programs in this catalogue for more information.) At the end of the third year, they apply for admission to the M.B.A. program. (For information on M.B.A. admission requirements, contact the Stillman School director of Graduate Admissions, (973) 761-9262.) If accepted, they take a combination of undergraduate arts and sciences and graduate business courses during the fourth year, and graduate business courses exclusively during the fifth year.

When students have completed all arts and sciences requirements and a total of 130 credits, they qualify for the baccalaureate degree. After completing the M.B.A. requirements and 150 credits, students receive the M.B.A.

Students must be accepted into the M.B.A. program before they may take graduate courses. Students who are not accepted may complete the requirements for the bachelor's degree.

See Graduate Catalogue for full requirements.

Course Descriptions

Course descriptions provide information on offerings for the 2002-03 academic year. All courses are run subject to enrollments and faculty deployment within each department.

Note: Prerequisites are strictly enforced.

Accounting

BACC 2103 and 2104 are prerequisites for all accounting courses.

BACC 2103 Financial Accounting

Theory and problems of accounting and the accounting cycle. Purpose, form and content of the balance sheet, income statement and statement of cash flows. Ethical role of accountants is discussed. (BACC 2103 must be taken before BACC 2104). Offered: Fall, Spring. *3 credits.*

BACC 2104 Managerial Accounting

Accounting as a management tool. Fundamentals of product/service costing. Use of accounting data for financial planning, decision making and control. Prerequisite: BACC 2103. Offered: Fall, Spring. *3 credits.*

BACC 3110-3111 Intermediate Accounting I-II

Comprehensive review of the recording process and preparation of primary financial statements. Study of accounting theory pertaining to assets, liabilities and net worth. Application of

accounting to corporations. Prerequisite for BACC 3110: BACC 2104; Prerequisite for BACC 3111: BACC 3110. Offered: BACC 3110: Fall; BACC 3111: Spring. *6 credits.*

BACC 3113 Special Accounting Topics

Accounting changes and error analysis, cash flow, leases, pensions, foreign currency translation, fund accounting, ethics in accounting and other current topics. Prerequisite: BACC 3111. Offered: Fall. *3 credits.*

BACC 3114 Partnerships, Consolidations and Other Issues

Accounting for partnership formation, operation and liquidation, home office and branch, corporation consolidations, segment reporting, estates and taxes. Prerequisite: BACC 3111. Offered: Spring. *3 credits.*

BACC 3115 Cost Accounting

Elements of cost accounting: material, labor, overhead. Application of cost accounting involving the use of job order, process and standard costs systems. Study of joint costs, depreciation and distribution costs. Prerequisite: BACC 2104. Offered: Spring. *3 credits.*

BACC 3117 Federal Income Tax Accounting

Analysis and application of federal income tax law with respect to individual and business organizations. Relationships between the law and classification of accounts. Prerequisite: BACC 2104. Offered: Fall. *3 credits.*

BACC 3119 Auditing

Purpose and goals of the audit. Duties, responsibilities and ethical role of the auditor. Procedure and types of audits and the generally accepted auditing standards. Prerequisite: BACC 3111. Offered: Spring. *3 credits.*

BACC 4101 Enterprise-Wide Accounting Information Systems

Course designed to introduce students to the current applications of business software popularly used in various businesses. Students will not only become cognizant of the software, but will also be expected to learn under what circumstances and how to utilize the various tools available with the software. Prerequisite for BACC 4101: BACC 3111; Offered: Fall. *3 credits.* Experimental.

BACC 4121 Accounting Systems

Installation of accounting systems in business. Selection of method, classification of accounts, internal control, report preparation and analysis. Prerequisite: BACC 3110. *3 credits.* Suspended.

BACC 4123 Advanced Cost Accounting

Costing with managerial emphasis. Case studies of complex cost problems presented and latest techniques in costing introduced such as operations research and the use of computers in solving cost problems. Prerequisite: BACC 3115. *3 credits.* Suspended.

BACC 4125 Advanced Federal Income Tax Accounting

Application of federal income tax to corporations and partnerships and other forms of business organizations. Case problems presented and analyzed. Prerequisite: BACC 3117. *3 credits.* Suspended.

BACC 4127 Governmental Accounting

Systems of accounting of municipalities and larger government units. Preparation of the budget, budgetary control, audits and reports. Prerequisite: BACC 3111. *3 credits.*

BACC 4129 Analysis of Financial Statements

Analysis and interpretation of financial and operating statements prepared by business firms. Points of view of management, investor, banker and accountant. Prerequisite: BACC 3111. *3 credits.*

BACC 4131 Internal Auditing

Description of the internal audit function and the role of the internal auditor. IIA standards and coordination with external audit are discussed. Prerequisite: BACC 3111. *3 credits.*

BACC 4132 EDP Auditing

This experimental course is designed to present EDP auditing to the student in a manner that combines the concepts of auditing in an EDP environment with the practical application of these concepts. The course will include guest lecturers who are presently involved in EDP auditing. Prerequisite: BACC 3111. *3 credits.*

BACC 4191 Accounting Co-op I

BACC 4192 Accounting Co-op II

BACC 4193 Accounting Co-op III

(See Co-op Adviser.) *1 credit per course.*

Cooperative Education courses are counted as general electives.

Finance

BFIN 2201 is a prerequisite for all finance courses.

BFIN 2201 Business Finance

Introduction to major finance principles: financial goals, financial instruments, time value of money, risk and return, techniques for managing current and fixed assets, and issues involving capital budgeting and capital structure. Offered: Fall, Spring, Summer. *3 credits.*

BFIN 3210 Financial Planning and Control

Survey of the current theories and practices in working capital management. Examines the U.S. monetary system, cash forecasting and optimal levels of cash, credit terms and cost-volume-profit analysis, inventory decision models, marketable securities and sources of short-term financing. Offered: Fall, Spring. *3 credits.*

BFIN 3211 Financial Strategy

Extension of basic financial principles with emphasis on corporate finance. Advanced topics include capital budgeting, dividend policy and leasing. Offered: Fall, Spring. *3 credits.*

BFIN 4227 Investment Analysis

Coverage of the fundamental principles underlying investment decisions, including an overview of financial markets and instruments, security analysis, the estimation of expected rates of return and an introduction to derivatives. Offered: Fall, Spring. *3 credits.*

BFIN 4230 Portfolio Analysis

Introduction to financial decision making from the perspective of optimal portfolio construction, including measurement and estimation of return, risk and portfolio performance. Offered: Fall, Spring. Prerequisites: BFIN 2201 and BQUA 2811. *3 credits.*

BFIN 4231 Risk Management

Insurance to protect business enterprises: accident and health, burglary, business interruption, consequential losses, employer's liability, fidelity and surety bonds, floater policies, group, social security, estate planning, workman's compensation. Not offered 2002-2003. *3 credits.*

BFIN 4232 Sport Finance (BSPM 4232)

Application of finance principles to the sport industry. Along with conventional revenue sources such as tax support, ticket sales, concessions and fund raising, students receive in-depth exposure to more recent innovations relating to licensing sport products, media sales and corporate sponsorships. Offered: Fall, Spring. May be taken as a general elective only. *3 credits.*

BFIN 4233 International Finance

Analysis of exchange rate behavior and the other factors important to managing the multi-country cash flows and financing of the multinational enterprise. Foreign direct investment and capital budgeting decisions of the firm in the global environment. Financial operations in foreign exchange and multinational markets. Offered: Fall, Spring. *3 credits.*

BFIN 4234 Futures, Options and Other Derivatives

Examination of topics involving options, futures and swaps, including pricing fundamentals and models, risk management, trading strategies and regulatory issues. Emphasis on computer and mathematical applications. Corequisite: BFIN 4227. Offered: Fall. *3 credits.*

BFIN 4290 Seminar in Finance

Topical coverage of corporate financial management, financial markets, institutions and/or investments. *3 credits.*

BFIN 4294 Finance Co-op I

BFIN 4295 Finance Co-op II

BFIN 4296 Finance Co-op III

(See Co-op Adviser). Offered: Fall, Spring, Summer. *3 credits each.*

BFIN 4297, 4298, 4299 Directed Research/Finance

Individual research in the area of finance independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring. *1/2/3 credits.*

Business Law

BLAW courses do not fulfill the requirements of six credits of electives in the finance concentration. BLAW 2301 is a prerequisite for all BLAW classes.

BLAW 2301 Legal Foundations of Business

Examination of the nature of the contractual relationship. Topics include business associations, antitrust, labor and employment. Offered: Fall, Spring, Summer. *3 credits.*

BLAW 4315 Transnational Business Law

Highlights those aspects of public and commercial law that are relevant to American business operating in the international environment. Includes legal aspects of international trade and commercial transactions. Offered: Every third semester. *3 credits.*

BLAW 4321 Uniform Commercial Code

Treatment of transactions involving aspects of commercial paper, sales and secured transactions with respect to personal property under the Uniform Commercial Code. Also considers issues arising under bankruptcy and bailments. Offered: Fall. *3 credits.*

BLAW 4325 Law, Ethics and Public Policy

Capstone seminar for senior Leadership students (non-accounting majors). Examines the ethical and public policy issues raised in a variety of areas of law and provides an in-depth treatment of many of the legal and ethical issues faced by both employers and employees. Offered: Fall. Leadership and Business Pre-Law Certificate students only. *3 credits.*

BLAW 4326 Issues in Employment Law

Examination of employment law issues facing today's managers. Emphasis on sexual discrimination, racial discrimination, sexual harassment, hiring, firing, layoffs and disability. Offered: Fall. *3 credits.*

BLAW 4330 Sport Law (BSPM 4330)

The constitutional aspects of athletics with special attention toward procedural and substantive due process. The formation and conditions of contracts from both the management and individual's perspectives. The rights of athletes, coaches and management according to the ability of each to participate in the prospective sports' leagues and organizations. Strong emphasis on ethical concerns in the sport industry. Offered: Fall, Spring. *3 credits.*

BLAW 4340 Legal Research, Writing and Moot Court

Introduction to the research techniques currently used in the legal community. Shows how to develop an analytical approach toward legal issues through both written and oral exercises. Offered: Fall, Spring. *3 credits.*

Computing and Decision Sciences

Management Information Systems (MIS)

Evening students wishing to concentrate in MIS must first contact the department adviser to discuss course availability.

B MIS 2701 Management Information Systems

Role of technology in the management process. Introduction to the basic concepts of computer hardware and software. A significant part of the course deals with the use of Windows applications, spreadsheets, database, word processing and Internet-related tools. Emerging ethical issues in technology are treated. Offered: Fall, Spring. *3 credits.*

B MIS 3721 Problem Solving and Programming Techniques I

First course in programming. The course will require the students to learn the basics of software development (variables, control structures, functions/subroutines, I/O) via programming

assignments. Prerequisite: BMIS 2701 or permission of instructor. Offered: Fall. *3 credits*.

BMIS 3724 Database Management Information

Management of data in the business environment. The course uses a combination of the technical and nontechnical end-user approach to Database Management. The major types of data bases are covered but the emphasis is on the Relational Model. Prerequisite: BMIS 3721. Offered: Fall, Spring. *3 credits*.

BMIS 3725 Systems Analysis and Design

Information systems and the role of the analyst. Computer-based management information systems; planning, design and implementation. Techniques and tools for effective systems analysis, testing evaluation of system performance and systems documentation are studied. Cases from multinational business, industry or government. Prerequisite: BMIS 3721, Co-requisite BMIS 3724. Offered: Fall. *3 credits*.

BMIS 3726 Computer Systems

Exploring emerging technologies and giving a business perspective on the selection and use of computer hardware and software. Terminology and understanding of hardware/software systems and architectures is stressed. Prerequisite: BMIS 2701 or permission of instructor. Offered: Spring. *3 credits*.

BMIS 3728 Applications Development in a GUI Environment

Students are introduced to the concepts, terminology, and the technology used to develop applications for the GUI (graphical user interface) environment. Emphasis on the software features of Visual Basic and the proper use of event driven programming techniques for application development. Prerequisite: BMIS 3721, or permission of the instructor. Offered: Spring. *3 credits*.

BMIS 3729 Object-Oriented Programming with Java

The focus of this course is on developing well-designed object-oriented programs using the Java programming language. Students will develop stand-alone applications as well as "applets" (programs embedded in web documents). Prerequisite: BMIS 3721 or equivalent. Offered: Spring. *3 credits*.

BMIS 3730 Developing Web Applications

The course will focus on the development of Web pages enhanced with live data from databases, adding interactivity, user preferences, storage, and advanced features such as XML. The course will start out with a simple example and end with a "sophisticated" Web Store. Offered: Fall. Experimental. *3 credits*.

BMIS 3750 Telecommunications

This course examines the basics of telecommunications. This includes communications mediums, protocols and equipment. The course will look at local area networks (LANs) and the Internet. Offered: Fall. *3 credits*.

BMIS 3752 Enterprise-Wide Accounting Information Systems (see also BACC 4101)

Course designed to introduce students to the current applications of business software popularly used in various businesses. Students will not only become cognizant of the software, but will

also be expected to learn under what circumstances and how to utilize the various tools available with the software. Prerequisite for BACC 4101: BACC 3111. Offered: Fall. Experimental. *3 credits*.

BMIS 4794 MIS Co-op I

BMIS 4795 MIS Co-op II

BMIS 4796 MIS Co-op III

(See Co-op Adviser). Offered: Fall, Spring. *3 credits each*.

BMIS 4799 Directed Research/MIS

Application for Independent Study must be completed and approved prior to registration. Forms are available from the faculty member chosen for the supervision of the project. Emphasis on research and field work appropriate to the students' backgrounds and career objectives. Prerequisite: Departmental approval. Offered: Fall, Spring. *3 credits*.

Quantitative Analysis

BQUA 2811 Quantitative Process

This course provides the student with an understanding of the uses of modern statistical methods and theories as tools in decision making. Techniques appropriate to a business setting are considered in the context of business applications. Concepts are developed using calculations for simple problems with small amounts of data. Larger and more realistic problems are handled on the computer using Microsoft Excel™. Prerequisite: MATH 1303. Offered: Fall, Spring. *3 credits*.

BQUA 2812 Quantitative Decision Making

This course introduces quantitative models and their applications to decision making in a business environment. It will build on the mathematical and statistical tools developed in MATH 1303 and BQUA 2811. Quantitative techniques are introduced using small problems done by hand. Computer software is used to solve more realistic problems in the various business disciplines. Prerequisites: BQUA 2811 and 45 credits. Offered: Fall, Spring. *3 credits*.

Economics

At least 2 economics electives will be offered each semester on a rotating basis. Note: A concentration in economics is not offered in the evening.

ECON 1402 Principles of Economics I

Introductory approach to the development of microeconomic analysis. Principles governing economic behavior in a market-oriented system: exchange, market pricing, production and costs, market structures and their effects on product and factor markets. Emphasis on developing techniques for rational micro decision making and evaluating contemporary policies and trends both nationally and internationally. Offered: Fall, Spring, Summer. *3 credits*.

ECON 1403 Principles of Economics II

Introductory approach to the development of macroeconomic analysis: principles governing the determination of national income, aggregate output and prices, employment, economic fluctuations and the cost of money and capital. Fiscal and monetary management techniques and policies in light of contemporary national and international issues. Prerequisite: ECON 1402. Offered: Fall, Spring, Summer. *3 credits*.

ECON 1410 Consumer Economics

Even though we live in a more complex and ever widening world, the basic task of consumer decisions remains unchanged. This course assembles a series of major consumer decision alternatives whereby students must apply economic analysis to arrive at optimal solutions. Prerequisite: None. Offered: Summer. *3 credits.*

ECON 1411 Introduction to Economics

Fundamental principles, concepts, methodology and economic reasoning of the discipline. Emphasis on theoretical, institutional, historical and policy foundations of various contemporary issues. For students not planning to major in economics. Required for a minor in business administration. Offered: Fall, Spring. *3 credits.*

ECON 2408 Money and Banking

Introduction to the institutional and theoretical bases of money, credit, the financial markets and the banking system. Functions and operations of the Federal Reserve System in relation to current economic, financial and monetary development and problems. Role of international financial and money markets evaluated for impact on the U.S. economy. Prerequisite: ECON 1403. Offered: Fall, Spring, Summer. *3 credits.*

ECON 2420 Intermediate Microeconomic Analysis

Systematic development of microeconomic theory. Consumer behavior, market demand and supply functions for output and resources, decision rules for the efficient allocation of resources, production costs and pricing for benefit maximization. Development of modeling techniques applicable to a variety of functional areas of management, finance and operations. Develops skills for private and public management. Prerequisite: ECON 1402. *3 credits.*

ECON 2421 Intermediate Macroeconomic Analysis

Systematic development of macroeconomic theory. Neoclassical, Keynesian, post-Keynesian, and contemporary models for income, output, employment and interest rate determination. National and international problems in relation to the applicable models and the practices of fiscal and monetary authorities. Develops analytical skills for fiscal and monetary management, forecasting and public policy. Prerequisite: ECON 1403. *3 credits.*

ECON 3333 Global Economic Environment and Institutions

Examine and analyze economic gap between the industrial economies, the developing countries and the former eastern bloc countries, develop theories of economic development including sustainable development, discuss role of democracy and market system, evaluate the role of international trade and capital flows and the contribution of multilateral agencies to economic development. Prerequisite: ECON 1411 or equivalent. Not open to economics majors. *3 credits.*

ECON 3410 Environmental Economics

Major environmental problems delineated. Economic definitions and aspects of environmental quality. Reasons for environmental quality reductions in a market economy, including externalities, private vs. common property resource use, public goods and irreversible change. Survey of alternative public policy options. Prerequisite: ECON 1402. *3 credits.*

ECON 3425 Economic Development and Cultural Change

Surveys global economic interrelationships and current issues in

the underdeveloped and developing regions of the world.

Measurement and sectoral analyses to assess the roles played by agriculture, human and capital resources and the foreign sector. Prerequisite: ECON 1411 or equivalent. *3 credits.*

ECON 3427 The Economics of Health Care

Theoretical and empirical analysis. The growth of the health industry; the supply of and demand for health practitioners; the hospital as an economic organization; models of pricing in selected sectors of the health market; the financing of health services; cost-benefit analysis; and spatial analysis of delivery systems. Prerequisite: ECON 1411 or equivalent. *3 credits.*

ECON 3450 (BSPM 3450) Economics of the Sport Industry

An economic analysis of the sport industry, with special emphasis on the market structure and conduct of baseball, football and hockey as played in the U.S. Topics include: an analysis of the work-leisure decisions of sport fans; trends in the market for sport franchises; player salaries and their distribution; the competitive balance in sport leagues; and the cost and impact of sport stadiums. Prerequisites: ECON 1402, ECON 1403. May be taken as a general elective only. Offered: every third semester. *3 credits.*

ECON 3462 Government and Business

Examines the regulatory interactions of government with enterprise. Survey of the institutional and legal structure in which business functions in the United States. The theoretical and empirical implications of regulation evaluated through the case method. Prerequisite: ECON 1402. *3 credits.*

ECON 3470 History of Economic Thought

Survey of the evolutionary development of contemporary economic analysis. Major economic schools, classical, socialist, neoclassical, Keynesian and others, as well as key economists. Prerequisites: ECON 1402, ECON 1403. *3 credits.*

ECON 4420 Econometrics

Application of mathematics and statistics to economic theory for solving economic problems. Econometric models, both static and dynamic, developed assuming conditions of uncertainty. Open to upper-level students only. Prerequisites: ECON 1403, BQUA 2811. *3 credits.*

ECON 4435 The Theory of Economic Growth

Examination of various theories and models of economic growth. Analysis of problems of economic underdevelopment. Private and government development policies interpreted. Prerequisite: ECON 1403. *3 credits.*

ECON 4441 (BMGT 4951) Labor Economics

Labor markets in their sectoral and national settings. Labor force analyzed by use of the human resource/capital approach. Labor compensation determination and structure. Labor costs, productivity and their impact on the price level and employment. Prerequisites: ECON 1402, 1403. *3 credits.*

ECON 4455 Public Finance

Principles and practices of public finance. Growth and changing nature of government expenditures. Local, state and federal

revenue systems. Nature and economic effects of types of taxes. Public and financial administration. Prerequisite: ECON 1403. *3 credits.*

ECON 4483 International Economics

Introduction to exchange theory. Trade patterns and trends. Commercial foreign policies, exchange rates, monetary and fiscal instruments and policies for external balance. International accounts in the context of current trends. Prerequisites: ECON 1402, 1403, 2408. *3 credits.*

ECON 4494 Economics Co-op I
ECON 4495 Economics Co-op II
ECON 4496 Economics Co-op III
 (See co-op adviser). *3 credits each.*

ECON 4496-4498 Directed Research in Economics

Open to students with the permission of their mentors. Project form must be completed and approved prior to registration. Forms are available from the faculty chosen for the supervision of project. Research and field work directed by students' background and career objectives. Hours by arrangement. *1/2/3 credits.*

ECON 4499 Seminar in Economics

Research and preparation of a major paper on a topic approved by the faculty. Members of the seminar interact as an evaluation board on the progress and results of the research. Prerequisites: ECON 2420 or 2421 or permission of the department chair. *3 credits.*

Management

Courses are offered during the day and evenings.

BMGT 2501 is a prerequisite for all management courses except BMGT 1535, BMGT 4250 and BMGT 4527.

BMGT 1535 (BSPM 1535) Introduction to the Sport Industry

An introduction to the sport industry, growth trends in the industry, and careers in the industry including an overview of management in the professional sport franchise; intercollegiate athletics, sport marketing and promotions; athlete representation; sport law; facilities management; the health club, spa, resort industry; and sport tourism. Offered: Fall, Spring. Limited to students with less than 60 credits. May be taken as a general elective only. *3 credits.*

BMGT 2501 Principles of Management

Fundamentals of management: planning; organizing; coordinating and controlling organizational activities. Study of the evolution of management thought, careers in management, international management, production/operation management and social responsibility. Prerequisite: 60 credits. Offered: Fall, Spring, Summer. *3 credits.*

BMGT 2503 Organizational Behavior

Behavioral science approaches to understanding and effectively managing and leading organizations. Emphasis on developing students' theoretical understanding and behavioral capability to deal with issues at the individual, work group and organizational levels. The course focuses on developing leaders who know how to make decisions, build teams, communicate effectively, design work and organizations, manage conflict, change and diversity

and recognize and reward this workforce in a global environment. Prerequisite: BMGT 2501 and 60 credits. Must be taken no earlier than junior year. Offered: Fall, Spring, Summer. *3 credits.*

BMGT 3511 Human Resource Management

Theories, practices and problems in human resource management (HRM). The administration and behavioral aspects of effective human resource systems. The roles of the personnel and human resource manager, selection and staffing, training and development, job performance, productivity and compensation, unions, international/global human resource management and EEO/AA. The legal and ethical issues in HRM. *3 credits.*

BMGT 3513 Industrial Relations

While this course covers the traditional content of industrial relations, theoretical, legal and practical aspects of labor, it predominantly focuses on the topics of alternative dispute resolution and conflict management. *3 credits.*

BMGT 3515 Production/Operations Management

An introduction to the management of operations in manufacturing, service industries and project management. Further, the topics include physical plant layout, job design and the integration of activities across departments. *3 credits.*

BMGT 4520 Managing Your Job Choice

You are the product. Learn methods for a successful job search, develop interview skills, negotiate compensation, assemble powerful recommendations, develop your skills, and prepare for the worst case scenario, job termination. Offered: Spring. *3 credits.*

BMGT 4523 Principles of Supervision and Executive Control

Your workforce is the source of sustained competitive advantage. Supervisory strategies for effective management of people provide the organization with a competitive edge. *3 credits.*

BMGT 4525 Compensation Management

Principles and design of compensation systems. Prerequisite: BMGT 3511. Offered: every other year (Fall 2002). *3 credits.*

BMGT 4526 Managing Diversity

The course explores how contemporary attitudes toward gender, race, and ethnicity influence work and business. Examines a full range of issues, including: the social-legal-political context of diversity, behaviors and perceptions associated with diversity, and personal and management strategies for addressing diversity. A lecture-discussion format with extensive use of experiential exercises and videos. Offered: every other year. (Spring 2003). Prerequisite: BMGT 2503. Experimental. *3 credits.*

BMGT 4529 Organization Theory and Practice

Systematic analysis of organization theory as evolved by the various schools of thought and managerial behavior in complex organizations. Unification and integration of theory, research and prevailing practice. Offered: Fall. Prerequisite: BMGT 2503. *3 credits.*

BMGT 4531 Business and Society

Critical evaluation of the role of business in society, its influences on and responsibility for meeting the challenges of changing

social, cultural (diversity), political, legal, ethical and technological needs. Offered: Summer. Prerequisite: BMGT 2503. *3 credits.*

BMGT 4533 Human Relations Workshop

Provides students with a deeper understanding of their own behavior and that of others in group and organizational situations. Participants experience selected problems through simulations and other exercises. Alternate ways of behaving in problem situations, particularly negotiation skills, are explored. Prerequisite: BMGT 2503. Suspended. *3 credits.*

BMGT 4535 (BSPM 4535) The Management of Sport Organizations

This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Offered: Fall, Spring. *3 credits.*

BMGT 4537 (BSPM 4537) Global Sport Facilities Management

This course examines the real-time history and operations of sport facilities in the U.S. and throughout the world, largely through the use of the world wide web. Course content includes the study of: planning and design, services management, marketing and public relations, concessions, event and operations management, maintenance, funding, administration and franchise interaction. Offered: Summer. *3 credits.*

BMGT 4538 (BSPM 4538) International Sport Management

This course examines the management of sport in the emerging global village. Examination of sport as a cultural phenomenon and a management challenge in differing political, social and economic systems will be undertaken. Offered: Spring. *3 credits.*

BMGT 4545 Leadership Seminar

Explores organizations' need for leadership and how members can take on leadership responsibilities. Defines leadership and how it works. Explores the full range of leadership models and issues. Offered: Spring. Experimental. *3 credits.*

BMGT 4547 Developing Managers

Students learn theoretical concepts and experience, test and evaluate their managerial skills. Skills include communication, managing conflict and stress, managing creativity and technology, leadership and emotional intelligence, projecting power, and managerial best practices. Offered: Fall, Spring, Summer. *Required for all management concentrations. 3 credits.*

BMGT 4552 China in the Global Economy

An introduction to doing business in China and Asia. Taught in China. Offered: Summer. *3 credits.*

BMGT 4566 Starting a Business

Essential considerations for beginning a business. Focus on business planning, including: assessing the environment, developing goals, planning operations, seeking financing and gaining a competitive edge. *3 credits.*

BMGT 4594 Management Co-op I

BMGT 4595 Management Co-op II

BMGT 4596 Management Co-op III

(See Co-op Adviser). Offered: Fall, Spring. *3 credits each.*

Cooperative Education courses are counted as general electives.

BMGT 4597, 4598, 4599 Directed Research

Independent research in the area of management. Project is developed in consultation with faculty and must be approved by chair prior to registration. Offered: Fall, Spring. *1/2/3 credits.*

BMGT 4925 Managing the Environment

Business must respond to the popular and governmental focus on the degradation of the environment, overuse and the disappearance of resources, increases in pollution, related health and safety issues and change in the natural environment. The course analyzes business environmental strategies. Offered: Fall. *3 credits.*

BMGT 4951 (ECON 4441) Labor Economics

Labor markets in their sectoral and national settings. Labor force analyzed by use of the human resource/capital approach. Labor compensation determination and structure. Labor costs, productivity and their impact on the price level and employment. Prerequisites: ECON 1402, 1403. Offered every third semester. *3 credits.*

BMGT 4993 Foreign Business Operations

Circumstances under which American firms operate abroad: social customs, political environment, and linguistic and cultural problems. Economic, financial, legal and management issues peculiar to foreign operations. Problems in foreign exchange, international finance and marketing, and human resources management. Management of foreign investment, joint ventures and foreign subsidiaries. Technology transfer, foreign trade operations and the protection of intellectual property abroad. International economic policy and international corporate financial management. Offered: Spring. *3 credits.*

BMGT 5535 Senior Seminar in Management

This senior seminar emphasizes the relationship between student knowledge and skills and the emergent needs of business. The course uses outside speakers, class visitations, internships, diagnostics and experiential exercises to prepare students for management careers. Suspended. *3 credits.*

Marketing

Note: A concentration in marketing is not offered in the evening. BMKT 2601 Principles of Marketing is a prerequisite for ALL marketing courses.

BMKT 2601 Principles of Marketing

The methods, policies and organizations involved in the flow of goods and services from producers to consumers in the context of the sociocultural, economic, legal and technological global business environment. Consumer behavior, marketing research, market segmentation, targeting and demand analysis, strategic planning, product development and management, promotional strategy, pricing, distribution, not-for-profit marketing, international marketing, and social responsibility and ethical issues involved in making marketing decisions. Prerequisite: 60 credits. Offered: Fall, Spring, Summer. Must be taken no earlier than junior year. *3 credits.*

BMKT 3611 Marketing Research

The techniques of marketing research and their applications in effective marketing management. The marketing research process, including problem definition, research design, questionnaire construction, sampling, data collection and analysis, and report preparation. Ethical issues and the value and limitations of marketing research. Offered: Fall, Spring. *3 credits.*

BMKT 3613 Strategic Marketing Planning and Management

Marketing strategy as a management tool for optimizing corporate profitability and long term growth. The relationship between marketing and the other corporate functions. The application of competitive forces analysis, marketing performance analysis, environmental scanning and technological resources into a strategic framework for developing, managing and evaluating product and brand differentiation, positioning, pricing and distribution strategies. Offered: Fall, Spring. *3 credits.*

BMKT 3615 Consumer Behavior

The aspects underlying consumer decisions in relation to effective marketing management. The study of the social sciences on which consumer behavior is based, including the influence of psychological, sociological, cultural and subcultural factors on consumer decision making. Public policy and ethical consumer issues, cross cultural consumer behavior and technological aspects influencing consumer behavior. Offered: Fall, Spring. *3 credits.*

BMKT 3617 International Marketing

Organizing and managing international marketing operations. Opportunities, distinctive characteristics and emerging trends in foreign markets. Adapting the firm's marketing mix to a diverse economic, sociocultural, political and technological multinational environment. Planning and implementing global marketing strategies. Offered: Fall, Summer. *3 credits.*

BMKT 4607 (BSPM 4607) Sport Marketing

The applications of marketing tools to the sport industry, including professional sport, intercollegiate, interscholastic and intramural sport, amateur sport, and commercial and public sport and recreational facilities. The special nature and needs of sport organizations in the area of marketing. The international sport business and ethical issues in sport marketing. Offered: Fall, Spring. *3 credits.*

BMKT 4625 Retail Marketing

The dynamic role of retailing in marketing consumer goods and services. The evolving retailing environment and the management

of retail institutions. Store location, buying and merchandising, inventory management, pricing and promotion, store layout and design, and customer service issues. A focus on new retail formats such as electronic shopping and other forms of non-store buying. Not offered 2002-03. *3 credits.*

BMKT 4629 Sales and Personal Selling

Personal selling and managing the corporate sales force in the context of overall marketing strategy. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Sales management, including recruiting, selecting, training, motivating and compensating sales personnel, sales forecasting, territory development and an optimal use of the sales budget. Not offered 2002-03. *3 credits.*

BMKT 4631 Advertising Management

The planning, execution and control of advertising programs. The interrelationships among manufacturers, advertising agencies and the media in the preparation and execution of advertising campaigns. The regulatory, cultural and ethical advertising environment, setting advertising objectives, creative themes in designing print and broadcast campaigns, media selection, advertising research, and the budgeting and evaluation of advertising expenditures. Offered: Fall. *3 credits.*

BMKT 4633 Product Management and Development

Effective management and revitalization of existing products and the development of new products as the cornerstones of corporate marketing strategies. Topics covered include estimating market potential and demand for new and mature products, managing the product portfolio, the changing marketing mix throughout the product life cycle, and the new product development process. Understanding of public policy considerations, ethical issues and the impact of emerging technologies on product strategies. Offered: Fall. *3 credits.*

BMKT 4637 Services Marketing

Needs and challenges of service organizations in the area of marketing. Measuring and monitoring customers' needs, expectations and satisfaction, developing and implementing service quality standards, managing service encounters, promoting and differentiating services, pricing services, managing service demand and developing customer relationships for repeat business. The role of the rapidly growing self-service technologies is integrated into the course. Not offered 2002-03. *3 credits.*

BMKT 4639 Direct and Interactive Marketing

The application and management of direct-response marketing in segmenting, targeting and establishing long-term relationships with customers. An emphasis on interactive technologies in the dissemination of marketing information and the distribution of goods and services in the electronic marketplace. The management of personal and business-to-business customer databases, and the development, management and evaluation of effective internet marketing, virtual shopping and customized marketing strategies. Offered: Spring. *3 credits.*

BMKT 4640 Building and Maintaining Strong Brands

The course explores the strategies and options marketers can use to build strong brands. Students will develop an understanding of how marketers can use brands to generate customer loyalty, accelerate acceptance of new products, and make consumers feel pleased and satisfied with their purchases. In addition, students will acquire expertise that will enable them to understand and critique the branding strategies that target us throughout our daily lives. The course includes lectures, exercises and some small case studies. Students will be required to develop a "brand audit", an in depth analysis of a brand and its strategy. *3 credits.*

BMKT 4694 Marketing Co-op I

BMKT 4695 Marketing Co-op II

BMKT 4696 Marketing Co-op III

(See Co-op Adviser). *3 credits.*

Cooperative Education courses are counted as general electives.

BMKT 4697, 4698, 4699 Directed Research/Marketing

Individual research in the area of marketing consisting of a student project under the supervision of a marketing faculty. Application for this independent study must be completed, signed by the supervising faculty member and submitted to the department chair **prior to pre-registration**. Prerequisites: 3.0 or higher GPA, permission of supervising faculty and approval of department chair prior to preregistration. *1/2/3 credits.*

Sport Management

BSPM 1535 (BMGT 1535) Introduction to the Sport Industry

An introduction to the sport industry, growth trends in the industry, and careers in the industry including an overview of management in the professional sport franchise; intercollegiate athletics, sport marketing and promotions; athlete representation; sport law; facilities management; the health club, spa, resort industry; and sport tourism. Offered: Fall, Spring. Limited to students with less than 60 credits. May be taken as a general elective only. *3 credits.*

BSPM 3450 (ECON 3450) Economics of the Sport Industry

An economic analysis of the sport industry, with special emphasis on the market structure and conduct of baseball, football and hockey as played in the United States. Topics include: an analysis of the work-leisure decisions of sport fan; trends in the market for sport franchises; player salaries and their distribution; the competitive balance in sport leagues; and the cost and impact of sport stadiums. Prerequisites: ECON 1402, ECON 1403. Offered: Fall, Spring. *3 credits.*

BSPM 4232 (BFIN 4232) Sport Finance

An exploration of the many traditional and innovative revenue acquisitions methods available to sport organizations. Along with conventional revenue sources such as tax support, ticket sales, concessions and fund raising, students receive in-depth exposure to more recent innovations relating to licensing sport products, media sales and corporate sponsorships. Prerequisite: BFIN 2201. Offered: Fall, Spring. *3 credits.*

BSPM 4330 (BLAW 4330) Sport Law

The Constitutional aspects of athletics with special attention toward procedural and substantive due process. The formation and conditions of contracts from both the management and individual's perspectives. The rights of athletes, coaches and management according to the ability of each to participate in the prospective sports' leagues and organizations. Strong emphasis on ethical concerns in the sport industry. Prerequisite: BLAW 2301. Offered: Fall, Spring. *3 credits.*

BSPM 4535 (BMGT 4535) The Management of Sport Organizations

This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Prerequisite: BMGT 2501. Offered Fall, Spring. *3 credits.*

BSPM 4537 (BMGT 4537) Global Sport Facilities Management

This course examines the real-time history and operations of sport facilities in the U.S. and throughout the world, largely through the use of the world wide web. Course content includes the study of planning and design, services management, marketing and public relations, concessions, event and operations management, maintenance, funding, administration and franchise interaction. Prerequisite: BMGT 2501. Offered: Summer. *3 credits.*

BSPM 4538 (BMGT 4538) International Sport Management

This course examines the management of sport in the emerging global village. Examination of sport as a cultural phenomenon and a management challenge in differing political, social and economic systems will be undertaken. Prerequisite: BMGT 2501. Offered: Spring. *3 credits.*

BSPM 4594 Sport Management Co-op I

BSPM 4595 Sport Management Co-op II

BSPM 4596 Sport Management Co-op III

(See Co-op Adviser) *3 credits each.*

Cooperative Education courses are counted as general electives.

BSPM 4597 Directed Research-Sport Management 1 credit

BSPM 4598 Directed Research-Sport Management 2 credits

BSPM 4599 Directed Research-Sport Management 3 credits

Prerequisites: Departmental Approval prior to registration.

BSPM 4607 (BMKT 4607) Sport Marketing

The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and intramural sport; amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. The special nature and needs of sport organizations. A view of the international sport business. Ethical issues in sport marketing. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits.*

Integrated Courses

BPOL 5000 Business Policy

Students are organized as a top management team to run a computer simulated business enterprise in a competitive environment. Employing business strategies and models, they integrate the functional knowledge from prior courses and exercise their business skills. Prerequisite: ALL BUSINESS CORE COURSES. BINT 5001 may be a co-requisite. Offered: Fall, Spring, Summer. *3 credits.*

BINT 5001 Global Business Colloquium

A capstone course that focuses on trends and forces driving the changes of global business environments and their impacts on business decisions. It integrates multiple business disciplines and emphasizes student interaction, group projects and presentation and poster skills. The thrust of this course is to develop "global business literacy" among students. Prerequisites: ALL BUSINESS CORE COURSES EXCEPT BPOL 5000. Offered: Fall. *3 credits.*

School of Diplomacy and International Relations



McQuaid Hall, First Floor
(973) 275-2515
diplomacy.shu.edu

Dean: Clay Constantinou (Ret. U.S. Ambassador), J.D., L.L.M.
Acting Associate Dean for Academic Affairs: Putnam Mundy Ebinger, Ph.D.

Associate Dean for External Affairs: Marilyn DiGiacobbe
Director of Graduate Admissions: David Giovanella, M.A.
Assistant Dean for Students: Wilmara Manuel, M.A.

Assistant Dean for Internships and Placement: Ursula Spinnato, M.A.

Faculty: Balmaceda; Bariagaber; Horne; Moremen; Smith; Wanis-St. John.

Faculty Fellows: Cobarrubias; Picco; Webb; Wister.

Distinguished Ambassador Faculty: Agathocleous; Chowdhury; Hassan; Kamal; Pachovski; Shamshad.

Adjunct Faculty: Brown; Clapp; DeOlarde; Degnan; Dugan; DiMaggio; Farrell; Fomerand; Gomez-Rivera; Klee; Paragios; Santangelo.

About the School of Diplomacy and International Relations

The School of Diplomacy and International Relations was established in alliance with the United Nations Association of the United States of America. The School's academic programs, leading to a Bachelor of Science or a Master of Arts in Diplomacy and International Relations, prepare an international student body to become the next generation of global leaders.

Students come to the School from all over the world to participate in this innovative curriculum that educates students from a global perspective and promotes diplomacy careers in public service, business, law and the nonprofit sector. The School's

curriculum is based on the need for cooperation amongst peoples and nations of an increasingly global society, and the development of leaders dedicated to achieving a better world.

The School offers state-of-the-art technology, a multicultural environment, a blend of theory and practical experience, and a values-based education to educate students for the evolving roles of diplomacy in the 21st century.

Bachelor of Science in Diplomacy and International Relations

The undergraduate program is based on an interdisciplinary global studies curriculum with strong components of cultural understanding, international economics and leadership. A comprehensive world languages program enables students to attain professional proficiency in multiple languages. All students complete a professional internship in order to gain an understanding of career opportunities available to them upon graduation. The School of Diplomacy and International Relations sponsors a study abroad program and regional study trips. Opportunities to participate in Model U.N. and other activities related to the United Nations also are available.

To attain the degree of Bachelor of Science in Diplomacy and International Relations, students must complete the program for a total of 130 credits. While each student is guided by a faculty adviser of the School, the ultimate responsibility for complying with curriculum requirements rests with the student. To complete degree requirements satisfactorily, students must have a cumulative GPA of at least 2.0. Transfer students should obtain academic advisement from the assistant dean for students.

"The vocation of every man and woman is to serve other people."

LEOTOLSTOY

Diplomacy and International Relations Required Core

DIPL 1001	Introduction to Leadership in International Affairs
DIPL 1101	Emergence of the Contemporary World
DIPL 1711	International Relations
DIPL 2101	Ethnopolitical Landscape of the Contemporary World
DIPL 2103	History of Diplomacy
DIPL 2105	Sustaining Global Ecology
DIPL 2106	American Foreign Policy
DIPL 3101	Concepts of Leadership
DIPL 3102	Practice of Leadership
DIPL 3104	Public International Law
DIPL 4101	Research Project
DIPL 4106	Human Rights
DIPL 4108	International Political Economy
DIPL 4111	Senior Leadership Internship
DIPL 4180-4199	Special Topics, one is required
DIPL 2111 or 2222	Practicum, one is required

Subtotal: 51**Arts and Sciences Required Core**

ENGL 1201, 1202	College English I - II
MATH 1203	Statistical Models for the Social Sciences
PHIL 1155	Ethics and International Relations
POLS 2712	International Organizations
POLS 2910	Research Methods for the Social Sciences
RELS 1402	World Religions
HIST Elec.	ANTH 1202, or IDIS 1501/2

Subtotal: 27**Business Required Core**

BMIS 2701	Management Information Systems
ECON 1402	Principles of Economics I
ECON 1403	Principles of Economics II
ECON 2408	Money and Banking
ECON 4483	International Economics

Subtotal: 9**Language Requirements (offered by Arts and Sciences)****6 to 28 credits**

Students are required to attain advanced competency in one of the following languages: Arabic, Chinese, French, German, Italian, Japanese, Spanish or Russian, either by completion of the relevant courses, or by satisfactory performance on a foreign language placement examination administered by the language department. In addition, students must complete one applied language course such as Business or Newspaper Reading, and one course in culture taught in the language. Students exempt from any of the language requirements are permitted to enroll in general electives offered by schools throughout the University.

*Elective courses to reach 130 total credits.***A Model Program**

The following model program of study includes all required courses over a four-year period. Course prerequisites where required are indicated.

First Year

BMIS 2701	Management Information Systems	3
DIPL 1001	Introduction to Leadership in International Affairs	3
DIPL 1101	Emergence of Contemporary World **	3
DIPL 1711	International Relations	3
DIPL 2103	History of Diplomacy	3
ENGL 1201/2	College English I and II	6
ENGL 1202	College English II	3
MATH 1203	Statistical Models for the Social Sciences	3
RELS 1402	World Religions	3
SKIL 1104	Freshmen Skills course	1
	Elementary Language I and Lab	4
	Elementary Language II and Lab	4
	Subtotal: 36	

Second Year

DIPL 2101	Ethnopolitical Landscape	3
DIPL 2106	American Foreign Policy	3
DIPL 4105	Sustaining Global Ecology**	3
ECON 1402/3	Principles of Economics I and II	6
PHIL 1155	Ethics and International Relations	3
	Intermediate Language I and Lab	4
	Intermediate Language II and Lab	4
POLS 2712	International Organizations	3
POLS 2910	Research Methods	3
	Subtotal: 32	

Third Year (semester abroad is usually taken this year)

DIPL 2104	Public International Law <i>Prerequisite POLS 2712</i>	3
DIPL 3101	Concepts in Leadership	3
DIPL 3102	Practice of Leadership <i>Prerequisite DIPL 3102</i>	3
DIPL 4106	Human Rights	3
ECON 2408	Money and Banking <i>Prerequisite ECON 1403</i>	3
ECON 4483	International Economics <i>Prerequisite ECON 2408</i>	3
	Advanced Language I	3
	Advanced Language II	3
	Specialization electives or practicum	6
	Subtotal: 30	

Fourth Year

DIPL 4101 or DIPL 4103	Research Project* Seminar in Academic Leadership (by invitation)	3
	Cultural Readings in Language	3
	Business Correspondence in Language	3
DIPL 4111	Senior Leadership Internship	3
DIPL 4180-4199	Special Topics in International Relations*	3
	Specialization courses or free electives	14
	Subtotal: 29	

Grand Total: 130**These courses require junior standing.*

Elective courses offer students the opportunity to complete a minor, certificate or a double major, along with the program in Diplomacy and International Relations. The requirements can be found in the appropriate section of the Undergraduate Catalogue.

1. Stillman School of Business Programs:
Includes the minor in Business Administration; Certificate in Business or Business Pre-Law
2. University Honors Program, a multi-disciplinary humanities-based program that replaces ENGL 1201/1202, PHIL 1155, RELS 1402, DIPL 1101, and HIST requirements.
3. Minor or double major in:
 - Modern Languages (French, German, Italian, Russian, Spanish)
 - Asian Studies (includes also Chinese and Japanese language majors and minors)
 - Political Science (includes the minor in Non-Profit Management)
 - Economics
 - Communications (includes journalism, broadcasting, public relations, Certificate in Digital Media and Video)
4. Other minors in the College of Arts and Sciences:
 - African-American Studies
 - Italian Studies
 - Anthropology
 - Sociology
 - Catholic Studies
 - Philosophy
 - Criminal Justice
 - Religious Studies
 - Environmental Studies
 - Women's Studies
 - History
 - Certificate in Russian and East European Studies

Minor in Diplomacy and International Relations (for students in other majors)

The minor in Diplomacy and International Relations is available to students from any other undergraduate college at Seton Hall University. Students must successfully complete at least 18 credits in the following required and elective courses, and achieve a GPA in these courses of at least 2.0.

Required Courses (9 credits)

DIPL 2101	Ethnopolitical Landscape of the Contemporary World
DIPL 2103	History of Diplomacy
DIPL 1711	International Relations
or	
POLS 1711	International Relations

Elective Courses (9 credits chosen from the following)

DIPL 2105	Sustaining Global Ecology
DIPL 3104	Public International Law
DIPL 4106	Human Rights
DIPL 4180-4199	Special topics
POLS 2712	International Organizations

Sequencing: DIPL 2101 and DIPL 1711 should precede any of the others.

School of Diplomacy and International Relations B.S./M.A. in Diplomacy and International Relations Program

The B.S./M.A. in Diplomacy and International Relations Program allows students in the undergraduate program in diplomacy and international relations to earn the master's degree during a fifth year of study.

B.S./M.A. in Diplomacy and International Relations candidates spend the first three years taking undergraduate courses. At the end of the third year, they apply for admission to the M.A. in Diplomacy and International Relations Program. If accepted, during their fourth and fifth years, they take a mixture of graduate and undergraduate courses. When students have completed 130 credits and all the requirements for the bachelor's degree in the School of Diplomacy and International Relations, they qualify for the baccalaureate degree. After completing the requirements for the M.A. in Diplomacy and International Relations and 150 credits, students receive the master's degree.

B.A. or B.S./M.A. in Diplomacy and International Relations Program (for students not enrolled in the School of Diplomacy)

The School of Diplomacy offers a program for students in the College of Arts and Sciences allowing them to earn the bachelor's degree and M.A. in Diplomacy and International Relations in five years. There is no necessary restriction on the major, as long as the requirements for a recognized major are met.

Students spend the first three years taking undergraduate courses. During the third year, they apply for admission to the M.A. in Diplomacy and International Relations Program. If accepted, they complete the M.A. in Diplomacy and International Relations Program during approximately the next two years. When students have completed 130 credits and all the requirements for the bachelor's degree in the College of Arts and Sciences (including completion of a recognized major in the College), they qualify for the baccalaureate degree. Students receive the master's degree after completing the requirements for the M.A. in Diplomacy and International Relations and at least 150 credits.

Students must advise the School of Diplomacy of their intention to apply to this program once they have earned at least 60 credits toward the Bachelor's degree, and before they have 75 credits. Thereafter, students will be dual-advised by the School of Diplomacy and International Relations and their Arts and Sciences major adviser.

Admission to the M.A. in Diplomacy will be evaluated during the student's third year of the undergraduate program. In addition to the standard application form, students will be expected to have a GPA of at least 3.3, a "B" or better in at least two of the recommended electives, letters of recommendation from at least two of their undergraduate professors, a clear plan for completion of the undergraduate major during the fourth year, and an interview.

Course Descriptions

DIPL 1001 Introduction to Leadership in International Affairs

Introduces students to a variety of careers in international affairs, and points out the skills and experience needed. Invited guests are chosen for their academic excellence, and to demonstrate the importance of taking initiative from the beginning of one's university studies. Taken in the first semester. *3 credits.*

DIPL 1101 Emergence of the Contemporary World

Surveys development of major cultures and societies, focusing on these traditions in the context of interaction among European, Asian and African peoples and the encounter of European and American peoples in the 15th century. *3 credits.*

DIPL 1711 (POLS 1711) International Relations

Analyzes the dynamics of the relations between and across the different countries of the world. Examines the role that countries, international organizations, nongovernmental organizations, businesses, and individual people play in addressing pressing global problems such as peace, war, security, arms control, trade, development, human rights and the environment. *3 credits.*

DIPL 2101 Ethnopolitical Landscape of the Contemporary World

Surveys political, economic, cultural and socio-demographic trends shaping the contemporary world and their impact on international, regional and global relations. Focuses on nationalism and ethnicity. Topics include: rise of nation-states; impact of nationalism; nation-building and empire building; Western imperialism in the Third World; ethnicity and nationalism; ethnic relations in the U.S. and other parts of the world; and post-Cold War development. *3 credits.*

DIPL 2103 History of Diplomacy

Surveys the evolution of diplomacy from ancient civilizations to the present. Examines the actors and processes associated with classic diplomacy, and considers the new challenges facing diplomats as a result of recent changes in international affairs. *3 credits.*

DIPL 2105 (ANTH 3214) Sustaining Global Ecology

Examines knowledge base used to support human stewardship of the Earth's life support systems, including water resources, atmosphere, energy and food resources, biogeochemical process and habitat conservation. Includes lecture, discussion and field trips to explore the relation between human culture and natural systems. Requires junior standing. *3 credits.*

DIPL 2106 American Foreign Policy

Examines how international and domestic actors and events influence the process of making U.S. foreign policy. Surveys the historical evolution of U.S. policy and investigates the special challenges associated with addressing pressing global issues which require the cooperation of many different countries. *3 credits.*

DIPL 2111 Practicum II: Area Studies International Trip

Focuses on learning the practice of diplomacy through simulation and fieldwork. Opportunity for students to learn theory and practice of intergroup and/or international negotiations. Struc-

tured as a seminar with an attached related field/area component. *3 credits.*

DIPL 2200 Model United Nations Practicum

Interactive diplomatic simulation of the political processes of the United Nations System focusing on selected global problems. Skills developed include writing policy proposals, making oral presentations and engaging in formal and informal group decision making. *3 credits.*

DIPL 3101 Concepts in Leadership

Analyzes historical and contemporary concepts of leadership and explores traits, strategies and techniques that define leadership. *3 credits.*

DIPL 3102 Practice of Leadership

Building on Concepts in Leadership course, this course examines dynamics of leadership in the context of observed behaviors and characteristics of leaders. Students apply ideas and theories studied in Concepts in Leadership and analyze/evaluate the process of leadership in action. Through interactive observation and study, students go beyond theoretical perspectives and models, and interpret the complexity of leadership through personal and illustrative experiences. Prerequisites: DIPL 3101. *3 credits.*

DIPL 3104 Public International Law

Deals with nature, history and domains of international law. Through case studies, provides understanding of the international legal system with regard to such basic goals as curbing resort to war, peaceful settlement of disputes, fostering peaceful use of the oceans, Antarctica and outer space, enhancing respect for human rights, preserving the environment and strengthening the capability of the United Nations and the U.N. system as a primary instrument of world order. *3 credits.*

DIPL 3106 International Accounting and Finance

Contains two modules. The first module focuses on development, understanding and application of financial statements and other forms of accounting information. Internal use of accounting information for managing, planning and decision making is also covered. In the second module, which focuses on international finance, students are introduced to techniques of foreign exchange risk management in a global enterprise or nonprofit organization. Links between the two modules are emphasized throughout the course. *3 credits.*

DIPL 3111 Practicum III: Internship

Offers an opportunity to learn and develop management and leadership skills in an internship under the guidance of a mentor. The instructor for the course serves as liaison with the mentors. *3 credits.*

DIPL 4101 Research Project

Culminating research project of the international relations program. Enables students to apply qualitative and quantitative methodologies as needed, in the development of interdisciplinary research projects, related to their own area studies. Course runs as a research seminar. Students work with a faculty mentor to write their research thesis. Requires junior standing. *3 credits.*

DIPL 4103 Senior Seminar: Academic Leadership

This course analyzes several international leadership opportunities available for students immediately after graduation, and prepares students to be able to fully take advantage of these offerings. Both theory/policy-related topics and practical issues are discussed. Independent work is essential. Admission to this course is by nomination. *3 credits.*

DIPL 4106 (ANTH 3215) Human Rights

Combines skill development in research, writing and oral communication with development of an understanding of the sources and nature of those rights of individuals and groups that are, or have been, identified as "Human Rights" under various international conventions, state constitutions and bills of rights, United Nations resolutions and other sources. Specific human rights violations in areas of health, nutrition, labor, the environment, educational systems, political torture/genocide are explored. Requires junior standing. *3 credits.*

DIPL 4111 Senior Leadership Internship

Provides students with hands on experience in the international environment. Students are placed in a selected unit of the United Nations system or a similar organization or international business under the guidance of a mentor and supervision of the instructor of this course. *3 credits.*

DIPL 4180-4199 Special Topics of Study

Selected topics designated before the semester in the area of international relations and diplomacy. Topics vary from semester to semester as the School directs. *3 credits.*

College of Education and Human Services



Kozlowski Hall, 4th Floor
(973) 761-9025
education.shu.edu

Dean: Joseph V. De Pierro, Ed.D.

Associate Dean: Reverend Kevin M. Hanbury, Ed.D.

Associate Dean for Student, Community and Academic Affairs:
Manina Urgolo Dunn, Ed.D.

Assistant Dean for Continuing Education: Reverend Christopher
Hynes, D.Min.

Assistant to the Dean: Marianne Coppola

Departments

Education Leadership, Management and Policy (Formerly
Educational Administration and Supervision): Charles P. Mitchel,
Ed.D.

Educational Studies: William McCartan, Ed.D.

Professional Psychology and Family Therapy: Bruce W.
Hartman, Ph.D.

Programs of Study

The College of Education and Human Services offers programs of study leading to the degrees Bachelor of Science in Education, Master of Arts in Education, Educational Specialist, Doctor of Philosophy, Doctor of Psychology and Doctor of Education. These programs are designed to meet the professional needs and interests of qualified high school and college graduates who wish to prepare for careers in teaching; educators who wish to broaden their knowledge and understanding of the process of education and improve their teaching skills; those who wish to enhance

their professional qualifications or general backgrounds; and those who wish to prepare themselves for careers in the human services field.

Undergraduate programs are accredited by the Middle States Association of Colleges and Secondary Schools, and approved by the State Department of Education of New Jersey under standards of the National Association of State Directors of Teacher Education and Certification.

The Bachelor of Science in Education is offered with major programs in elementary education, secondary education content fields and special education. Students complete a broad scope of liberal arts studies, a major in either an academic or technical field and a component of professional education courses with integrated internship experiences. Students in elementary education may also take courses for the early childhood endorsement.

After completing the appropriate course of study, students are eligible for the baccalaureate degree and for recommendation to the state of New Jersey for the appropriate teaching certificate. A passing score on the appropriate sections of the Praxis Examination also is required for certification. Under New Jersey state regulations, the candidate must then successfully serve a full year as a provisionally certified teacher before the state will grant standard permanent certification.

The only exception to this policy is the special education program (Teacher of the Handicapped Certificate), in which case the permanent certificate is issued upon the successful completion of the degree (there is no provisional period).

Although reciprocal certification agreements exist among many states, the agreements are subject to change. Students from states other than New Jersey are advised to consult with Manina Urgolo

Dunn, Ed.D., Seton Hall's teacher certification officer, and/or the appropriate state's department or division of teacher certification, for information about specific requirements.

General School Requirements

To qualify for the degree Bachelor of Science in Education, students must complete a minimum of 126-131 credits with required coursework in the three degree components: the general education sequence of liberal arts courses; the academic or technical major; and the professional education sequence. The program also encompasses social and behavioral studies related to education. (See the major program outlines for specific course and credit distribution requirements, which vary as to major.) In all cases, general education requirements include approximately 60 credits with study in each of the following areas: arts, humanities, mathematics, science, computer science and social science.

A minimum GPA of 2.75 is required both for retention in undergraduate teacher education and for admission to the programs for transfer applicants. At the conclusion of each semester, a comprehensive review of the status of all students is undertaken to confirm them as candidates for internships at the next level.

The University reserves the right to make additional adjustments as required by the New Jersey State Department of Education.

Student Teaching

Undergraduate students who are matriculated in the College of Education and Human Services and others seeking New Jersey state certification must complete student teaching. Students who enroll for this internship must pay a nonrefundable placement fee of \$100.

Application Procedure for Student Teaching

Applicants must secure an official application from the Office of the Associate Dean for Student, Community and Academic Affairs. The application procedure includes a comprehensive review of the student's academic record and internships.

Completed applications must be received by the associate dean for student, community and academic affairs before April 1 for assignment during the following Spring Semester, and by December 1 for assignment during the following Fall Semester.

Prerequisites

- A minimum GPA of 2.75 for courses in the teaching field
- A GPA of 2.75 for all courses completed
- Satisfactory performance in preliminary internships
- Approval and recommendation by the department chair/program director
- A physician's certificate indicating freedom from any infirmity that would make the applicant unfit for teaching

Student Teaching Requirements

Student teaching requires full-time daily participation in the activities of an approved school for a semester. Each student teacher is assigned to an accredited school and is guided by a cooperating teacher. The experience includes observation, teaching in the classroom and participation in other activities and

conferences. Student teachers are required to participate in faculty meetings, parent-teacher meetings and other experiences. Each student teacher's performance is assessed collaboratively by the college supervisor and the cooperating teacher.

Applicants are required to enroll for the Senior Internship Seminar, which meets throughout the semester.

Transfer students must complete a minimum of 24 credits at Seton Hall University before they may apply for student teaching.

English as a Second Language (ESL) Program

Designed as a support system for the international student, the ESL Program offers classes at levels ranging from advanced beginner to pre-college. Small classes, created to meet the needs of individual students, are offered in communication skills such as listening, speaking and American culture, as well as in academic skills such as reading and writing. ESL courses and activities are planned to help students bridge the language and cultural gaps between their home countries and the United States, and between the ESL program and the University academic courses.

"There are no national frontiers to learning."

JAPANESE PROVERB

Course Identification

The abbreviations used to designate courses offered by the departments and special areas of undergraduate instruction within the College of Education and Human Services are as follows:

- Department of Educational Studies (EDST)
 - Basic Skills (SKIL)
 - Computer Fundamentals (BMIE)
 - English as a Second Language (ESLP)
- Consult the Index to locate course descriptions.*

Department of Educational Studies

Kozlowski Hall
(973) 761-9394

Faculty: Cobarrubias; Daly; D'Ambrosio; De Pierro; Devlin-Scherer; Katz; Martinelli; May; McCartan (*Chair*); Mitchel; Mueller; Nestor; Peskin; Raimo; Sardone; Sheppard; Skeele; Zacone-Tzannetakis; Zinicola.

The Department of Educational Studies offers courses leading to the degrees Bachelor of Science in Education, Master of Arts in Education and Educational Specialist. Graduates of certification programs are eligible for recommendation to the state of New Jersey for certification in accordance with state guidelines and codes. Under current rules, candidates must pass the Praxis Exam to qualify for certification and must pursue an academic major in

conjunction with their professional major. A GPA of 2.75 must be maintained. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

Students interested in special education may follow the special education program offered in conjunction with the programs in elementary education, secondary education, speech pathology or social sciences.

All certification programs require a sequence of field experiences and student teaching in the surrounding communities. Transportation to these sites is the responsibility of the student.

In addition to general University admission criteria and processes, entering students must formally declare their interest in an education program by applying to the College of Education and Human Services no later than the end of their first semester at Seton Hall. Seton Hall University's average pass rate on the Praxis exams is 100 percent. The New Jersey statewide average pass rate is 97 percent.

Elementary Education and Early Childhood

Faculty: D'Ambrosio; De Pierro; Mitchel; Mueller; Raimo; Zinicola.

The program of studies in elementary education is divided into three components: a professional education core that requires 30 credits of study, a liberal arts core that requires 60 credits of study and an academic major with credit requirements established according to the curriculum of that department.

The minimum number of credits required to graduate is 126. Credit requirements of the second major may require the student to exceed the 126-credit minimum. If the student has a total of fewer than 126 credits after completing the liberal arts core, the professional education core and the second major, then additional liberal arts electives must be taken to reach the University-required minimum of 126 credits.

The maximum number of professional education core credits allowed as part of the degree program is 30. However, the state of New Jersey has approved an additional 6 credits for early childhood certification. The minimum number of liberal arts credits required, including the liberal arts core and the academic major is 96. A liberal arts credit by definition is a credit that originates from the College of Arts and Sciences. Courses taken from any other academic unit such as business, nursing, education, ROTC or EOP will not count as liberal arts credit.

A student must maintain a 2.75 GPA in order to be considered a candidate for teacher certification. This GPA must be maintained throughout the academic program. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

Component I: Professional Education

The professional core in elementary education at the undergraduate level involves a 30-credit sequence that, in conjunction with the liberal arts requirements, leads to the B.S. in Education and eligibility for certification as an elementary classroom teacher in the state of New Jersey. For an additional 6 credits, the candidate may also earn eligibility for early childhood certification in the state of New Jersey.

The sequence of courses is based upon the standards of the Association for Childhood Education International, the National Association for the Education of Young Children, the Boyer topics and the New Jersey Core Curriculum Content Standards. As such, the program offers a high-quality education that reflects best teaching practices as defined by the leading professional associations in the field. The hallmarks of the program include extensive field experiences, concentrated study in the areas of language arts and methods of teaching science, math and social studies.

Field experience is required for sophomore, junior and senior internship courses. Each of the sophomore-level classes requires one field experience (75 hours) for a total of two field experiences for the sophomore year (150 hours). Each semester of junior-level courses requires one field experience (75 hours) for a total of two field experiences for the junior year (150 hours). Each field experience requires a minimum of 75 hours in the field. The senior student teaching experience requires a full semester of full-time student teaching. Applications for field experience are due in March 1 for Fall placement and October 1 for Spring placement. Applications for student teaching are due April 1 for the following Spring Semester and December 1 for the following Fall Semester. As new opportunities become available, students may need to plan to reserve time to complete assignments in area schools prior to registration. Students should check with their advisers concerning any additional off-campus responsibilities.

Eligibility for Certification

Upon completion of the undergraduate elementary education program, students are eligible for recommendation to the state of New Jersey for the certificate of eligibility with advanced standing as an elementary classroom teacher. A passing score on appropriate section(s) of the Praxis examination also is required for this certificate of eligibility. Under current New Jersey state regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard, permanent certification.

For an additional 6 credits, the candidates may also be recommended to the state of New Jersey for the certificate of eligibility as an early childhood teacher.

Although there are reciprocal certification agreements among many states, these are subject to change. Students from states other than New Jersey should check with their state's Department of Education for specific requirements.

The Professional Education Courses:

		Semester(s) Offered Credits	
Freshman			
EDST 1001	Introduction to Teaching	F & S	3
Sophomore			
EDST 2004	Language Arts I: The Early Years <i>Field experience</i>	S	3
EDST 2005	Mathematics Education <i>Field experience</i>	F	3
EDST 2006	Science Education <i>Field Experience</i>	F	3
EDST 4000	Child Development And Curriculum	S	3

200 Education and Human Services

Junior

EDST 3003	Social Studies Education Methods	F	3
-----------	----------------------------------	---	---

EDST 3005	Language Arts II: Upper Elementary Years	F	3
-----------	--	---	---

EDST 3006	Methods of Teaching Mathematics/Science II: Problem Solving	S	3
-----------	---	---	---

Senior

EDST 4001	Senior Internship/Seminar	F or S	6
-----------	---------------------------	--------	---

Total: 30

Early Childhood Certification

For an additional 6 credits listed below, the candidate may also be recommended to the state of New Jersey for the certificate of eligibility as an early childhood teacher. These credits must be taken in conjunction with the entire undergraduate program. By themselves they will not lead toward the certificate of eligibility as an early childhood teacher. The state of New Jersey requirements and the standards of the National Association for the Education of Young Children have been included in and are developed through the basic program as well as in the additional 6 credits.

EDST 2204	Curriculum and Assessment in Early Childhood Education		3
-----------	--	--	---

EDST 2213	Family, Community and School in Early Childhood Education		3
-----------	---	--	---

Total: 36

Component II Liberal Arts Core: 60 credits

English (9 credits)

ENGL 1201	College English I (required)
ENGL 1202	College English II (required)
ENGL 2101	Great Books of Western World I
ENGL 2102	Great Books of Western World II

History (9 credits)

Select three courses:

HIST 1201	Western Civilization I
HIST 1202	Western Civilization II
HIST 1301	American History I
HIST 1302	American History II
	Nontraditional by Advisement

Math (3 credits)

MATH 1102	Mathematics Perspectives
-----------	--------------------------

Computer Science (3 credits)

BMIE 1001	Computer Fundamentals (or equivalent course)
-----------	--

Science (6 credits)

Select two courses:

BIOL 1101	Introduction to Biology
CHEM 1001	Chemistry in the World Around Us

ERTH 1019	Introduction to Geology
PHYS 1007	Introduction to Astronomy

Philosophy/Religion (9 credits)

One philosophy and one religion course are required. The third course can be selected from either category.

PHIL 1101	Introduction to Philosophy
PHIL 1102	Philosophy and the Classical Mind
PHIL 1104	Logic
PHIL 1105	Ethics
RELS 1010	The Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1402	World Religions
RELS 1502	Contemporary Moral Values
RELS 1503	Christian Ethics

Art/Music (6 credits)

Select one art and one music course:

ARTH 1101	Art of the Western World
ARTH 1107	American Art
MUHI 1102	Music and Civilization
MUHI 1108	Music of America

Communication (3 credits)

COST 1600	Oral Communication
-----------	--------------------

Behavioral/Social (9 credits)

PSYC 1212	Child Psychology
CSPY 2200	Health Promotion for Children
PSYC 1221	Exceptional Child Psychology

Liberal Arts Elective (3 credits)

Total credits: 60

Note: Psychology majors must take the following courses:

BIOL 1105-1106	Human Structure and Function I-II (Satisfies science core requirements)	6
MATH 1201	Mathematical Models in the Social Sciences (Satisfies math core requirement)	3
PSYC 1105-1106	Principles of Psychology I-II	6
PSYC 1311	Using Computers in Psychology (Instead of BMIE 1001-Computer Fundamentals)	3
PSYC 1218	Drug and Alcohol Abuse	3

Component III: Liberal Arts Major

This major may be chosen from selected departments in the College of Arts and Sciences. Consult the appropriate sections of this catalogue for specific requirements of the academic major. If a major area chosen is a teaching field, the student may be eligible for grades K-12 certification in the selected subject area. The student must achieve a successful score on the Praxis examination in the subject area in order to be eligible for certification in the teaching field.

The student should select the liberal arts or sciences major as soon as it is practical. The student is required to seek an adviser in the subject area in order to receive accurate and current requirements. The liberal arts core for elementary education is the required core (see Component II), regardless of the liberal arts major. There may, however, be additional liberal arts requirements for specific major. For example, if the student selects psychology, the science and mathematics requirements are BIOL 1105-1106 and MATH 1201. In addition, PSYC 1311 Using Computers in Psychology is required; PSYC 1311 will substitute for the computer requirement (BMIE 1001).

Instead of a second major in an approved liberal arts area, students may elect to pursue a technical major in special education and teaching of the handicapped. Please see the next page for this sequence, which leads to eligibility for Teacher of the Handicapped Certification.

Course Descriptions

EDST 1001 Introduction to Teaching

This course is an introduction to the many facets of education. The course will explore the profession of education, the structure and organization of schools, the legal and historical aspects of education, educational theory and philosophy, and schools for the next century. Students will understand how to establish healthy, positive relationships with children, parents, colleagues and community members. They will reflect on attitudes, aptitudes, skills and dispositions of successful teachers. *3 credits.*

EDST 2004 Language Arts I: The Early Years

Focuses on the teaching and acquisition of literacy in the early elementary years; develops knowledge of specific literacy skills such as phonics, sight words, oral reading fluency, reading comprehension, spelling and composition; presents techniques for teaching reading, writing, listening and speaking; develops knowledge of special corrective techniques; stresses an integrated skills approach, emphasizes motivation, the development of positive attitudes towards the language arts, and a love of literature. Field experience involvement. *3 credits.*

EDST 2005 Mathematics Education

This course is designed for those who will be elementary teachers of mathematics. It is designed to help pre-service teachers facilitate children learning mathematical concepts and skills, as well as important problem solving techniques. In the process it will challenge thinking and further stimulate interest in mathematics. It will increase knowledge of the NCTM Standards. The National Council of Teachers of Math Standards have identified communication as an important part of mathematics learning and this class is designed to encourage and facilitate communication. Field experience involvement. *3 credits*

EDST 2006 Science Education

Elementary Science content areas, process skills, teaching styles, strategies and techniques are explored through class lectures, discussions, assigned readings, lesson planning and teaching, cooperative group work, research, projects, experiments, demonstrations, use of technology and presentations. The process of learning by doing science with a constructivist emphasis is demonstrated and practiced in class as well as the integration of

science with other subject areas. Field experience involvement. *3 credits.*

EDST 2204 Curriculum and Assessment in Early Childhood Education

This course will provide a thorough introduction to the field of early childhood education. By examining influential historical curricula, along with innovative current models, students will gain an awareness of the many components needed to create a successful early childhood program. Students will focus on the developmental levels of young children and how those stages are supported within the curriculum. Emphasis will be placed on establishing an appreciation and understanding of the specific techniques and behaviors used to design a developmentally appropriate program for children from birth through age eight that supports their diversity and broad range of learning styles. In addition, students will examine various methods of multidimensional, ongoing, and performance-based assessment for all aspects of the program. Active field experience will provide students with opportunities to observe children as they acquire knowledge through exploration and play. *3 credits.*

EDST 2213 Family, Community and School in Early Childhood Education

Through this course, students will gain an understanding of the partnership home and school share in the establishment of a successful learning environment for children. Students will examine social, cultural and ethnic differences within families in order to gain an appreciation of the many diverse backgrounds that exist throughout the school population. Programs that support and involve parents will be researched, so that students can become more familiar with the school's role and responsibility as an advocate of children. *3 credits.*

EDST 3005 Language Arts II: Upper Elementary Years

Focuses on the teaching and acquisition of literacy in the upper elementary years; stresses techniques for improving vocabulary, comprehension and writing skills; develops knowledge of process writing and methods of assessing language arts performance; investigates the application of reading and writing to content area learning; develops knowledge of children's literature; underscores the importance of modeling, motivation and positive attitudes. Field experience involvement. *3 credits.*

EDST 3006 Methods of Teaching Mathematics/Science II: Problem Solving

Addresses problem solving as it relates to mathematics and science curriculum in elementary schools. Students become acquainted with classroom practice that focuses on both the national and New Jersey State Core Curriculum Standards. Students become conversant with contemporary science and math curriculum that emphasizes the application of problem solving concepts and strategies using manipulatives, exploring alternative mental processes, conducting research, collecting and reporting data and utilizing a hands-on, minds-on cooperative, interactive approach. Field experience involvement. *3 credits.*

EDST 3003 Social Studies Education

Preparing productive and responsible citizens requires education directed at that goal. Such education imparts knowledge about our history, and our political and economic systems. It develops

202 Education and Human Services

the skills, attitudes, and values that support motivated citizen movement. It shows students that accurately informed and directly involved citizens are important to our national well being. Develops strategies for teaching the social studies. Field experience involvement. *3 credits.*

EDST 4000 Child Development and Curriculum

This course is designed to enable the student to understand the development of the child, emotionally, physically, cognitively, socially and morally in order to make appropriate decisions about subject matter, method and curriculum goals and materials. The art and science of teaching involves both the knowledge of child development and knowledge of the curriculum. It is essential for the well-educated teacher to know how to integrate these two knowledge basics for optimal development of the child and effective curriculum planning. *3 credits.*

EDST 4001 Senior Internship

The seminar is organized to support senior students engaged in their culminating field experience and to deepen beginning teachers' understanding of three main topics: the classroom and the school, student development and learning, and curriculum. Selected topics will include current curriculum, analysis of teaching effectiveness, human relations in the school, classroom management and discipline, teaching strategies, learning across the curriculum, evaluation, employment and professional growth. *6 credits.*

Special Education

Faculty: May (Program Director); Peskin.

The field of special education is one of the most rapidly changing areas in education. It is concerned with children and adolescents with a wide range of exceptionalities: general and specific learning disabilities; developmental delays; emotional and behavioral disorders; communication disorders; and physical and health disorders.

Students who choose to follow the special education program are required to select a double major in special and elementary education. A student must complete 126 credits for graduation. In addition, four field placements and a senior teaching experience must be completed. Students will complete two field placements in special education and two in elementary education. The senior teaching experience is in a special education setting.

Upon satisfactory completion of the core course of study, along with all other required components, students will be eligible for a teacher of the handicapped certificate and a certificate of eligibility with advanced standing for elementary classroom teacher.

A minimum GPA of 3.0 (for students transferring into the program) or a minimum SAT total score of 1000 (pre-freshman year) is required for admission. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

Double Major – Special and Elementary Education

Special Education Core:

EDST 2101 Learning Disabilities
EDST 2103 Emotional and Behavioral Disorders

EDST 2105 Methods and Materials in Special Education
EDST 2215 Growth and Development in Preschoolers with Special Needs
EDST 2216 Assessment and Curriculum in Young Children with Special Needs
EDST 3101 Mental Retardation
EDST 3102 Community Resources
EDST 3103 Test and Measurement
EDST 3110-3116 Innovations and Issues in Special Education
EDST 3117-3119 Field Experience
EDST 4102 Seminar in Special Education (6 credits – 3 teaching/3 seminar)
GMSL 5003 Introduction to Language Development
Total Credits: 39

Elementary Education Core:

EDST 1001 Introduction to Teaching
EDST 2004 Language Arts I: The Early Years
EDST 2005 Mathematics Education
EDST 3003 Social Studies Education
EDST 3004 Science Education
EDST 3005 Language Arts II: Upper Elementary Years
EDST 3006 Methods of Teaching Mathematics/Science II: Problem Solving
EDST 4000 Child Development and Curriculum
EDST 4001 Senior Internship/Seminar
Total Credits: 30

Behavior and Social Sciences Core:

The following four courses must be taken.
PSYC 1101 Introduction to Psychology
PSYC 1212 Child Psychology
PSYC 1218 Drug and Alcohol Abuse
or
CSPY 2200 Health Promotion for Children
PSYC 1221 Psychology of the Exceptional Child
Total Credits: 12

Liberal Arts Core:

Communication (3 credits)

COST 1600 Oral Communication

Art and Music (6 credits)

Select one from the following:

ARTH 1101 Art of the Western World
ARTH 1107 American Art

Select one from the following:

MUHI 1102 Music and Civilization
MUHI 1108 Music of America

Computer Science (3 credits)

BMIE 1001 Computer Fundamentals

English (9 credits)

ENGL 1201 College English I
ENGL 1202 College English II

Select one from the following:

ENGL 2101-2102 Great Books of the Western World I-II
ENGL 2103-2104 American Literature
ENGL 2112 English Literature

History (6 credits)

Select two of the following courses:

HIST 1201-1202	Western Civilization I-II
HIST 1301-1302	American History I-II

Math (3 credits)

MATH 1101	Statistical Concepts and Methods
-----------	----------------------------------

Philosophy and Religion (6 credits)

Select one of the following:

RELS 1010	The Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1402	World Religions
RELS 1502	Contemporary Moral Values

Select one of the following:

PHIL 1101	Introduction to Philosophy
PHIL 1104	Logic
PHIL 1105	Ethics

Science (6 credits)

BIOL 1101	Introduction to Biology
-----------	-------------------------

Select one of the following:

CHEM 1101	Chemistry and the World Around Us
ERTH 1019	Introduction to Geology

Total Credits: 126

4 + 2 Dual Degree Program: Bachelor of Science in Special Education *and* Master of Science in Speech-Language Pathology

This 4+2 dual degree program combines the Bachelor of Science in Special Education and the Master of Science in Speech-Language Pathology. This dual degree would provide an individual with the appropriate certification for teaching special education and would optimally prepare that individual to serve the speech and language issues of the child with special needs.

Admission to the program is open to applicants who successfully complete a high school college preparatory curriculum. SAT scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores. Applicants are encouraged to volunteer to observe a certified speech-language pathologist in an educational or healthcare setting to develop an understanding of the needs and capabilities of clients/patients and the role of the speech-language pathologist. All applicants will be evaluated by a Special Education/Speech-Language Pathology Admissions Committee (representatives from special education, speech-language pathology, and enrollment services).

In this dual degree program, the 126 credit Bachelor of Science in Special Education incorporates the six prerequisite courses required for admission into the Seton Hall University Master of Science in Speech-Language Pathology program. As long as the student maintains the requirements of the dual degree program during his/her undergraduate tenure, the student will receive automatic acceptance into the Master of Science in Speech-Language Pathology program.

Special Education/Speech-Language Pathology Majors**Special Education Core (42 credits)**

		Credits
EDST 2101	Learning Disabilities	3
EDST 2103	Emotional and Behavioral Disorders	3
EDST 2105	Methods and Materials in Special Education	3
EDST 2215	Development of Young Children with Special Needs	3
EDST 2216	Assessment of Young Children with Special Needs	3
EDST 3101	Persons with Cognitive Impairments	3
EDST 3102	Community Resources	3
EDST 3103	Psychoeducational Diagnosis & Assessment in Special Education	3
EDST 3110-16	Innovations and Issues in Special Education	3
EDST 3117-19	Field Work	3
EDST 4103	Sign Language I	3
EDST 4104	Sign Language II	3
EDST 4120	Seminar in Special Education/Student Teaching	6

Psychology Core (9 credits)

PSYC 1212	Child Psychology	3
PSYC 1218	Drug & Alcohol Abuse	3
PSYC 1221	Psychology of the Exceptional Child	3

Speech and Language Core (18 credits)

GMSL 5000	Introduction to Speech & Hearing Science	3
GMSL 5001	Phonetics	3
GMSL 5002	Anatomy and Physics of the Speech & Hearing Mechanism	3
GMSL 5003	Introduction to Language Development	3
GMSL 5004	Introduction to Audiology	3
GMSL 5007	Introduction to Communication Disorders	3

Educational Methods (12 credits)

EDST 2004	Language Arts I	3
EDST 2005	Math Methods	3
EDST 2006	Science Methods	3
EDST 3003	Social Studies Methods	3

Liberal Art Core (42 credits)

ARTH/MUHI	Select one from each (ARTH 1101, 1107, MUHI 1102, 1108)	6
BMIE 1001	Computer Fundamentals	3
COST 1600	Oral Communications	3
ENGLISH	ENGL 1201, 1202 & select one (ENGL 2101-21, 2103-2104, 2112)	9
HISTORY	Select two (HIST 1201-1202, 1301-1302)	6
MATH 1101	Statistical Concepts and Methods	3
PHIL/RELS	Select one from each (RELS 1102, 1402, 1500, 1502; PHIL 1101, 1104, 1105)	6
SCIENCE	BIOL 1101 & select one (CHEM 1001, EARTH 1019)	6

Field experiences in both sophomore and junior semesters (four total) cover an eight-week period. The senior teaching experience is for a (15 week) full semester.

Course Descriptions

EDST 2101 Learning Disabilities

Theoretic constructs underlying learning disabilities and behavioral manifestations of the learning disabled in the home and academic environments. Support systems, pertinent legislation and recent issues. *3 credits.*

EDST 2103 Emotional and Behavioral Disorders

Introduction to persons with social, emotional and behavioral maladjustments. Concepts such as autism, ADHD, childhood depression, conduct disorders and others. Etiology, theoretical models used to explain these disorders, assessment, intervention strategies and educational programming approaches. *3 credits.*

EDST 2105 Methods and Materials in Special Education

Various materials for use with children with disabilities, such as assistive technology and functional academic guides, will be demonstrated. Teaching techniques such as the multisensory approach and behavior management issues are discussed across differing disabled populations. *3 credits.*

EDST 2215 Development of Individual Differences in Children from Birth to Six Years

The purpose of this course is to explore the many dimensions of development of young children within the context of family and culture. The goal is to understand the typical sequence of development, across domains, by age. The interrelated nature of development will be emphasized. The focus will be on typical development, with consideration given to the effect of atypical development on many of the processes and sequences. *3 credits.*

EDST 2216 Assessment and Intervention Issues in Young Children with Special Needs

This course provides an overview of assessment practices in early childhood programs. Students will gain knowledge of a variety of approaches to assessment. The limitations of selected assessment practices and problems of interpretation inherent to early childhood will be addressed. Students will gain skill in administering assessments and in interpreting information from testing and observation for the purpose of planning intervention. Attention will be paid to the significant role of families in the assessment process, Both as informants with regard to their young children, and as co-participants and planners in the assessment process. In addition, recognition of cultural diversity in assessment practice will be discussed. *3 credits.*

EDST 3101 Persons with Cognitive Impairments

History and current perception of persons with retardation in our culture. Biological, social, emotional and cognitive development emphasized throughout the life span. Current educational, legal, political and social events are discussed. *3 credits.*

EDST 3102 Community Resources

Introduction to the field of special education and related resources. Topics such as federal and state laws, families and schools, and transition are explored. Agencies in the community that provide education and assistance to individuals with disabilities and their families and to educators will be discussed. *3 credits.*

EDST 3103 Psycho-Educational Diagnosis and Assessment in Special Education

Basic principles of psychological, developmental and educational testing, diagnosis and assessment. Consideration and evaluation of the types of tests commonly used in special education. Introduction to diagnostic and assessment processes and report writing. Discussion of controversial issues. Lab fee. *3 credits.*

EDST 3110-3116* Innovations and Issues in Special Education

Each one credit course in this series will focus on current strategies, materials, procedures, and evaluation techniques and legal, political or special interest topics of importance to professionals associated with special education. *1 credit each.*

EDST 3110 Inclusion

EDST 3111 Cross Cultural Issues in Special Education

EDST 3112 ADHD

EDST 3113 Autism

EDST 3114 Assistive Technology

EDST 3115 IEP's

EDST 3116 Behavior

** Each course is 1 credit and a total of three 1- credit courses are required for the special education core.*

Field Courses:

EDST 3117	Internship II	1
EDST 3118	Internship III	1
EDST 3119	Internship IV	1

The Internship experience establishes opportunities for structured observation and participation in order to achieve a synthesis of theory and practice. Introduces interns to the roles and responsibilities of the classroom teacher, to the realities of the classroom environment, and to the skills, values and attitudes essential to successful teaching.

The Internship experiences will assist the student in forming and refining basic instructional skills. These experiences include developing lessons, teaching individual and groups of students, and identifying and accommodating unique learners who have exceptional instructional needs.

The intern will be responsible for increased types of roles and responsibilities during each internship, progressing from individual student interaction to total classroom leadership.

Secondary Education

Faculty: Cobarrubias; Daly; Devlin-Scherer; Katz; McCartan (Program Director).

The program in secondary education consists of strong field-oriented and sequenced professional studies and a diverse selection of fields of specialization. Students must complete a strong liberal arts core and an academic major in one of the listed fields in addition to the sequence of professional education courses in secondary education. Students must maintain an overall GPA of 2.75 in order to remain in the program. The

College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards. Continuation in the program requires demonstration of competencies, which include portfolio assessment for each field experience.

The portfolio is considered to constitute a request to continue in the program and requires approval by the faculty. After completing the degree program, students are eligible for the baccalaureate degree and for recommendation to the state of New Jersey for the certificate of eligibility with advanced standing to teach specific subject areas, K-12. Passing score(s) on the appropriate section(s) of the Praxis also are required for this certificate of eligibility with advanced standing.

One of the features of the program is the integration of classroom experience and educational theory. Students must complete three field experiences before student teaching. The first field experience is at an urban middle school. For each experience, students maintain a portfolio that they submit to program faculty for evaluation at the end of each experience. Students are exposed to a variety of classroom settings and work closely with cooperating teachers, school supervisors and program faculty. Transportation to these sites is the responsibility of the student.

Students elect a certification field that must be taken as an academic major in the College of Arts and Sciences (students in special education are not required to elect an Arts and Sciences certification field). The following fields of certification are:

Art*
Biological Science
Chemistry
English
Mathematics
Music*
Physical Science
Special Education
Social Studies***
World Languages**
Chinese Japanese
French Latin
German Russian
Italian Spanish

Students must complete the academic major in their field of certification and are required to have an adviser in that field.

*Art and music education are technical majors with coursework in several programs.

**Consult the modern languages and Asian studies sections of this catalogue for information about language options and credit requirements.

***Social studies requires an arts and sciences major (typically, history) with coursework in economics, geography, political science and sociology. See program director for details.

Major Program

In addition to the departmental core requirements for the degree, students must satisfactorily complete the required courses

in professional education, their academic major and related areas and liberal arts electives.

Course and credit requirements are subject to change in accordance with changing New Jersey teacher certification requirements.

Each student will be assigned an adviser. The student will be responsible for meeting with the adviser each semester to plan, schedule and review courses, and discuss progress. All secondary education majors also will work with an adviser in the College of Arts and Sciences for purposes of monitoring the academic major.

All course registration must be done with the secondary education program. Individual courses of study will vary according to selected major field(s).

Students are advised to schedule 18 credits per semester.

The minimum number of credits required to graduate is 128. Credit requirements of the academic major may require the student to exceed the 128 minimum. If the student has a total of fewer than 128 credits after completing the liberal arts core, the professional core and the academic major, then additional liberal arts electives must be taken to reach the minimum of 128.

The maximum number of professional education credits allowed as part of the degree program is 30. The minimum number of liberal arts credits required is 96, including the liberal arts core and the academic major. A liberal arts credit by definition is a credit that originates from the College of Arts and Sciences. Courses taken from any other academic unit such as business, nursing, education, ROTC or EOP will not count as liberal arts credit.

Liberal Arts Core

English (9 credits)

ENGL 1201	College English I (required)
ENGL 1202	College English II (required)
ENGL 2101	Great Books of the Western World I
ENGL 2102	Great Books of the Western World II

History (12 credits)

Select two courses from 1 or 2, and two from 3:

- HIST 1201 Western Civilization I
HIST 1202 Western Civilization II
or
- HIST 1301 American History I
HIST 1302 American History II
- HIST 1401 History of Latin America I
HIST 1402 History of Latin America II
HIST 1501 History of African Civilization I
HIST 1502 History of African Civilization II
HIST 1601 History of Traditional Asia
HIST 1602 History of Modern Asia
IDIS 1101 Traditional Cultures of the Non-Western World I
IDIS 1102 Traditional Cultures of the Non-Western World II

Math (3 credits)

MATH 1014	Intermediate Algebra
-----------	----------------------

206 Secondary Education

Science (3 credits)

Select one course:

BIOL 1101	Introduction to Biology
CHEM 1001	Chemistry and the World Around Us
PHYS 1001	Introduction to Physical Science
PHYS 1007	Introduction to Astronomy

Computer Science (3 credits)

BMIE 1001	Computer Fundamentals (required)
-----------	----------------------------------

Philosophy (6 credits)

Select two courses:

PHIL 1101	Introduction to Philosophy (required)
PHIL 1104	Logic
PHIL 1105	Ethics

Religion (3 credits)

RELS 1402	World Religions
-----------	-----------------

Art/Music (3 credits)

Select one course:

ARTH 1101	Art of the Western World
MUHI 1102	Music and Civilization

Communication (3 credits)

COST 1600	Oral Communication
-----------	--------------------

Behavioral Science (9 credits)

PSYC 1213	Adolescent Psychology
PSYC 1218	Drug and Alcohol Abuse
PSYC 1221	Exceptional Child Psychology

Electives (6 credits) (if needed)

Select any course from the College of Arts and Sciences.

Total: 60

Professional Core

Enrollment in these courses requires a GPA of 2.75 or above. To continue in this program, students must provide evidence of completed field experience requirements and a minimum GPA of 2.75. Students also must attend convocations that are offered during Fall and Spring semesters.

First Year

EDST 1501	Education in the United States: Past and Present	F
EDST 2501	Philosophy of Education and Curriculum Development	S

Second Year

EDST 1301	Educational Psychology and Classroom Practice	F
EDST 2003	Instructional Theory into Practice (FE1)	S

Third Year

EDST 3301	Educational Evaluation	F
EDST 3700	Integrating Technology into Curriculum	F

Select one of the following:

EDST 3601	English Language Arts	F
EDST 3602	Methods for Teaching Secondary Mathematics	S

EDST 3603	Secondary Science Methods	S
EDST 3604	Social Education	S
EDST 3605	Methods for Teaching World Languages (FE2 taken during second semester)	F

Fourth Year

	(FE3 taken during first semester)	
EDST 3510	Culture, Community and Schools	F
EDST 4500	Senior Internship	S

For more information, see education.shu.edu/secondary.

Field Experience

Students must successfully complete field experiences that require demonstration of specific competencies. Field experiences must be requested by completing an application during the semester before the planned experience. Forms are available from the Office of the Associate Dean for Student, Community and Academic Affairs, and have the following due dates: February 15 for Fall placement and September 15 for Spring placement. Student teaching applications are due April 1 for the following Spring Semester and December 1 for the following Fall Semester. At the conclusion of each field experience, the student will submit materials documenting the specific competencies acquired. Program faculty will include field activities as part of courses when outstanding opportunities for students are available. Visit the Web site at education.shu.edu

* As new opportunities become available, students may need to plan to reserve time to complete assignments in area schools. Prior to registration, students should check with their advisers concerning any additional off-campus responsibilities.

Bachelor of Science Degree in Art Education/Bachelor of Science Degree in Music Education

Secondary education, in conjunction with the College of Arts and Sciences, offers a Bachelor of Science degree in either art or music education.

Secondary Education Requirements for Art Education

College Core Requirements

English (9 credits)

ENGL 1201	College English I (required)
ENGL 1202	College English II (required)
ENGL 2101	Great Books of the Western World I
ENGL 2102	Great Books of the Western World II

History (12 credits)

Any two art history electives, 3 credits each, may be substituted for 6 credits of the history requirement. The remaining 6 credits will be chosen from history course listing.

HIST 1401	History of Latin America I
HIST 1402	History of Latin America II
HIST 1501	History of African Civilization I
HIST 1502	History of African Civilization II
HIST 1601	History of Traditional Asia

HIST 1602	History of Modern Asia
IDIS 1101	Traditional Cultures of the Non-Western World I
IDIS 1102	Traditional Cultures of the Non-Western World II

Math (3 credits)

MATH 1014	Intermediate Algebra
-----------	----------------------

Science (3 credits)

Select one course:

BIOL 1101	Introduction to Biology
CHEM 1001	Chemistry and the World Around Us
PHYS 1001	Introduction to Physical Science
PHYS 1007	Introduction to Astronomy

Computer Science (3 credits)

BMIE 1001	Computer Fundamentals (required)
-----------	----------------------------------

Philosophy (6 credits)

Select two courses:

PHIL 1101	Introduction to Philosophy (required)
PHIL 1104	Logic
PHIL 1105	Ethics

Religion (3 credits)

RELS 1402	World Religions
-----------	-----------------

Art and Music (3 credits)

ARTH 1101	Art of the Western World
-----------	--------------------------

Communication (3 credits)

COST 1600	Oral Communication
-----------	--------------------

Behavioral Science (9 credits)

PSYC 1213	Adolescent Psychology
PSYC 1218	Drug and Alcohol Abuse
PSYC 1221	Exceptional Child Psychology

Electives (6 credits)

Liberal art electives will be filled by:
ARTH and/or AART courses.

Total: 60

Professional Core

Freshman

Fall Semester

EDST 1001	Introduction to Education	3
-----------	---------------------------	---

Spring Semester

EDST 2501	Philosophy of Education and Curriculum Development	3
-----------	--	---

Sophomore

Fall Semester

EDST 1301	Educational Psychology and Classroom Practice	3
-----------	---	---

Spring Semester

EDST 2003	Instructional Theory into Practice	3
EDST 4000	Child Development and Curriculum	3

Junior

Fall Semester

EDST 3514	Teaching Art, K-12	3
-----------	--------------------	---

Spring Semester

EDST 3301	Educational Evaluation	3
-----------	------------------------	---

Senior

Fall Semester

EDST 3510	Culture, Community and Schools	3
-----------	--------------------------------	---

Spring Semester

EDST 4500	Senior Internship	6
-----------	-------------------	---

Total: 30

Fine Arts Major

AART 1110	Fundamentals of Drawing	(freshman) 3
AART 1211-1214	Drawing and Painting	(minimum) 4
AART 1215-1216	Watercolor	(minimum) 2
AART 1220	Art Materials and Techniques	3
AART 1224-1225	Introduction to Printmaking	(minimum) 3
AART 2220	Figure Drawing	3
AART 3163	Individual Studies in Art	(senior) 3
AART	Art electives	10
ARTH 1101	Art of the Western World	(freshman) 3
ARTH 1118	20th-Century Art	3
ARTH	Art History electives	6

Total: 43

Secondary Education Requirements for Music Education

College Core Requirements

English (9 credits)

ENGL 1201	College English I (required)
ENGL 1202	College English II (required)
ENGL 2101	Great Books of the Western World I
ENGL 2102	Great Books of the Western World II

History (12 credits)

MUHI 1108 and MUHI elective will substitute for 6 credits of required history courses. The remaining 6 credits will be chosen from category 3 history offerings.

HIST 1401	History of Latin America I
HIST 1402	History of Latin America II
HIST 1501	History of African Civilization I
HIST 1502	History of African Civilization II
HIST 1601	History of Traditional Asia
HIST 1602	History of Modern Asia
IDIS 1101	Traditional Cultures of the Non-Western World I
IDIS 1102	Traditional Cultures of the Non-Western World II

Math (3 credits)

MATH 1014	Intermediate Algebra
-----------	----------------------

Science (3 credits)

Select one course:

BIOL 1101	Introduction to Biology
CHEM 1001	Chemistry and the World Around Us
PHYS 1001	Introduction to Physical Science
PHYS 1007	Introduction to Astronomy

Computer Science (3 credits)

BMIE 1001	Computer Fundamentals (required)
-----------	----------------------------------

Philosophy (6 credits)

Select two courses:

PHIL 1101	Introduction to Philosophy (required)
PHIL 1104	Logic
PHIL 1105	Ethics

208 Secondary Education

Religion (3 credits)

RELS 1402 World Religions

Art and Music (3 credits)

MUHI 1102 Music and Civilization

Communication (3 credits)

COST 1600 Oral Communication

Behavioral Science (9 credits)

PSYC 1213 Adolescent Psychology
 PSYC 1218 Drug and Alcohol Abuse
 PSYC 1221 Exceptional Child Psychology

Electives (6 credits)

Your 6 credits in liberal art electives will be filled by MUAP and/or MUTH courses.

Total: 60

Professional Core

Freshman

Fall Semester

EDST 1001 Introduction to Education 3

Spring Semester

EDST 2501 Philosophy of Education and Curriculum Development 3

Sophomore

Fall Semester

EDST 1301 Educational Psychology and Classroom Practice 3

Spring Semester

EDST 2003 Instructional Theory into Practice 3
 EDST 4000 Child Development and Curriculum 3

Junior

Fall Semester

EDST 3513 Music Methods 3

Spring Semester

EDST 3301 Educational Evaluation 3

Senior

Fall Semester

EDST 3510 Culture, Community and Schools 3

Spring Semester

EDST 4500 Senior Internship 6

Total: 30

Comprehensive Music Education

I. Music History 9

MUHI 2110 and MUHI 1108 (taken as part of core requirements) 6
 MUHI elective (other than MUHI 1133 and 1134) 3

II. Theory 14

MUAP 1171 Sight Singing and Ear Training 2
 MUTH 1111 Theory of Music I 3
 MUTH 2111 Theory of Music II 3
 MUTH 3111 Theory of Music III 3
 MUTH 4111 Theory of Music IV 3

III. Instrumental Study 40

A. Primary Instrument (Select 16 credits.)
 MUAP 1011-1012 Beginning Piano I-II 4
 MUAP 1131 Beginning Voice 2

MUAP 2211-2219 Private Piano/Majors 12
 MUAP 2231-2239 Private Voice/Majors 14
 or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 3291-3299 Private Brass/Majors 14
 or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 3391-3399 Private Woodwinds/Majors 14
 or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 3491-3499 Private Strings/Majors
 or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 3591-3599 Private Percussion/Majors 14
 or
 MUAP 1011 Beginning Piano 2
 MUAP 3691-3699 Private Organ/Majors 14

B. Secondary Instruments (8 credits):

Note: Students must study piano as their secondary instrument.

MUAP 1011-1012 Beginning Piano I-II 4
 MUAP 2111-2119 Private Piano/Non-majors 4

or
 MUAP 1131 Beginning Voice 2
 MUAP 2131-2139 Private Voice/Non-majors 6

or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 2291-2299 Private Brass/Non-majors 6

or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 2391-2399 Private Woodwinds/Non-majors 6

or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 2491-2499 Private Strings/Non-majors 6

or
 MUAP 1291-1294 Beginning Instruments 2
 MUAP 2591-2599 Private Percussion/Non-majors 6

or
 MUAP 1011 Beginning Piano 2
 MUAP 2691-2699 Private Organ/Non-majors 6

C. Other Instruments 8
 MUAP 1291-1294 Beginning Instruments

D. Ensemble 6
 MUAP 1141-1148 Band

or
 MUAP 1151-1158 Chorus
 or
 MUAP 1161-1168 Vocal Chamber Ensemble

or
 MUAP 1183-1190 Instrumental Chamber Ensemble

E. Conducting 2
 MUAP 1182 Conducting Techniques

Total: 63

IV. Additional Requirements:

1. all applied music majors shall demonstrate their proficiency for a faculty jury at the end of each semester;
 2. music majors shall present a formal recital during the last semester of their senior year;

3. all music students are required to attend concerts and other activities sponsored by the Department of Art and Music and the Arts Council; and
4. students will participate in recitals during the academic year.

Bachelor of Arts in Education/Master of Arts in Theology

Secondary education, in collaboration with Immaculate Conception Seminary School of Theology (ICSST), offers a joint Bachelor of Arts (B.A.) in Education and Master of Arts (M.A.) in Theology six-year degree program open only to international seminarians (the Neo-Catechumenal Way) beginning Fall Semester 1997.

Professional Education Courses

EDST 1101	American Standard English
EDST 1301	Educational Psychology and Classroom Practice
EDST 1501	Education in the United States
EDST 2003	Instructional Theory and Practice
EDST 2501	Philosophy of Education and Curriculum Development
EDST 3510	Culture, Community and Schools
EDST 3700	Integrating Technology into Curriculum
BMIE 1002	Intermediate Microcomputing
BMIE 3715	Multimedia Presentations
EDST/PTHO 2301	Parish as Learning Community
or	
EDST/PTHO 2323	Adult Catechesis

Course Descriptions

EDST 1301 Educational Psychology and Classroom Practice

The components of the learning process and the contributions of psychology to education. Student characteristics, the process of human growth and the role of intelligence in the context of family and schooling. Environmental factors, social class, and cultural and racial differences on the development and measurement of teaching. Leading learning theories and their applications to teaching. Personal and social factors impacting on motivation and learning. Theories of the cognitive process. Methods for effective instruction, measurement and evaluation. Presenting classroom materials in a healthy school environment that accommodates individual, linguistic and cultural differences. *3 credits.*

EDST 1501 Education in the United States: Past and Present

A study of the public education system (K-12) in America, the goals of education and the institutions that have evolved to meet those goals. The political, social, economic and intellectual developments that historically influence educational theory and practice. Recent educational changes resulting from contemporary reform efforts. *3 credits.*

EDST 2003 Instructional Theory and Practice

Latest research on how the brain processes information. The basis for the decisions teachers must make to increase the probability that learning will occur. Skills teachers need to plan and implement lessons, and to evaluate student learning. Learning styles,

questioning techniques and cooperative learning groups. A field experience is required when enrolled in this class. *3 credits.*

EDST 2501 Philosophy of Education and Curriculum Development

Ideological, philosophical, psychological and sociological influences on curriculum. Examination of major philosophies that affect education and curriculum development. Curriculum design and the factors that impact on its effectiveness and evaluation. How goals and objectives reflect educational purpose and the curriculum. Alternative models in curriculum design and implementation. Specific curriculum design issues in various content areas of secondary education. *3 credits.*

EDST 3301 Educational Evaluation

Theory and practice of educational testing, and the development and use of tests and other forms of assessment. Analysis and interpretation of test results. Practice in major test construction and application in students' major areas of specialization. Emphasis on alternative and authentic forms of assessment. *3 credits.*

EDST 3510 Culture, Community and Schools

Implications of race, ethnic background, religion, language and gender on schooling of children. Community organizations that impact on the school. Analysis of various cultures that influence American education. Special attention to recognition and integration of multicultural education. Sixty hours of field experience required when enrolled in this class. *3 credits.*

EDST 3601 English Language Arts

A "whole language" approach to the teaching of English. Presents techniques for teaching various forms of composition; stresses the importance of process writing; develops strategies for literary involvement and response; focuses on computer applications; introduces portfolio and authentic assessment. *3 credits.*

EDST 3602 Methods for Teaching Secondary School Mathematics

Contemporary standards for secondary math curriculum and assessment; the mathematics essential for teaching secondary mathematics; the roles of secondary school math teachers; and the social and learning environments that affect the teaching and learning of mathematics. *3 credits.*

EDST 3603 Secondary School Science Methods

There are things all adolescents need to understand, to know how to do, and cultivate as habits of mind as a consequence of their secondary school science experience. Strategies to help adolescents acquire these understandings, skills and attitudes so that they are able to explain everyday phenomena, solve practical problems and make informed decisions about scientific issues. *3 credits.*

EDST 3604 Social Education

How the goals for social studies education are met in the secondary school. Competing rationales for the social studies field. Proposals for curriculum change compared to the dominant patterns of classroom instruction. Students examine, design and use materials available for teaching the essential skills and content knowledge in social studies, and participate in at least one professional activity. Also studied are: the influence of the

210 Secondary Education

bureaucratic, hierarchical nature of schooling on social education; existing and proposed alternatives; the making of teaching decisions and the influences that shape them; and identifying individual differences. *3 credits.*

EDST 3605 Teaching Methods for World Languages

Presents students with a current picture of modern language teaching and its place in our society. Students learn a number of approaches to communicative language instruction and create lessons using these methods. Students practice presenting their lessons and learn to become reflective practitioners of their craft. Students are responsible for readings in the texts, professional journals and other materials. *3 credits.*

EDST 3700 Integrating Curriculum and Technology

Designed to enable educators in a variety of settings to integrate "good practice" with a technology-based curriculum. Curriculum analysis, design and development as well as a broad range of non-print and computer-supported learning tools are explored through an interactive approach, including: multimedia, information utilities, networks, distance education, teleconferencing, CD-Rom, laser discs and other applicable technologies. Students will put new skills into action. *3 credits.*

EDST 4500 Senior Internship

A 15-week placement in an approved school setting (under the supervision of a cooperating teacher and College of Education personnel) that enables students to develop and refine their competencies as teachers. Complementing this full-time practical experience is a weekly seminar that relates theoretical principles and content to practice through case studies, class discussion, and the development of lesson plans, modules and curriculum units. Requires full-time student teaching for a full semester. Prerequisites: EDST 1501, 2501, 1301, 2003, 3700, 3301, 3501 and appropriate methods course or program recommendation. *6 credits.*

Certificate in Information Technologies

Director: Nancy Sardone, M.A.

Preparing for Your Future

From modems to satellites, from distance education to virtual reality, information technologies are creating exciting and far-reaching changes in our lives. How will you respond to the opportunities and dilemmas they present today and in the future?

A Certificate in Information Technologies will help you establish a base of knowledge that will enable you to live and work effectively in today's knowledge-oriented society.

In this program, you will discover the basic concepts behind a wide range of information technologies and the powerful impact they have on our lives. You will become actively involved in the intelligent utilization of a variety of information systems and the use of computer software to improve productivity, make decisions, pursue research interests, produce multimedia presentations and enhance learning.

Be confident about your computing skills when you apply for your next job. This certificate will show employers that you have the technical proficiency to back up your academic accomplishments.

The Certificate in Information Technologies

The certificate program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any undergraduate students enrolled at the University as well as students who are not enrolled in a full University program.

Certificate Requirements

The College will award the Certificate in Information Technologies to students who successfully complete five, 3-credit information technology courses (15 credits). The certificate award will also be noted on the student's transcript. A maximum of 6 credits will be accepted for equivalent experience in other divisions of the University, or for courses taken at other colleges.

The Undergraduate Information Technologies Program

The following courses may be applied toward the IT certificate.

Select five:

BMIE 1001	Microcomputing I
BMIE 1002	Microcomputing II
EDST 3700	Integrating Curriculum and Technology
BMIE 3705	Web Page Technologies
BMIE 3710	Electronic Research Technologies
BMIE 3714	Multimedia Technologies
BMIE 3716	Access Database Application Development
BMIE 4343	Computer Graphics and Animation
BMIE 4344	Seminar: Social, Ethical and Legal Issues in Computing
BMIE 4345	Online Course Management and Delivery
BMIE 4346	Computer Networking Fundamentals
BMIE 4347	Special Projects in Technology
BMIE 4348	Online Course Design and Implementation
BMIE 4349/4350	Internship in Information Technologies I & II
Total: 15 credits	

Certificate in Online Course Development and Management

Director: Nancy Sardone, M.A.

Develop and Teach Online Courses

As we move into the 21st century, universities and colleges around the world are experiencing the changes created by technology and looking for ways to implement new modes of teaching and training students. Faculty and students are no longer bound to a classroom - there is a shift from the traditional mode of teaching and learning to online education.

Seton Hall University, a leader in Web-based education, is offering an Online Course Development and Management Certificate to help educators and trainers acquire the teaching and technical skills desirable for online teaching. This certificate provides the expertise educators need to teach courses in an online learning environment. As a leader in online education, Seton Hall University offers this program to prepare students for future success in a high tech world. A Certificate in Online Course Development and management will enable you to communicate and instruct effectively in today's cyber environment.

The Certificate in Online Course Development and Management

The certificate program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any undergraduate student enrolled at the University, as well as students who are not enrolled in a full University program.

Certificate Requirements

The College will award the Certificate in Online Course Development and Management to students who successfully complete five 3-credit information technology courses (15 credits). A maximum of 6 credits may be accepted for equivalent experience in other divisions of the University, or for courses taken at other colleges.

Undergraduate Program

The following courses may be applied toward the Online Course Development and Management Program Certificate.

Required Courses:

BMIE 3705	Web Page Technologies
BMIE 3710	Electronic Research Technologies
BMIE 4345	Online Course Management and Delivery
BMIE 4348	Online Course Design and Implementation

Select one of the following:

BMIE 3714	Multimedia Technologies
BMIE 4343	Computer Graphics and Animation
BMIE 4344	Seminar: Social, Ethical and Legal Issues in Technology
BMIE 4346	Computer Networking Fundamentals
BMIE 4349/4350	Internship in Information Technologies I & II

Course Descriptions

BMIE 1001 Microcomputing I

Emphasis on performance-based learning using Microsoft Office applications for word processing, spreadsheets and presentations. Introduction to Publisher and FrontPage for web page development. *3 credits.*

BMIE 1002 Microcomputing II

Advanced Microsoft Office applications for word processing, spreadsheets, and presentations explored in depth. Introduction to database applications using Access. The computer as an effective tool is examined. *3 credits.*

EDST 3700 Integrating Curriculum and Technology

Learn how to integrate "good practice" with a technology-based curriculum. A broad range of computer-supported learning tools and new and emerging technologies are explored through an interactive approach. *3 credits.*

BMIE 3705 Web Page Technologies

Design, create, and publish a web site using Microsoft FrontPage. Learn the tools and methodology necessary to create a content-rich web site. Topics of copyright, assessment criteria, and web page structures are explored. *3 credits.*

BMIE 3710 Electronic Research Technologies

Advanced electronic research using computer-based and Internet accessible tools. Develop research skills and information discrimi-

nation techniques using electronic resources. Uncover the hidden Web. *3 credits.*

BMIE 3714 Multimedia Technologies

Learn to design multimedia materials. Topics covered: scripting, use of audio and video tools, the Internet as a delivery tool, and computer-based training using Macromedia Director. *3 credits.*

BMIE 3716 Access Database Application Development

Learn to manage information using a relational database. Gain the knowledge and expertise to develop simple to complex queries, data entry forms and reports. Database design and the importance of referential integrity are stressed. *3 credits.*

*"It matters not what
you are thought to be,
but what you are."*

PUBLILIUS SYRUS

BMIE 4343 Computer Graphics and Animation

Learn to use graphic design software that enables you to create, manipulate and enhance graphic images suitable for various publications including the web. Create your own Macromedia Flash movies. *3 credits.*

BMIE 4344 Seminar: Social, Ethical and Legal Issues in Technology

Social, ethical, and legal problems associated with computer-based technologies will be explored, debated and researched, along with the means for reducing problems and coping with their effects. *3 credits.*

BMIE 4345 Online Course Management and Delivery

Learn to design and build online course instruction for delivery via the Internet. Develop the tools to provide online instruction including creating an online environment, learning research techniques, examining plagiarism and copyright issues, and planning overall online course management. *3 credits.*

BMIE 4346 Computer Networking Fundamentals

Learn the history and fundamentals of network design and cabling infrastructure, technologies, protocols, communications and tools necessary to design and troubleshoot a network. *3 credits.*

BMIE 4347 Special Projects in Technology

Develop a meaningful computer-based project using new and emerging tools. *3 credits.*

BMIE 4348 Online Course Design and Implementation

Design and develop a complete plan for building an online course for Internet delivery. Learn to create course modules, use facilitation and moderating techniques, design assessment and develop a student-centered online environment that encourages positive learning outcomes. *3 credits.*

BMIE 4349 Internship in Information Technologies I

A field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks. *3 credits.*

BMIE 4350 Internship in Information Technologies II

Students may take a second semester of a field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks. *3 credits.*

College of Nursing



Caroline DiDonato Schwartz College of Nursing Building
(973) 761-9306
nursing.shu.edu

Dean: Phyllis Shanley Hansell, Ed.D., R.N., F.A.A.N.
Associate Dean: Barbara Wright, R.N., Ph.D.
Associate Dean for Basic Nursing Programs: Linda Ulak, Ed.D.
Associate Dean for Graduate Programs and Research: Wendy Budin, Ph.D., R.N.
Assistant to the Dean: Joanne McElwee

Department of Undergraduate Nursing

Director, Multipurpose Lab: Marilyn Lovasi, R.N.
Director, Learning Resources: Mark Pappiani
Director, R.N. Program: Gail Iglesias, Ph.D., R.N., CS
Director, Accelerated Program: Phyllis Russo, Ed.D., R.N.
Director, Recruitment: Mary Jo Bugel, M.A., R.N.
Director, Special Projects: Leona Kleinman, Ed.D., R.N.
Associate Professors: Gelmann; Greene; Lothian; Russo; Scharf; Stemas; Ulak (*Chair*).
Assistant Professors: Case; Gasalberti; Iglesias; Rossignol; Rubino; Stich; Wright.
Instructor: Racioppo.

Accreditation

For further information contact:

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, D.C. 20036-1120
(202) 887-6791

and
The National League for Nursing Accrediting Commission
61 Broadway, New York, NY 10006
(212) 363-5555

Programs of Study

The College of Nursing offers programs of study leading to the degree Bachelor of Science in Nursing and is accredited by the Commission on Collegiate Nursing Education, the National League for Nursing Accrediting Commission and the New Jersey Board of Nursing. Seton Hall University also is accredited by the Commission of Higher Education of the Middle States Association of Colleges and Schools. The programs combine liberal education with basic preparation in professional nursing. Registered nurse baccalaureate graduates are prepared to practice nursing in a variety of settings, which may include ambulatory care, acute care hospitals, long-term care facilities, hospices and schools, among others. In addition, the baccalaureate degree in nursing prepares graduates to continue education on a graduate level.

Admission Requirements

In addition to the general University requirements for admission, the College of Nursing requires that applicants complete one unit in biology and one unit in chemistry.

Licensure

The State Board of Nursing has the responsibility to determine who is eligible to take the registered nurse licensure examination (NCLEX-RN). Graduation from the nursing program satisfies one of the eligibility requirements. There are other eligibility criteria as well. Since eligibility criteria may vary, applicants should check with the Board of Nursing of the state in which they plan to take the examination to determine the eligibility criteria.

Health Examination

Students are not eligible to participate in clinical nursing experiences unless annual health requirements are met. The Health Examination Form, giving specific requirements, is available from the College of Nursing.

Liability Insurance

Students taking clinical nursing courses must be covered by liability insurance. Application forms and additional information can be obtained from the College of Nursing.

CPR Certification

All students enrolled in clinical courses must provide evidences of American Heart Association CPR Certification, BLS for Health Care Providers.

Uniform and Equipment Policy

A uniform and equipment policy for clinical practice is in effect in the College of Nursing. Appropriate attire is included in this policy, which must be adhered to by students of professional nursing.

Honor Society

Gamma Nu Chapter of the international nursing honor society Sigma Theta Tau, inducts members annually. Students who achieve an overall cumulative GPA of at least 3.0 and rank within the upper third in their respective programs upon completion of half of the nursing courses are eligible for membership.

Cooperating Community Agencies

Students obtain their clinical experience in a variety of settings. There are more than 20 hospitals, nursing homes and community health agencies that cooperate with the College of Nursing.

Course Identification

In addition to courses designed for students in nursing, the College of Nursing offers courses to all University students. These courses are identified by the prefix IDNS.

Requirements for Progression

To enroll in the first clinical nursing course, students must meet curricular prerequisites and have a minimum GPA of a 2.0 and at least a "C" in the following courses: BIOL 1102, BIOL 1103, CHEM 1101, CHEM 1102, BIOL 2111, IDNS 3000 and PHIL 1104. To enter later clinical nursing courses, students must maintain at least a 2.0 GPA and meet specific course prerequisites. Additionally, students must complete all courses in one semester with grades of at least "C" in each course in order to proceed to the next semester.

Any student who achieves less than a "C" grade in theory or clinical nursing courses must repeat the course. Students also are expected to exhibit personality and emotional characteristics consistent with a developing professional nurse role. If, after consultation and work with approved counselors, students do not meet these criteria to the satisfaction of their professors, they will not be permitted to continue the nursing program.

Retention and progression in the nursing program also is determined by the student's ability to meet successfully the requirements identified in the policy statements titled "Academic Standards for the College of Nursing" in the Undergraduate Student Handbook.

Students are placed on academic jeopardy, risk of non-progression or progression failure following a review process for failing to meet the academic standards of the College of Nursing.

Traditional Program

The freshman and sophomore years of the curriculum are designed to include courses in the behavioral, psychosocial and physical sciences, which provide a sound base for the nursing curriculum in the junior and senior years.

The first semester of the junior year (Level I) is designed to provide a theoretical foundation upon which other nursing courses build and to provide the student with the opportunity to develop skills in using the nursing process to deliver nursing care to well individuals and those with minimal health deviations.

In the second semester of the junior year and the first semester of the senior year (Level II), the focus is broadened to consider the individual client in family and community settings, including adult health nursing, psychosocial nursing and family nursing.

The last semester (Level III) gives the student the opportunity to care for groups of clients and fully implement the nursing role in acute care and community health settings.

The new curriculum nursing courses are introduced in the freshman year along with the liberal arts and sciences. This approach is being used to enhance the students' exposure to the profession of nursing. This future-oriented curriculum highlights wellness and health promotion as well as disease management. Student experiences include caring for clients in a variety of settings, including acute care, hospice care, community-based agencies and day care. These exciting experiences all begin in the sophomore year.

*"And what nursing
has to do is
to put the patient
in the best condition
for nature to act
upon him."*

FLORENCE NIGHTENGALE

B.S. Degree Requirements

To attain the Bachelor of Science degree in the College of Nursing, all students must satisfactorily complete the general liberal arts and professional requirements and free electives for a total of 130 credits in the old curriculum. In addition, students must successfully complete a standardized nursing test selected by the College of Nursing within its discretion. Professional requirements include 58 credits in nursing with 72 credits in liberal arts and biological and social sciences. The four-year program is planned by the student in consultation with a faculty adviser.

214 Nursing

Students who do not complete degree requirements for their scheduled date of graduation will be held to new curriculum requirements and policies.

The new curriculum requires 125 credits for graduation and the successful completion of a comprehensive nursing exam. Professional requirements include 73 nursing credits.

Class of 2003, 2004

Curriculum

Freshman Fall Semester

	Credits
Free Elective*	4
ENGL 1201 College English I	3
MATH 1101 Statistical Concepts and Methods	3
PSYC 1101 Introduction to Psychology	3
SOCI 1101 Principles of Sociology	3

Spring Semester

BIOL 1102 Human Anatomy and Physiology I	4
CHEM 1101 Elements of Chemistry I	4
ENGL 1202 College English II	3
PHIL 1105 Ethics	3
PSYC 2212 Developmental Psychology	3

Sophomore

Fall Semester

BIOL 1103 Human Anatomy and Physiology II	4
CHEM 1102 Elements of Chemistry II	4
CSAS Computer Science elective	3
ENGL Literature elective*	3
PHIL 1104 Logic	3

Spring Semester

Free elective*	3
BIOL 2111 Microbiology	4
HIST History elective*	3
IDNS 3000 Group Dynamics	3
RELS Religious Studies elective*	3

Level I

Junior

Fall Semester**

NUCL 3216 Clinical I	4
NUTH 3112 Gerontological Nursing	3
NUTH 3115 Pathophysiology	3
NUTH 3116 Pharmacological Therapy	2
NUTH 3119 Nursing Process	4

Level II

Spring Semester**

NUCL 3217 Clinical II	6
NUTH 3111 Research in Nursing	3
NUTH 3117 Dimensions of Adult Nursing	4
NUTH 3118 Dimensions of Psychosocial Nursing	3

Senior

Fall Semester**

NUCL 4212 Clinical III	6
NUTH 4112 Dimensions of Nursing: Childbearing	3
NUTH 4113 Dimensions of Nursing: Childrearing	3
NUTH 4115 Community Health Nursing	3
NUTH 4116 Legal Aspects of Nursing	2

Level III

Spring Semester

NUTH 4114 Leadership, Management and Trends in Nursing	3
NUCL 4213 Clinical IV	6
POLS/ECON Political Science or Economics elective*	3
Free elective*	3

* Courses must be completed prior to graduation, but are not prerequisites to junior level nursing courses.

** All courses within each semester must be completed satisfactorily (a grade of at least "C") to proceed to the next semester.

New Curriculum

Freshman

Fall Semester

	Credits
BIOL 1102 Anatomy and Physiology 1	4
Language	3
ENGL 1201 College English I	3
NUTH 1001 Group Dynamics	2
PSYC 1101 Introduction to Psychology	3
SKIL 1104 College Skills	1

Spring Semester

BIOL 1103 Anatomy and Physiology II	4
ENGL 1202 College English II	3
NUTH 1002 Individual and Family Development Across the Lifespan	3
SOCI 1101 Understanding Society	3
Language	3

Sophomore

Fall Semester

CHEM 1301 Chemistry	5
ENGL Literature Elective	3
MATH 1101 Statistical Concepts and Methods	3
NUTH 1003 Culture and Health	3
NUTH 1004 Dying with Dignity	2
NUTH 2001 Introduction to Professional Nursing	2

Spring

BIOL 2111 Microbiology	4
NUTC 2011 Health Assessment	3
NUTC 2012 Health Promotion across the Lifespan	4
NUTH 2002 Legal Aspects of Nursing	1
NUTH 2003 Pathophysiology	3

**Junior
Fall Semester**

NUTC 3013	Adult Nursing I	6
NUTH 3001	Pharmacological Therapies	2
NUTH 3002	Gerontological Nursing	2
PHIL 1105	Ethics	3
RELS/PHIL	Religion/Philosophy elective	3

**Junior
Spring Semester**

NUTC 3014	Dimensions of Childbearing Family	5
NUTC 3015	Dimensions of Psychosocial Nursing	5
NUTH 3003	Research in Nursing	3
NUTH 3004	Economic/Management for the Professional Nurse	3

**Senior
Fall Semester**

HIST	History elective	3
NUTC 4016	Dimensions of the Childrearing Family	6
NUTC 4017	Acute Adult Nursing Elective	6 3

**Senior
Spring Semester**

NUTC 4018	Community Health Perspectives	6
NUTC 4019	Synthesis Practicum	3
NUTH 4001	Nursing Leadership	3

Accelerated Program for Second Degree Students

Admission to the program is limited to students holding a baccalaureate or higher degree. All prerequisites must be completed with a grade of "C" or higher for acceptance. A minimum GPA of 2.5 is required.

The current B.S.N. curriculum requires 58 credits. The program requires a summer, fall, spring and second summer accelerated schedule, and takes 13 months to complete. In the new curriculum starting with the January 2003 class, the students begin the new curriculum that requires 64 nursing credits.

The nursing course and other requirements are identical to those of the B.S.N. program. Further information is available from the College of Nursing.

Registered nurses also must complete liberal arts curriculum requirements.

Credits from other colleges for non-nursing courses will be accepted according to University policies.

Program for Registered Nurses

RN/BSN NURN		
AREA	COURSES	CREDITS
Sciences	Anatomy and Physiology	12-16
	Chemistry/Microbiology	
English	College English I	3
	College English II	3

Languages	Language/computers/math/literature	9
Math	Statistics	3
Social Sciences	Introduction to Psychology	9
	Developmental Psychology	
Liberal Arts	Sociology	13-17
	Free Electives	
NCLEX-RN	Successful completion	32
ACT-PEP #407	Gerontology	3
Waivers	A.S. Degree	3
	History	
	Literature	
Nursing	NUTH 1001 Group Dynamics	2
	NUTH 1003 Culture and Health	3
	NUTC 2012 Individual/family Health Promotion Across Lifespan	4
	NUTH 3004 Economic/Management For the Professional Nurse	3
	NUTC 2011 Health Assessment	3
	NUTH 3002 Gerontology	2
	NURN 3001 Professional Nursing I	6
	NUTH 3003 Nursing Research	3
	NURN 4017 Community Health Perspectives	5
	NURN 4020 Professional Nursing II	6

RN/BSN/SECOND DEGREE

If R.N. already has a baccalaureate degree, these are the requirements

Sciences	Anatomy and Physiology	12
	Chemistry/Microbiology	
Liberal Arts	Statistics	3
	Introduction to Psychology	
NCLEX	Developmental Psychology	3
	Sociology	
ACT-PEP #407	Successful completion	32
Waivers	Gerontology	3
	A.S. Degree	
	History	
Nursing	Literature	3
	NUTH 1001 Group Dynamics	
	NUTH 1003 Culture and Health	
Nursing	NUTH 1003 Culture and Health	3
	NUTC 2012 Individual/Family Health Promotion Across Lifespan	
Nursing	NUTH 3004 Economic/Management for the Professional Nurse	4
	NUTC 2011 Health Assessment	
Nursing	NUTH 3002 Gerontology	2
	NURN 3001 Professional Nursing I	
Nursing	NUTH 3003 Nursing Research	3
	NURN 4017 Community Health Perspectives	
Nursing	NURN 4020 Professional Nursing II	6

Course Descriptions

A semester credit hour is equivalent to at minimum, 15 hours of classroom contact plus appropriate outside preparation, 30 hours of supervised laboratory plus appropriate outside preparation, 45 hours of internship/clinical experience or a combination of the foregoing.

Please Note: Generally, all nursing courses are offered only once a year.

IDNS 2000 Informatics in Health Care

Examines the historical, current and anticipated future status of health care informatics. Emphasis is placed on current advances in computer technology and application to health care education, communication, research, and clinical practice. Opportunities are provided for the use of a variety of computer applications. *3 credits.*

IDNS 2001 Women and Health

Provides an overview of important health related concepts and issues that are unique to or more prevalent or serious in women and occur across the life span and within the context of women's lives. The current status of women's health is explored from historical, political, sociocultural and biomedical perspectives, using selected readings from a variety of disciplines. *3 credits.*

IDNS 2002 Spanish for Healthcare Professionals

Focuses on developing ability to communicate effectively in the health care setting with individuals for whom Spanish is the primary language. Relevant cultural concepts which are important in the health care setting are addressed. *3 credits.*

IDNS 3000 Group Dynamics

The focus of this course is on the development of leadership skills and the identification of the characteristics of functional and nonfunctional group member roles. Principles of dealing with small groups in a variety of sociocultural settings are examined. *3 credits.*

NUCL 3216 Clinical I

Introduction to clinical nursing; how to use the nursing process to provide care to well individuals and those with minimal health deviations throughout the life span and to provide a base for other clinical nursing courses. Prerequisite: Lower division completion. Corequisites: NUTH 3115, NUTH 3119, NUTH 3112, NUTH 3116. *4 credits.*

NUCL 3217 Clinical II

Emphasis on utilizing the nursing process to meet the health deviations of individuals/families/groups with varied acute and chronic, physical, and psychosocial health problems. Application of the nursing process to clients in acute care institutions, long-term care facilities, the home and selected community settings. Prerequisites: completion of Level I. Corequisites: NUTH 3111, NUTH 3117, NUTH 3118. *6 credits.*

NUCL 4210 Nurse Summer Training Program Clinical Elective

The Nurse Summer Training Program (NSTP) Clinical Elective provides Army ROTC nurse cadets with clinical experience in a hospital setting while introducing them to the duties, roles, responsibilities and expectations of an Army Nurse Corps Officer. The nurse cadet will exercise leadership skills in a hospital environment by planning, organizing, decision making, implementing and being accountable for the outcome of nursing care. Prerequisites: ROTC Basic Course; Advanced Camp; completion of all junior level nursing courses. *3 credits.*

NUCL 4212 Clinical III

Students assess, diagnosis, plan, implement and evaluate nursing care for members of childbearing and childrearing families, using Standards of Practice. Experiences are provided in community settings such as homes, schools and clinics, as well as acute and long term care facilities. Prerequisite: successful completion of junior year. Corequisites: NUTH 4112 and NUTH 4113. *6 credits.*

NUCL 4213 Clinical IV

Provides opportunity to experience a transition to the graduate role in acute care and community health settings. Professional nurse/client relationships initiated and maintained for groups of clients with minimal faculty collaboration and guidance. Students apply concepts of management and leadership and increase their skills in independent nursing judgment. Prerequisites: successful completion of Level II, NUTH 4114, prerequisite or corequisite. *6 credits.*

NURN 3001 Professional Nursing I

This course introduces the registered nurse student to the philosophy of nursing and the baccalaureate curriculum. The interrelationships between nursing theory, practice, education and research are discussed as foundations for understanding nursing theorists, the nursing process, and the impact of nursing research on practice. The major focus is on the use of the nursing process with individuals and families. Current and emerging roles and responsibilities of the professional nurse are compared and contrasted with other nursing roles as well as with other health professionals. *6 credits.*

NURN 3223 Introduction to Professional Nursing Practice

Introduces the R.N. student to nursing theories in general. Focuses on the nursing process with an emphasis on assessing the health care status of clients in the home, community and primary health care settings. Client population includes children, adults and the aged. Prerequisites: BIOL 1102, 1103; R.N. licensure or licensure eligibility. *5 credits.*

NURN 3227 Role Enactment in Professional Nursing Practice

Assists R.N. students in actualizing the role of the professional nurse. Focus on planning nursing care for the individual, family and community. Utilizes nursing process in health promotion and health deviations for individuals/families/groups with varied

acute or chronic physical or psychosocial health problems. Prerequisite: R.N. licensure; matriculation; NURN 3223 and successful completion of N.L.N. Nursing Mobility Profile II examinations. Prerequisite or corequisite: NUTH 3111, 4115. *6 credits.*

NURN 4017 Community Health Perspectives

Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models. *5 credits.*

NURN 4020 Professional Nursing II

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general, and nursing, in particular, are analyzed. *6 credits.*

NURN 4214 Senior Practicum

Course focuses on increasing independence in nursing practice. Students apply concepts of management and leadership and increase their skills in independent nursing judgment in a clinical area of their choice. Prerequisites: R.N. licensure; NURN 3227; NUTH 4114, prerequisite or corequisite. *3 credits.*

NUTC 2002 Legal Aspects of Nursing

This course reviews the rights, privileges and obligations of nurses in their relationship to each other, their employers, their patients, and all providers of health care. Emphasis is placed on developing the ability of the nurse to recognize and apply relevant legal concepts to insure his/her legal safety while providing optimal patient care. *1 credit.*

NUTC 3013 Adult Nursing I

This course will provide the student with the knowledge base to assess a client's ability to function independently, intervene to maximize function, help the client to identify coping and patterns realistic outcomes with altered function with chronic disease states. The nursing process itself is viewed as the framework to guide the students to think critically when interacting with clients in need of assistance to maintain or improve their level of health. The beginning student will be provided with a method for learning how to apply nursing theory. Clinical experiences will be provided in a variety of settings which provide opportunities for the beginning student to initiate specific nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. *6 credits.*

NUTC 3014 Dimensions of Nursing: The Childbearing Family

The Childbearing Family focuses on providing the student with the theoretical knowledge needed to provide care to the childbear-

ing family. Concepts learned in previous courses will be built upon as the students design plans of care based upon theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial growth and development of the pregnant woman, fetus, newborn and family. Clinical experiences include mother/baby units, labor and delivery, neonatal intensive care, preparation for childbirth classes, breast feeding classes and counseling, experiences at birth centers and antepartum clinics. *5 credits.*

NUTC 3015 Dimensions of Psychosocial Nursing

The major focus of this course is the development of an effective theoretical basis for nursing practice with clients with psychosocial alterations. The major concepts of person, society, culture, nursing and health are amplified by way of specific emphasis upon psychosocial considerations. *5 credits.*

NUTC 4016 Dimensions of Nursing: The Childrearing Family

The Childrearing Family focuses on giving the student a framework for evaluating developmental health care needs unique to children from birth through young adulthood with emphasis on the family context. Concepts learned in previous nursing courses will be built upon as the students design plan of care that assist families to maximize their strengths in achieving optimum health. *6 credits.*

NUTC 4017 Acute Adult Nursing

This course will provide the student with the knowledge base to assess the client's ability to function independently, intervene to maximize function, to help the client identify realistic outcomes and coping with altered function with acute disease states. The nursing process is viewed as the framework to guide the students to think critically when interacting with acute care clients. Clinical experiences will be provided in a variety of settings which will enhance opportunities for the student to initiate acute nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. *6 credits.*

NUTC 4018 Community Health Perspectives

Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models. *6 credits.*

NUTH 1001 Group Dynamics

This course is designed to assist students to apply psychological, cultural, and behavioral concepts to the study of group interaction. Focus is on the identification of characteristics of functional group member roles and the development of leadership skills. Principles of dealing with small groups in a variety of sociocultural settings are examined in order to maximize students' ability to comprehend the interactive factors that influence group behaviors and to become effective group participants. *2 credits.*

NUTH 1002 Individual and Family Development Across the Lifespan

This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, as well as usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues and their impact on health phenomena of interest to nursing. *3 credits.*

NUTH 1003 Culture and Health

This course will focus on some of the major cultures of the world that are represented within our regional healthcare systems. Discussions and readings will include patterns of beliefs, values, behaviors and religious practices across cultures as well as examining health practices and healing behaviors of specific cultures. Culture specific strategies will be reviewed for teachings and interventions for health promotion and disease management and healthcare systems will be examined in light of meeting culture-specific needs. This course aims to increase cultural awareness, cultural sensitivity and cultural competency among healthcare students. *3 credits.*

NUTH 1004 Dying with Dignity

Nurses spend more time with patients and families facing the end of life than any other health professional. Nurses are intimately involved in all aspects of end of life care and they address the myriad of needs facing individuals at this time of life. Expert nursing care has the potential to greatly reduce the burden and distress of those facing life's end and the ability to offer support for the many physical, psychological, social and spiritual needs of patients and their families. End of life care is not confined only to specific illnesses (i.e. cancer or AIDS), but rather it is essential across all life-threatening illnesses and in cases of sudden death. *2 credits.*

NUTH 1992 -1994 Independent Study in Nursing

Opportunity to study an area or problem in nursing in greater depth and to develop the ability for self-directed learning. NUTH 1992. 1 credit. NUTH 1993. 2 credits. NUTH 1994. *3 credits.* Departmental permission required.

NUTH 2001 Introduction to Professional Nursing

This course is designed to introduce the student to the art and science of nursing, as well as, the philosophy of the College of Nursing. The historical development of nursing and nursing education is discussed. Person, environment and health are examined as central concepts in nursing theories as well as the interrelationships between nursing theory, practice, research and education. Students are introduced to the nursing process as a means for designing and delivering nursing care. Selected ethical issues and trends will be discussed as they relate to current nursing practice. *2 credits.*

NUTH 2003 Pathophysiology

This course focuses on human response patterns, common to all ages, to internal and external stresses that result in physiological

alterations. Subsequent nursing courses will focus upon nursing care component, integrating the student's knowledge of these physiological alterations. This theory course is based upon physiological alterations and thus permits intensive study of concepts that will act as advanced organizers to help students generalizations into usable scientific knowledge applicable to nursing. *3 credits.*

NUTH 2012 Health Promotion Across the Lifespan

The focus of this course is health promotion and wellness for individuals across the life span. Students will implement strategies to promote healthy lifestyles and prevent injury and disease in individuals in various community settings. Content focuses on health throughout the lifespan, risk assessment and screening, and health promotion resources. Clinical content includes performing risk assessments and applying nursing interventions to assist individuals to meet their health needs and optimize health. *3 credits.*

NUTH 3001 Foundations of Pharmacological Therapy

Focus on pharmacological therapy and the role of the nurse in drug management with consideration to social, economic and the technological changes in administering medications safely. Categories of drugs, including prototypes, related to each body system/drug function are studied. Emphasis is on developing the knowledge base and critical thinking abilities necessary to care for clients receiving medication therapy. *2 credits.*

NUTH 3002 Gerontological Nursing

This course will focus on the aging process from both biological and social perspectives. Discussions will include patterns of normal aging as well as common pathological conditions and health problems faced by the elderly. Health promotion, health maintenance, and restorative nursing are emphasized as well as adaptations in self-care required as a result of age-related changes and chronic illness. *2 credits.*

NUTH 3003 Research in Nursing

This course introduces the undergraduate nursing student to the research process and ethical issues related to nursing research. The student will acquire skills necessary to read, interpret, evaluate and critically analyze nursing research studies in view of their use in nursing practice. *3 credits.*

NUTH 3004 Economic Management for the Professional Nurse

This course will focus on the structural, financial and managerial foundations of integrated healthcare delivery systems. Students will identify major revenue streams, payer sources, and regulatory topics such as entitlement programs, DRGs, and prospective payment systems. The basic concepts of insurance, utilization and case management, and contractual commitments will be covered. Content focuses on developing broad knowledge of the emerging issues facing nurses in management and operations positions. Students will analyze the interactions of integrated delivery systems with the financing of healthcare, regulation, competition and organizational innovation. *3 credits.*

NUTH 3111 Research in Nursing

Introduction to nursing research process. Application skills necessary to read, interpret, evaluate and critically analyze nursing research studies in view of their use in nursing practice. Prerequisite: completion of Level I, MATH 1101 (R.N. program). *3 credits.*

NUTH 3112 Gerontological Nursing

Focuses on the aging process from both biological and social perspectives. Patterns of normal aging as well as common pathological conditions and health problems faced by the elderly. Health promotion, health maintenance and restorative nursing as well as adaptations in self-care required as a result of age-related changes and chronic illness. Prerequisite: Lower division completion. *3 credits.*

NUTH 3115 Pathophysiology

Focuses on human responses to internal and external stresses that result in physiological alterations with potential or actual deficits in the ability to give self care. Prerequisite: Lower division completion. *3 credits.*

NUTH 3116 Pharmacological Therapy

Focuses on pharmacological therapy and the role of the nurse in administering medications safely. Categories of drugs, including prototypes, related to each universal self-care requisite. Emphasis on developing the knowledge base necessary to care for clients receiving medication therapy. Prerequisite: Lower division completion. *2 credits.*

NUTH 3117 Dimensions of Adult Nursing

Focuses on the adult client with varied existing or predicted physiological alterations, trauma or disability of an acute or chronic nature. Psychosocial and cultural considerations as well as health promotion are addressed. Emphasis is on the knowledge necessary for the development of clinical decision making skills. Multiple teaching methodologies are using, including case studies. Prerequisite: completion of Level I. Corequisite: NUTH 3111. *4 credits.*

NUTH 3118 Dimensions of Psychosocial Nursing

Application of learned behavioral concepts and principles of communication to acquire an understanding of psychodynamic theories of behavior. Focus on the individual client as a member of a family and other selected social systems. Principles of dealing with groups as client systems within the framework of primary, secondary and tertiary levels of prevention. Expansion of previously acquired nursing process skills to design systems of care for clients with varied psychosocial issues. Prerequisite: completion of Level I. Corequisite: NUTH 3111. *3 credits.*

NUTH 3119 Nursing Process

Introduction to providing comprehensive nursing care to well individuals and those with minimal health deviations throughout the life span. Provides the theoretical foundation to help students develop skills in critical thinking, problem solving, teaching, counseling, communicating and relating therapeutically to others. Prerequisite: Lower division completion. Corequisites: NUTH 3112, 3115, 3116; NUCL 3216. *4 credits.*

NUTH 4001 Leadership, Management and Trends in Nursing

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general, and nursing, in particular, are analyzed. *3 credits.*

NUTH 4112 Dimensions of Nursing: The Childbearing Family

Focuses on the theoretical knowledge needed to provide care to the childbearing family. Normal and selected abnormal patterns of biophysical and psychosocial growth and development of the pregnant woman, the fetus, the newborn and the family are addressed. Prerequisite: successful completion of junior year. *3 credits.*

NUTH 4113 Dimensions of Nursing: The Childrearing Family

Focuses on a framework for evaluating normal developmental health care needs unique to children from birth through young adulthood with emphasis on the family context. Pathophysiological and psychosocial conditions which are unique to this population are addressed along with the effect of these conditions on family dynamics. Prerequisite: successful completion of junior year. *3 credits.*

NUTH 4114 Leadership, Management and Trends in Nursing

slation and integration of knowledge and skills derived from management into professional nursing practice. Examines dimensions of the system. Analyzes specific issues and trends in healthcare delivery from a nursing and management perspective. Considers global aspect of nursing leadership and nursing's impact on the healthcare delivery system. Prerequisites: traditional and accelerated program – successful completion of Level II; R.N. program – NURN 3227. Corequisite: NUCL 4213. *3 credits.*

NUTH 4115 Community Health Perspectives

Basic concepts of public health science and community health are employed to identify actual and potential health problems in individuals, groups and communities. Focus is on community-based health care, scope of practice of healthcare professionals and the organization of healthcare delivery systems. A community analysis is completed with attention to the health care system and the role of the community health nurse. Prerequisites: traditional and accelerated program – successful completion of junior year or permission of chair; R.N. program – NURN 3223; NUTH 3111. *3 credits.*

“The responsibility of a nurse is not to make people well, or to prevent their getting sick, but to assist people to recognize the power that is within them to move to higher levels of consciousness.”

MARGARET NEWMAN

NUTH 4116 Legal Aspects of Nursing

Encompasses the rights, privileges and obligations of nurses in their relationship to each other, their employers, their patients and all providers of health care. How a democratic representative society operates, and how it can be used and changed for the welfare of those whom it is designed to serve. Prerequisites: successful completion of junior year or permission of chair. *2 credits.*

NUTH 4118 Advanced Concepts in Adult Nursing

Focuses on advanced concepts related to adult nursing. The case study method is utilized as a framework for promoting critical thinking as it relates to the care of clients and families with multiple, complex needs. Students analyze selected case studies and develop nursing systems for clients and families. High risk populations, such as the aged, chronically ill, and those with multiple illnesses (T.B., HIV, cancer) will be examined. Prerequisites: NUTH 3117, NUCL 3217. *3 credits.*

NUTH 4119 Holistic Nursing: Concepts and Modalities

This course introduces the concepts inherent in holistic nursing practice. The wholeness paradigm, with its focus on the total integration of body/mind/spirit within the human energy system, will provide the framework. The dynamics of healing and the role of the nurse as healer will be explored. Students will be introduced to a variety of complementary healing modalities. Open to senior nursing students. *3 credits.*

School of Graduate Medical Education



McQuaid Hall
(973) 275-2800
gradmeded.shu.edu

Dean: John A. Paterson, D.D.S.

Associate Dean: John W. Sensakovic, M.D., Ph.D.

Associate Dean: Brian B. Shulman, Ph.D., CCC-SLP/FASHA

Director of Continuing Professional Development: Lillian Palumbo, Ph.D.

Assistant Director of Continuing Professional Development: Catherine Maher, PT, M.S.

Chair of Graduate Programs in Health Sciences: Genevieve Pinto Zipp, PT, Ed.D.

Assistant Chair of Graduate Programs in Health Sciences: Doreen Stiskal, PT, M.S.

Chair of Occupational Therapy: Estelle B. Breines, Ph.D., OTR, FAOTA

Chair of Physical Therapy and Sport Science: Marc Campolo, PT, Ph.D., SCS, ATC

Chair of Physician Assistant: Carol Biscardi, PA-C, M.S.

Chair of Speech-Language Pathology and Audiology: Janet D. Koehnke, Ph.D., CCC-A

Program Director of Athletic Training: Carolyn Goeckel, M.A., ATC

Faculty: Mary Alexander, PT, M.S.; Venugopal Balasubramanian, Ph.D., CCC-SLP; Theresa Bartolotta, M.A., CCC-SLP; Joan M. Besing, Ph.D., CCC-A; Carol Biscardi, PA-C, M.S.; Estelle B. Breines, Ph.D., OTR, FAOTA; Margaret H. Briggs, Ph.D., CCC-SLP; Lee Cabell, Ed.D.; Marc Campolo, PT, Ph.D., SCS; MaryAnn Clark, PT, Ed.D.; Catherine Noble Colucci, M.A., OTR; Deborah Deluca, J.D., LL.M.; Dianna Glendinning, PT, Ph.D.; Susan Hiss, Ph.D., CCC-SLP; Janet D. Koehnke, Ph.D., CCC-A; Sheama S.R. Krishnagiri, Ph.D., OTR; Bogdan Langner, PA-C, MPAS; Brett A. Martin, Ph.D., CCC-A; John Mitchell, Ph.D.; Joseph Monaco, PA-C.; Valerie Olsen, PT, Ph.D.; H. James Phillips, PT, M.S., ATC, OCS; Meryl Picard, M.S.W., OTR; Kelly J. Shea-Miller, Ph.D., CCC-A; Brian B. Shulman, Ph.D., CCC-SLP/FASHA; Susan Simpkins, PT, Ed.D.; Tom Sowa, Ph.D.; Elizabeth Torcivia, M.P.A., OTR

The School of Graduate Medical Education offers three distinct educational programs for healthcare professionals: residency and fellowship training for physicians and dentists; continuing medical education for primary care providers and practicing specialists; and graduate programs in health sciences. By design, the programs are intended to prepare healthcare practitioners to competently, competitively and creatively function in a dynamic healthcare environment.

General Information

The School of Graduate Medical Education, established in 1987, is a professional school within the University structure. The School's mission is to prepare healthcare professionals to assume leadership roles in the healthcare arena. To achieve this goal, a variety of unique and innovative educational programs are offered utilizing a multi-institutional/integrated approach to graduate education. The School comprises three distinct educational programs: residency and fellowship training, continuing medical education and graduate programs in health sciences.

Residency programs offer training for physicians and dentists in specialty areas such as anesthesia, family practice, internal medicine, neuroscience, obstetrics/gynecology, orthopedics, pediatrics, dentistry, oral and maxillofacial surgery, podiatry, transitional year, AOA internship and combined medicine/pediatrics. There also is subspecialty training available for qualified candidates who have completed the appropriate prerequisite training. All residency and fellowship programs are ACGME accredited. The training occurs at participating institutions: Saint Michael's Medical Center in Newark; St. Joseph's Hospital and Medical Center in Paterson; St. Elizabeth Hospital in Elizabeth; Jersey City Medical Center in Jersey City; and J.F. Kennedy Medical Center in Edison. The hospitals and the University jointly attest to the successful completion of the residency training through issuance of a certificate.

Continuing medical education is a program designed to provide updating of the most useful recent advances in the diagnosis and management of medical and physical disorders as they are encountered by primary healthcare providers and practicing specialists. The University and the participating hospitals offer these updates in the form of conferences, seminars, courses, workshops and mini-residency experiences.

The School offers several innovative graduate programs in the health sciences. These programs are designed to provide individuals with an enhanced knowledge base through a flexible and diverse curriculum. Two graduate programs in the health sciences are offered: M.S. and Ph.D. in Health Sciences. The School offers programs leading to the degrees Doctor of Philosophy in Health Sciences with specializations in occupational technology, health professions leadership, movement science and speech-language and pathology; Master of Science in Health Sciences with specializations in movement science, health professions leadership and athletic training. Graduate courses may be offered at off-campus sites.

The School of Graduate Medical Education offers the first Master of Science in Occupational Therapy program in New Jersey. The program is designed to prepare healthcare practitioners who will critically analyze and convey information to provide a broad range of patient care services, conduct clinical research and carry out administrative responsibilities.

The School offers a Master of Science in Speech-Language Pathology. The program prepares practitioners with advanced/specialized curricular tracks in neurologically based communication disorders in adults and speech and language disorders in the infant-toddler, preschool and school-age populations.

The School offers a Doctor of Science in Audiology. The program is one of the first to offer students the opportunity to acquire a doctoral level, clinically focused degree that is built on a basic foundation of science and scientific principles. This program prepares professionals with a depth of knowledge and judgment

to provide the highest quality of patient care and to competently advance the art and science of their discipline.

The School offers the first Master of Science in Athletic Training in New Jersey, and one of only a few entry-level master's programs in the country. The program prepares practitioners to provide athletes with services such as injury prevention education, evaluation of athletic training trauma, immediate care, treatment and rehabilitation.

The School offers a Doctor of Physical Therapy. The program is the first professional degree and is intended to prepare physical therapists to assume leadership roles in rehabilitation services, prevention and health maintenance programs, and professional and community organizations.

Class Attendance and Academic Integrity

Attendance at each class meeting is expected. Instructors may take class attendance into account when determining grades.

All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal. Work submitted in courses must be the product of the efforts of the student presenting it, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course.

Research Laboratories

Laboratory for Speech Physiology and Motor Control. Research projects conducted in the Laboratory for Speech Physiology and Motor Control focus on the neuromotor processes underlying the control of orofacial and laryngeal mechanisms involved in speech production. The major research programs investigate the sensorimotor organization and control of articulatory/phonatory actions contributing to normal speech production. Questions within both lines of research are addressed through combined use of a variety of analysis procedures, including acoustic analyses of the speech output and kinematic analyses of the underlying motor patterns.

Applied Psychoacoustics Laboratory. The Applied Psychoacoustics Laboratory is designed to accommodate faculty and student research in audiology and hearing science as well as clinical teaching. The laboratory is equipped with state-of-the-art instrumentation and software for conducting sophisticated auditory research with children and adults with and without hearing loss. Equipment is also available for comprehensive auditory evaluation of infants, children, and adults. Current research projects concern the effects of aging on binaural and spatial hearing, and the effects of hearing loss on binaural and spatial hearing in children and adults.

"The best way to prepare for life is to begin to live."

ELBERT HUBBARD

Auditory Electrophysiology Laboratory. Research conducted in this laboratory covers the area of auditory event-related potential (ERP) measures of auditory processing. Current projects examine maturation of the auditory ERPs, the relationship between auditory ERPs and behavioral perception, and ERP measures of speech processing in individuals with normal hearing or hearing loss. The laboratory is equipped with a 64-channel Neuroscan electrophysiology system, and BESA software for the analysis of the neural sources of the auditory evoked potentials.

Functional Human Performance Laboratory. Research projects conducted in the Functional Human Performance Laboratory focus on the neuromotor processes underlying motor control and learning issues. The laboratory is equipped with state-of-the-art instrumentation and software for conducting sophisticated movement analysis across the lifespan, including gait studies. The lab is currently equipped to conduct research utilizing kinematics, kinetic and EMG measurement tools. Student and faculty research productivity is the primary focus of the laboratory.

Graduate Education Programs in Health Sciences

The graduate education programs in the health sciences are committed to the development and enhancement of professional applications, thus creating leaders in healthcare delivery. Furthermore, these programs assist students in the development of basic research skills; the investigation of research questions in the healthcare environment and the acquisition and distribution of new information to the healthcare community and those whom it serves.

The Ph.D. in Health Sciences (Ph.D. in H.S.) and the M.S. in Health Science (M.S.H.S.) programs are available to physical therapists, occupational therapists, physician assistants, dietitians and other practicing healthcare providers who possess a minimum of a baccalaureate degree. The goal of the programs is to promote excellence in research, professional education and practice.

The M.S. in Physician Assistant (M.S.P.A.) program prepares post-baccalaureate students to perform as entry-level physician assistants in the broad healthcare arena.

The M.S. in Occupational Therapy, the M.S. in Speech-Language Pathology, the Doctor of Science in Audiology, the Master of Science in Athletic Training and the Doctor of Physical Therapy programs prepare post-baccalaureate students to perform as entry-level occupational therapists, speech-language pathologists, audiologists, athletic trainers and physical therapists, respectively.

Courses may be offered on the South Orange campus, Seton Hall Law School in Newark and affiliated healthcare facilities.

Department of Speech-Language Pathology and Audiology

Chair: Janet D. Koehnke, Ph.D., CCC-A

McQuaid Hall
(973) 275-2825

gradmeded.shu.edu/graduate_programs/mslp.html

Prerequisite Undergraduate Course Sequence in Speech-Language Pathology and Audiology

The Department of Speech-Language Pathology and Audiology offers an 18-credit undergraduate prerequisite course sequence in speech-language pathology/audiology to individuals who hold a baccalaureate degree in a field other than speech-language pathology, audiology, communication disorders, or speech and hearing science. It is not a degree granting program. Successful completion of the course sequence in speech-language pathology/audiology does not, in any way, guarantee admission to the Master of Science in Speech-Language Pathology program or Doctor of Science in Audiology program at Seton Hall University. Students interested in either of these programs must complete a separate graduate admission application. Students enrolled in the undergraduate prerequisite course sequence in speech-language pathology/audiology are expected to complete these prerequisite courses in one academic year (i.e., Fall, Spring, Summer). Undergraduate prerequisite courses in speech-language pathology/audiology are offered once per year. This 18-credit undergraduate course sequence comprises the following seven (7) courses:

GMSL 5000	Introduction to Speech and Hearing Science (3 credits)
GMSL 5001	Phonetics (3 credits)
GMSL 5002	Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
GMSL 5003	Introduction to Language Development (3 credits)
GMSL 5004	Introduction to Audiology (3 credits)
GMSL 5007	Introduction to Communication Disorders (3 credits)

Course Descriptions

GMSL 5000 Introduction to Speech and Hearing Science

Basic foundation in the anatomy and physiology of the auditory mechanism, basic acoustic principles, physics of sound and speech perception. *3 credits.*

GMSL 5001 Phonetics

Introduction to the field of phonetics, including general phonetics, acoustic phonetics and phonetic transcription (International Phonetic Alphabet). Provides basic understanding of the production and acoustic characteristics of the consonants and vowels of American English. Addresses segmental and suprasegmental properties of spoken language. *3 credits.*

GMSL 5002 Anatomy and Physiology of the Speech and Hearing Mechanism

Basic foundation of anatomy and physiology of the speech, swallowing and hearing mechanisms and related systems in the context of application to clinical practice. *3 credits.*

GMSL 5003 Introduction to Language Development

Basic foundation of language development, the processes underlying language development and related theoretical foundations.

Language development is presented within the broader context of child development, with an emphasis on the early years. *3 credits.*

GMSL 5004 Introduction to Audiology

Overview of the important concepts and principle tests used in clinical audiology. Common pathologies of the auditory system and associated audiometric data are also emphasized. *3 credits.*

GMSL 5007 Introduction to Communication Disorders

This course provides the student with an introduction to the various disorders of the speech and language mechanisms that speech-language pathologists assess and treat. *3 credits.*

4 + 2 Dual Degree Program: Bachelor of Science in Special Education and Master of Science in Speech-Language Pathology

This 4+2 dual degree program combines the Bachelor of Science in Special Education and the Master of Science in Speech-Language Pathology. This dual degree would provide an individual with the appropriate certification for teaching special education and would optimally prepare that individual to serve the speech and language issues of the child with special needs.

Admission to the program is open to applicants who successfully complete a high school college preparatory curriculum. SAT scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores. Applicants are encouraged to volunteer to observe a certified speech-language pathologist in an educational or healthcare setting to develop an understanding of the needs and capabilities of clients/patients and the role of the speech-language pathologist. All applicants will be evaluated by a Special Education/Speech-Language Pathology Admissions Committee (representatives from special education, speech-language pathology, and enrollment services).

In this dual degree program, the 126 credit Bachelor of Science in Special Education incorporates the six prerequisite courses required for admission into the Seton Hall University Master of Science in Speech-Language Pathology program. As long as the student maintains the requirements of the dual degree program during his/her undergraduate tenure, the student will receive automatic acceptance into the Master of Science in Speech-Language Pathology program.

Special Education/Speech-Language Pathology Majors

Special Education Core (42 credits)

	Credits
EDST 2101 Learning Disabilities	3
EDST 2103 Emotional and Behavioral Disorders	3
EDST 2105 Methods and Materials in Special Education	3
EDST 2215 Development of Young Children with Special Needs	3
EDST 2216 Assessment of Young Children with Special Needs	3
EDST 3101 Persons with Cognitive Impairments	3
EDST 3102 Community Resources	3

EDST 3103 Psychoeducational Diagnosis & Assessment in Special Education	3
EDST 3110-16 Innovations and Issues in Special Education	3
EDST 3117-19 Field Work	3
EDST 4120 Seminar in Special Education/Student Teaching	6
EDST 4103 Sign Language I	3
EDST 4104 Sign Language II	3

Psychology Core (9 credits)

PSYC 1212 Child Psychology	3
PSYC 1221 Psychology of the Exceptional Child	3
PSYC 1218 Drug & Alcohol Abuse	3

Speech and Language Core (18 credits)

GMSL 5000 Introduction to Speech & Hearing Science	3
GMSL 5001 Phonetics	3
GMSL 5002 Anatomy and Physiology of the Speech & Hearing Mechanism	3
GMSL 5003 Introduction to Language Development	3
GMSL 5004 Introduction to Audiology	3
GMSL 5007 Introduction to Communication Disorders	3

Educational Methods (12 credits)

EDST 2004 Language Arts I	3
EDST 2005 Math Methods	3
EDST 2006 Science Methods	3
EDST 3003 Social Studies Methods	3

Liberal Art Core (42 credits)

ARTH/MUHI Select one from each (ARTH 1101, 1107, MUHI 1102, 1108)	6
BMIE 1001 Computer Fundamentals	3
COST 1600 Oral Communications	3
ENGLISH ENGL 1201, 1202 & select one (ENGL 2101-21, 2103-2104, 2112)	9
HISTORY Select two (HIST 1201-1202, 1301-1302)	6
MATH 1101 Statistical Concepts and Methods	3
PHIL/RELS Select one from each (RELS 1102, 1402, 1500, 1502; PHIL 1101, 1104, 1105)	6
SCIENCE BIOL 1101 & select one (CHEM 1001, EARTH 1019)	6

Field experiences in both sophomore and junior semesters (four total) cover an eight-week period. The senior teaching experience is for a (15 week) full semester.

** Please see EDST section of catalog for EDST course descriptions.*

SetonWorldWide

Kozlowski Hall/Presidents Hall
1-888-SETONWW
www.setonworldwide.net

Director: Philip S. DiSalvio, Ed.D.

SetonWorldWide's online degree programs are designed for professionals who have demonstrated significant achievement in their respective fields, and who have the ability, desire and dedication to accept the rigors of a fast-paced, challenging curriculum.

Utilizing an Internet-based delivery system, the SetonWorldWide online degree programs provide a true collegial experience by establishing an online community of learners. Students join a learning team and proceed as a group through the entire program. Completing course requirements completely online, students are able to earn a degree while continuing to meet their professional and personal commitments.

The SetonWorldWide Mission

SetonWorldWide serves the educational aspirations and professional needs of students from across the country and around the globe. Seton Hall is committed to utilizing the technological advantages that Internet-based delivery affords for the benefit of our students and the advancement of the teaching and learning process.

The SetonWorldWide Philosophy

A primary factor in any educational process is the quality of interaction among students and faculty. SetonWorldWide believes that distance in education is not defined by the geographic separation of the learner and teacher, but by the amount of dialogue and structure. The instructor and a group of learners can be distant if dialogue is not present, even if they are in the same room. Likewise, in the presence of dialogue, the instructor and learners can be in close contact, even if they are physically miles apart. At the heart of all SetonWorldWide programs, is the importance of constant interaction between faculty and students. The academic quality of interaction, enabled by the technology, is an important distinction that marks the superior character of the SetonWorldWide online programs.

Student Commitment

The SetonWorldWide (SWW) programs have been designed for working professionals who can most benefit from "anytime, anywhere" education. Acknowledging that these students are particularly able to integrate what has already been learned in their careers and demonstrate to others these enhanced capabilities, SWW recognizes that as learning team members, they, along with the faculty and members of the instructional teams, are interrelated and interdependent. These relationships are key to a rich and dynamic online learning experience and each student is a vital link in the overall success of that experience.

Current Online Degree Programs

- Master of Arts in Counseling
- Master of Arts in Strategic Communication and Leadership
- Master of Healthcare Administration
- Master of Arts in Education with a specialty in Administration and Supervision
- Master of Science in Nursing with a Nurse Practitioner concentration
- Bachelor of Science in Nursing for Registered Nurses
- Master of Business Administration (scheduled for September 2002)

Tuition

Tuition includes all fees (except for the application fee), and all expenses, including books and course materials, and room and board for the three residency weekends (note the residency period for the Counseling program). Travel expenses, computer equipment, software and student ISP costs are not included. Discounted tuition costs can be offered to organizations sponsoring an entire learning team. A deposit of \$1,500 is required on admission to the program. This NONREFUNDABLE deposit guarantees space in the program, and is credited towards the total cost of the program. Financial aid payment plans are available for students interested in paying their tuition on a monthly basis or those interested in a loan program. Complete tuition and financial aid information can be found on the SetonWorldWide Web site at www.setonworldwide.net

SetonWorldWide Program Application

Students can apply online for the SetonWorldWide degree programs at www.setonworldwide.net. Click on "apply" for the necessary information.

Master of Arts in Counseling

Academic Director: John E. Smith, Ed.D.

The Master of Arts in Counseling offers a 48-credit program that parallels the traditional counseling program. The mission of the Master of Arts in Counseling is to provide the student with a comprehensive background and preparation in counseling a wide variety of client populations. The major goal is to ground students in the essential background of theory, skills and models of intervention that research has found to be effective. Particular emphasis is placed on the relationship between the counselor and the community. The program is offered by the Department of Professional Psychology and Family Therapy in the College of Education and Human Services.

Holistic Approach

All learning teams include an underlying orientation to explore counseling in a holistic manner. This includes behavioral, cognitive and emotional expression of how clients express their concerns. Students should be open to viewing counseling as addressing the whole person on intrapersonal, interpersonal and transpersonal dimensions. Dialogues concerning a wide range of issues provide a rich context for critical thinking.

Customized Learning Teams

SetonWorldWide also welcomes inquiries from individuals or organizations that wish to form a learning team focused on a common interest, commitment and/or cultural variable. Such teams study the same rigorous curriculum, with added customization to address the team's unique area of focus.

Residency Requirement

Two 10-day residencies are held. The first residency is held at the start of the program, and the second one the following year.

Admissions Requirements

Admissions is based on the following:

- B.A. or equivalent;
- GRE, MAT, or TOEFEL scores within the past five years. This requirement may be waived;
- an official sealed transcript from each college and/or university attended;
- a current resume;
- three letters of recommendation; and
- evidence of psychological well-being.

For additional information about this program, visit the SetonWorldWide Web site at www.setonworldwide.net and/or contact one of the following: Rosalie Maiorella, M.S., assistant academic director at (973) 275-2397 or e-mail maiorero@shu.edu, or Matthew Abalos, assistant program director, at (973) 275-2809 or e-mail abalosma@shu.edu

Course Descriptions

CPSY 6000 Group Dynamics

Combining theory with application through observation of a group setting, a focus on the dynamics of various types of groups. Study of the small group as a microcosm of the larger society. Requires field observation of groups. *3 credits.*

CPSY 6001 Tests and Measurement

Rationale and assumptions underlying psychological tests. Consideration and evaluation of the types of tests commonly used in education and psychology. Introduction to theoretical foundations for assessing psychological constructs including methods for estimating reliability/validity and techniques for scale construction. *3 credits.*

CPSY 6002 Counseling Theory

Examines in depth the function of theory in counseling; major theories and their contributions to the practice of counseling. Affords opportunity to begin the development of students' own theories of counseling. *3 credits.*

CPSY 6003 Counseling Skills

Skill-building experience in facilitative behaviors (empathy, genuineness, extending client communication) using such techniques as modeling, role-playing, videotape feedback, as well as other training methodologies. Extensive research has indicated that certain basic skills, interpersonal in nature, are essential to all helping relationships. *3 credits.*

CPSY 6102 Psychology of Human Development

Overview of current theories of human development: biological, psychological, social, emotional and cognitive aspects of maturation and growth through the life cycle. Implications for child rearing, education and mental health. Theorists include Werner, Piaget, Erikson and Maslow. *3 credits.*

CPSY 6301 Career Development and Information

Study of the sociology and psychology of career development and occupational choice. The collection, evaluation and use of various sources of educational and occupational information. *3 credits.*

CPSY 6303 Community Agencies

The process of referral including a review of the literature of community organization, cross-cultural counseling and empowerment of the individual in a community context. Students prepare a portfolio of a mini-directory of community agencies in the area, interviewing at least two clients and two community agency administrators using ethnographic techniques and standards. A minimum of eight hours per interviewee, the preparation of a log, selected transcriptions of the interview and an ethnographic report. A writing project based on a case study of the agency selected and problem-solving strategies will be part of the final grade. *3 credits.*

CPSY 6315 Problems and Techniques in Counseling

Issues in counseling such as rapport, readiness, resistance, transference and counter transference. Counselor variables such as values, needs, interpersonal orientation and their relationship to the counseling model. Presentation and review of counseling techniques. Use of the case study method to expand students' awareness and sensitivity, the complexity of the individual. Focus on skill development through the use of audiotapes and role-playing. *3 credits.*

CPSY 6316 Group Counseling

Requires active participation in training group setting. Students learn group process through participation. Factors such as resistance, transference, group climate, norms and stages of development will be observed, experienced and studied. The format of this course will be experiential, not lecture-discussion. *3 credits.*

CPSY 7005 Statistical Theory and Computer Applications I
Students will be taught the interaction between measurement, research design and statistical analysis in sociobehavioral research. Statistical theory will be presented so students gain an insight to modern statistical methods. All students will demonstrate proficiency with current software for data analysis. *3 credits.*

CPSY 7101 Seminar in Research Methodology
Systematic analysis and clarification of research problems, explanation of relationships between research hypothesis and research procedures and appropriate techniques for analyzing data and evaluating evidence. *3 credits.*

CPSY 7310 Practicum
Supervised work in case study, diagnosis, specific program planning and team conferences. Use of audio and videotape. Students in counselor education are required to submit exposition of their own counseling theory. One hundred hours minimum of fieldwork experience is required. Placements need to be approved by the practicum/internship coordinator at least three months prior to placement. *3 credits.*

CPSY 7380-7381 Internship in Counseling
Supervised fieldwork placement in a setting appropriate to area of interest, including higher education, secondary or elementary education, and public or private agencies. Counselor preparation requires 300 hours (combination of on-site work and supervision). Placements need to be approved by the practicum/internship coordinator at least three months prior to placement. *3 credits each semester.*

CPSY 8010 Seminar: Ethical and Legal Issues in Professional Psychology
Codes of ethics and their application to professional issues. Current laws and court decisions affecting professional psychologists. Discussion of ethical dilemmas and the process of individual decision-making. *3 credits.*

CPSY 8100 Cross Cultural Psychology
Investigates the theoretical backgrounds of all major cultures around the world and applies that knowledge to the psychological functioning of different client populations. Examines in depth different methodologies, issues and research in cross-cultural psychology. *3 credits.*

Practicum and Internships

Practicum and Internship are traditionally fulfilled "off-site". This is true in the Online Program. Students would be required to meet all the requirements of the traditional program. Students would fulfill their required hours at sites near their home.

As in the traditional Program, a competent professional at the site provides primary supervision. Both the Practicum and the Internship are done at the same site. In addition, each student would have an online, telephone and in-person supervision comparable in time and scope with the traditional Program.

Students would prepare for Practicum and Internship as part of the course work covered in Summer Session I and II. Practicum and Internship would be completed only after the Residency (Summer Session I and II) are successfully completed.

This 48-credit, 2 1/2 - 3 year program provides a unique opportunity for students to pursue their own focus within the framework of a customized learning team of persons with a similar interest.

Master of Arts in Education Leadership, Management and Policy

Academic Director: Charles Mitchel, Ed.D.

The online Master of Arts in Education, with a specialization in Education Leadership, Management and Policy, is offered by Seton Hall University's College of Education and Human Services. It is designed to provide students with an extensive preparation in educational administration, covering a myriad of theoretical approaches and real-world applications.

Students may broaden their knowledge and understanding of the process of education, improve their professional techniques, prepare for leadership positions or careers in education. Academic excellence, service, managerial competence, ethics, diversity, values and visionary leadership are the programmatic goals of the online M.A. in Education Leadership, Management and Policy.

Online programs share the same philosophy as our resident programs. All programs focus on four central pillars: academic rigor, practical application, technology and ethical standards. The curriculum and instruction reflect the latest research and applications of effective educational administration and supervision. Programs also emphasize the need for ethical standards and strength of character. Students, through case study and other interactive methods, are exposed to potential situations and concerns, which challenge today's educational leaders.

The degree requires 36 semester hours of coursework. Six modules comprised of two courses (6 semester hours) are delivered online every four months. This degree program concludes with a culminating project or internship, depending on the student's specific career goals.

This degree can lead to certification with the New Jersey State Education Department and *most other states*. For more information on how to be certified in your state, contact the College of Education and Human Services or visit the Web site at www.setonworldwide.net

Admission Requirements

The admission process focuses on academic qualifications and prerequisites rather than the applicant's particular undergraduate major. Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. An Admissions Committee composed of full-time faculty in the Department will evaluate each applicant based on the following criteria:

- undergraduate GPA 3.0 (or equivalent);
- three letters of recommendation from academic and/or professional references;
- letter of intent;
- current resume; and
- results of recent (within last 3 years) test scores from the Miller Analogies Test (MAT) or the Graduate record Examination (GRE).

For additional information, please visit the SetonWorldWide Web site at www.setonworldwide.net or contact: Mel Klein, assistant academic director at (973) 275-2469 or e-mail melklein@shu.edu or contact Al Galloway, assistant program director at (973) 275-2417 or e-mail galloway@shu.edu.

Course Descriptions

EDST 7310 Ethical Foundations of Professional Helping Relationships

Justice and the universal natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. *3 credits.*

ELMP 6601 Organization and Administration of Education

Comprehensive principles, historical background and future perspectives. Innovative curricula, individualization and other new organizational patterns; general and clinical supervisory techniques and practices; human, technological and conceptual skills for effective school administrators; leadership patterns and pitfalls; generalist's view of school finances, school law, school business administration; human and public relations. *3 credits.*

ELMP 6665 Curriculum Development and Evaluation

Evolving concepts of the curriculum. Philosophy of curriculum development, principles and procedures, essential tools, preparation, approaches, direct and indirect influences. *3 credits.*

ELMP 6666 Supervision of Instruction and Evaluation

Theories, principles and practices that determine effectiveness, efficiency and humane supervision at all levels of education. Emphasis on clinical supervision, general supervision, new research in the field, and better techniques for observation, evaluation and in-service programs. *3 credits.*

ELMP 6761 Finance in Administration

Development of problems of school finance in the United States: sources of revenue, expenditures and indebtedness, fiscal problems, existing and proposed plans for school support. *3 credits.*

ELMP 7763 School Law

Designed to help teachers and school administrators understand their legal status in the school. Emphasis on legislation and school decisions regarding students' rights, teachers' rights and academic freedom. *3 credits.*

ELMP 7768 Microcomputers for Administrators

Introduction to use of microcomputers in school administration, including: computer literacy, computers in the curriculum, managing instruction, budgeting, scheduling, data base management systems and word processing. *3 credits.*

ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

Leadership traits, strategies and techniques used by administrators and supervisors to implement changes in our system of observation and evaluation. Theories, research results, clinical supervisory techniques and methods for humanely observing teaching practice, monitoring supervisory performance and evaluating in-service, internships and field experiences to improve instruction and reduce grievances. *3 credits.*

ELMP 7776 Curriculum Design and Engineering

Advanced course designed to provide program-engineering capability for elementary, secondary and central office managers. Specific strategies for recasting curricula in light of the societal demands for accountability-based education. Innovative organizational patterns that foster learning, instructional interventions, individualization, personalization and mastery learning. *3 credits.*

ELMP 8891 Directed Research in Administration and Supervision

Presents research methodology and procedures in educational administration and supervision. Students develop a research project with the guidance of the professor. *3 credits.*

ELMP 8983 Leadership and Management Assessment

Diagnostic and prescriptive teaching model covering 12 critical skill areas of leadership and management. *3 credits.*

ELMP 9999 Culminating Research Seminar

Culminating research seminar designed to synthesize all coursework into a final major research project. *3 credits.*

OR

ELMP 8981 Administrative Internship

Administrative internship K-12 or higher education with permission of administrator and Department of Education Leadership, Management and Policy. *3 credits.*

Master of Healthcare Administration

Academic Director: Philip S. DiSalvio, Ed.D.

Today's fast changing healthcare system has a critical need for managers with advanced managerial competencies and leadership skills. The Seton Hall University online Master of Healthcare Administration program prepares managers for these leadership roles within the healthcare industry.

Administered through the Center for Public Service in the College of Arts and Sciences, the online M.H.A. Program is designed around the student's professional interest and specialty. Providing a rigorous and thorough understanding of the health care environment, the program addresses real world strategies and skills that will help managers make significant contributions to their organizations.

The Master of Healthcare Administration Program is a member of the Association of University Programs in Health Administration (AUPHA), a national association of university-based educational programs, faculty, practitioners and provider organizations whose members are dedicated to continuously improving the field of health management and practice.

The 39-credit, 20-month M.H.A. program curriculum consists of five competency areas and a concentration capstone project selected by the student. Three on-campus weekend residencies are required.

Admission Requirements

An admissions committee comprised of faculty in the M.H.A. program will evaluate each applicant based on the following criteria:

- a baccalaureate degree from an accredited college or university with an undergraduate GPA of 3.0 or equivalent;
- healthcare managerial experience;
- three letters of recommendation from academic and professional references;
- letter of intent explaining reason for applying to program;
- current resume;
- if graduated from a baccalaureate program within the last five years, test scores from GRE (aptitude), GMAT or LSAT are required.

For additional information, visit the SetonWorldWide Web site at www.setonworldwide.net or contact Susan Spencer, assistant academic director, at (973) 275-6236 or e-mail spencesu@shu.edu, or contact James Howard, program director, at (973) 275-2559 or e-mail howardjj@shu.edu

Course Descriptions

Competency areas:

Managing Change

PSMA 7511 Introduction to the Healthcare System

Systematic introduction to the healthcare system with an emphasis on interactions of government authorities, delivery systems, financing of healthcare, regulation, competition, organizational innovations in healthcare services and alternative strategies. *3 credits.*

PSMA 7513 Healthcare Management

The role of the contemporary healthcare manager with emphasis on identifying the basic managerial skills and knowledge that contribute to effective healthcare management. Examination of comparative international systems. *3 credits.*

Financial

PSMA 6005 Financial Management and Control

An introduction to basic financial, budgetary and accounting concepts, processes and techniques relevant to healthcare managers; how and why financial decisions are made; how they affect healthcare operations; use of financial documents and analysis. *3 credits.*

PSMA 7514 Healthcare Financial Management and Accounting

Principles of accounting as applied to healthcare organizations and study of the use of accounting as a healthcare management tool. Financial realities unique to health service organizations with emphasis on healthcare financial management concepts and terms, healthcare financial management techniques and their use, and the interpretation and analysis of financial information in healthcare organizations. Prerequisite: PSMA 6005 or permission of the instructor. *3 credits.*

Analytic

PSMA 6002 Research Methods and Statistical Analysis

Introduces both quantitative and qualitative research methodologies. Topics include descriptive and inferential statistics, issues in sampling and hypothesis testing, analysis of variance, regression and time series analysis, as well as survey design. Computer software is used for statistical analysis. *3 credits.*

Decision Making

PSMA 6009 Managerial Decision Making

Introductory course in applied game theory. Introduces students to decision trees, Nash equilibria, winning strategies, tit-for-tat, auction theory and end-games. Competitive scenarios are an intrinsic part of the course, as are problem sets and simulations. *3 credits.*

PSMA 8514 Health Care Economics

The use of economic theory to understand problems of organization, delivery and financing of healthcare services, with emphasis on the shift toward a market economy, and the application of economic principles and tools of economic analysis useful to the healthcare manager. *3 credits.*

Strategic Leadership

PSMA 8512 Ethics in Health Care: Clinical, Legal, Policy and Professions

Emphasis on medical and healthcare ethics, involving clinical practice, legal dimensions, public policy and professional responsibilities and decision-making. *3 credits.*

PSMA 8517 Strategic Planning and Marketing in Healthcare Organizations

Study of the roles, functions and application of strategic planning and marketing in healthcare organizations with special emphasis on the process of strategy assessment, development and implementation and the unique aspects of healthcare services and service design/performance as they affect marketing. *3 credits.*

Concentration Specialty

Students customize their online M.H.A. degree by completing a capstone project organized around a specialty interest. Working concurrently with coursework, students complete a reading course on topics relevant to the healthcare manager, design a project around their areas of interest and present their project for publication and/or presentation to their organization or professional association. The completed project affords students an opportunity to make a substantial contribution to their organization and their profession.

Master of Arts in Strategic Communication and Leadership

Academic Director: Patricia Kuchon, Ph.D.

Effective communication is essential for business success. Senior executives are expected to have the communication and leadership skills necessary for outstanding achievement. Each day, key executives and managers face the demands brought about by global markets, a diverse workplace and the explosion of electronic media technology.

Seton Hall University's online Master of Arts in Strategic Communication and Leadership program provides a team-based, interactive curriculum to enable these professionals to study, discuss and develop strategies and solutions to current issues in effective leadership and communication.

This 36-credit, 20-month program consists of five sequential intensive learning modules, which include extensive online interaction with peers as well as experts in specialized disciplines. In addition, an individualized skills component to enhance presentation and writing is conducted throughout the entire program. Three on-campus weekend residencies also are required.

Learn Today, Apply Today

Because the MASCL is built for working managers, we chose to focus our course content on communication challenges that they currently face. Our philosophy is "learn today and apply today." programs should combine theory closely with practice. After all, both business and communication are practical skills. The MASCL program gives students the opportunity to learn, build and enhance those skills.

The MASCL educational strategy utilizes case study analysis of current, reality-based organizations and situations and is dedicated to providing the student with immediately useful executive tools. The additional advantage of the group threaded discussions, Web-based contemporary resources and a faculty qualified by both academic and business credentials provide the student with an optimum learning experience.

Admission Requirements

The ideal candidate for the Master of Strategic Communication and Leadership is an individual with eight to ten years of significant experience in a corporate, military, governmental or nonprofit environment. That individual is now ready for a promotion and seeks to develop and enhance his/her communication skills in preparation for greater responsibilities. An admissions committee, comprised of faculty in the MASCL program, will evaluate each applicant on the following criteria:

- a completed application that includes a short essay (500 words) stating the candidate's goals for engaging in such a learning experience;
- a baccalaureate degree from an accredited college or university;
- transcripts from all institutions attended;
- letters of nomination, one from a current colleague (preferably a supervisor) and one from a former colleague or supervisor; and
- a work sample in any medium that demonstrates the candidate's excellence in his/her field.

For additional information, visit the SetonWorldWide Web site at www.setonworldwide.net or contact Karl Soehnlne, assistant academic director, at (973) 275-6237 or e-mail soehnlne@shu.edu, or contact Helen Hamilton, assistant program director, at (973) 275-2419 or e-mail hamilthe@shu.edu

Course Descriptions

COMM 8520 Strategic Communication and Leadership

This module introduces both practical and theoretical applications of leadership and communication. The implementation of organizational communication systems, the continuous development of an effective work team, and the applications of risk-taking and decision-making are all explored in detail and from a practical application perspective and supplemented with a wide spectrum of executive tools. *6 credits.*

COMM 8521 Organizational Leadership, Management and Communication

Essential organizational dynamics are explored and analyzed in detail to enable the successful executive to be the architect of organizational change. Moreover, the module provides methods for introducing new strategies, strategies for aligning vision and goals through effective communication, and techniques for the leader to establish meaningful organizational value systems. *6 credits.*

COMM 8522 Leadership Communication Strategies

The modern leader must contend with change and crisis on a daily basis, while trying to effectively contribute to the development of a progressive organization. The practical mastery of interviewing and selection techniques, performance evaluation and maximization, and strategies for managing staff commitment are all essential tools, which are presented in a "real-world", readily applicable fashion in this module. *6 credits.*

COMM 8523 Diversity and Globalization

Communication challenges in the diverse workplace and global marketplaces are identified as opportunities for organizational enrichment. Issues related to cross-cultural communication and gender, age and other diversity issues are examined, with a focus on the synergy of talent, varying perspectives and the relevant psycho-social dynamics inherent to developing sound leadership and staff relations. *6 credits.*

COMM 8524 Strategic Planning

This module examines the role of the executive in creating leadership and communication plans for success. The development, formulation and communication of effective strategic plans are explored as well as the processes of developing and monitoring feedback systems using communication channels and techniques. Each learning team member prepares and communicates a strategic plan relevant to their own organization and leadership responsibilities. *6 credits.*

COMM 8525-8527 Communication Excellence - Individual Skills Coaching Through All Modules

The faculty team for each module includes a writing specialist and a presentations coach who work in concert with the learning team and the core curriculum professors in developing the student's skills in these vital areas. The MASCL Program graduate will have significantly enhanced communication skills and a personal strategy for continued success. *6 credits.*

Master of Science in Nursing

Academic Director: Wendy Budin, R.N., Ph.D.

AREA OF CONCENTRATION

Nurse Practitioner

The current healthcare climate echoes rapid change in patient care services nationwide. This change presents unparalleled opportunities for nurses to be on the forefront of advanced practice and become leading decision-makers of health care in the 21st century. Our nationally ranked nurse practitioner program will prepare you with advanced clinical and leadership skills to meet the challenges of the new millennium.

The online nurse practitioner program is designed for nurses who wish to balance graduate education with career, family and personal responsibilities. Students are able to study the didactic portion of the program in their homes at their own convenience. The clinical practice is provided within the students' local community. Students residing outside the NJ/Tri-state area will be responsible for locating their clinical placement sites. The student's faculty mentor will be available to assist in choosing clinical sites and preceptors that are compatible with the students learning needs. The students will be able to access technical support, libraries and consultation with faculty through state-of-the-art technology.

The 43 - 46-credit M.S.N. curriculum is offered in the following specialty areas:

- Adult Nurse Practitioner
- Gerontological Nurse Practitioner
- Pediatric Nurse Practitioner
- Women's Health Nurse Practitioner
- Acute Care Nurse Practitioner

Accreditation

The Online Master of Science in Nursing is administered through the Seton Hall University College of Nursing.

The National League for Nursing and the Commission on Collegiate Nursing Education accredits the M.S.N. nurse practitioner program. All nurse practitioner graduates are eligible to apply for New Jersey State advanced practice certification. Graduates take the advanced practice examination appropriate for their specialty area.

Library

Students will have access to information directly related to the Nurse Practitioner Program by direct access to the Seton Hall University Library via the World Wide Web. Full text articles

through a variety of electronic databases and Seton Hall journals also will be readily available to the students. These resources offer students a wealth of information, vast opportunities and helpful assistance when needed. Students can search a multitude of databases from home or they can launch into the Internet. The SetonWorldWide staff will provide instruction in assessing and utilizing library resources.

Orientation to the Program

Prior to the start of the first course, students will spend a weekend on the Seton Hall University campus in South Orange for orientation to the program. Students will meet with the program director, faculty, staff and student colleagues. Included will be a tour of the campus, a library orientation and a hands-on experience using the multimedia technology that will be utilized in students' coursework.

Nurse Practitioner and Physician Preceptors

Clinical practice will be located in the student's home geographical area. Students residing outside the New Jersey/Tri-state area will be responsible for locating clinical placement sites. The student's faculty mentor will be available to assist in choosing clinical sites and preceptors who are compatible with the student's learning needs. Preceptors chosen are nurse practitioners or physicians who demonstrate expertise within their specialty area and agree to share the responsibility for the clinical teaching and learning process. The faculty mentor and clinical preceptor are both responsible for evaluating the student's progress in meeting the objectives of the clinical practicum.

Criteria for Admission:

- graduation from an NLN-accredited baccalaureate program in nursing;
- submission of a resume and goal statement;
- cumulative "B" average, plus a "B" average in nursing courses;
- a score at or above average level for graduate nursing students on the Miller Analogies Test (MAT). Satisfactory GRE scores also are acceptable if taken;
- current malpractice insurance prior to clinical courses;
- two letters of recommendation;
- completion of a basic statistics course (prior to beginning the graduate nursing research course) and an undergraduate nursing research course.

All interested applicants are encouraged to apply for admission to the program. Each applicant's record is evaluated individually.

Tuition

Tuition includes all fees, except for the application fee, and all expenses, including books and other materials, plus room and meals for three face-to-face, on-campus weekend residencies. Travel expenses for the weekends and computer equipment, software and Internet access are not included. Reduced tuition-cost per student can be offered to organizations sponsoring a full learning team of students as part of a customized curriculum. A deposit of \$1,500 is required on admission to the program. This NONREFUNDABLE deposit guarantees space in the program, and is credited toward the total cost of the program.

Financial

Financial aid payment plans are available for students interested in paying their tuition on a monthly basis or those interested in a loan program. Visit the College of Nursing Web site at nursing.shu.edu and the SetonWorldWide site at www.setonworldwide.net for complete tuition and financial aid information.

For additional information, visit the SetonWorldWide Web site at setonworldwide.net or contact Maureen Blue, assistant academic director, at (973) 761-9000 (ext. 9506) or e-mail bluemaaur@shu.edu, or contact Denise Kirkconnell, assistant program director, at (973) 761-9000 x9292 or e-mail kirkcode@shu.edu

Course Descriptions

NURS 6123 Nursing Theory

This course will provide an introduction to the nature of knowledge and theory through study of selected major philosophical and theoretical orientations that provide the foundation for nursing practice. *3 credits.*

NURS 6124 Forces in Health Care

Examines the issues and concepts relevant to understanding the relationships between social networks, biomedical ethics and health policy. *3 credits.*

NURS 6221 Health Concepts for Aging

This didactic course is designed to explore issues related to care of the elderly, including healthful aging, and issues related to chronic illness and frailty. Age related changes and the bio-psycho-social theories of aging will provide the foundation for understanding key aspects of healthful aging. Principles of evidence-based practice will be utilized to explore the management of chronic health problems unique to the older adults. An analysis of public policy and the impact of the prospective payment system in long-term care will highlight the constraints of healthcare services to institutionalized and community residing elders. *3 credits. (Geriatric NP only)*

NURS 6223 Health Promotion

Comprehensive healthcare needs identified for individuals of all ages. Current and evolving healthcare delivery. *3 credits.*

NURS 6411 Advanced Clinical Pathophysiology

Pathogenesis of major conditions will be presented. Symptoms and signs of clinical situations will be analyzed and discussed in order that the student may have an understanding of the etiology of health deviations as well as a cognizance of the rationale for their management. *3 credits.*

NURS 6415 Clinical Pharmacology

Provides a working knowledge of pharmacotherapeutics, with emphasis on therapeutic needs of the ambulatory client, from childhood through older years. Basic concepts in qualitative and quantitative drug actions within the body. *3 credits.*

NURS 7141 Nursing Research I

Critique of published studies and student proposals. Students develop clinically oriented, theoretically based research proposals. Emphasis on the nature of scientific inquiry, role of research in knowledge and theory development, as well as ethics in research. Prerequisite: NURS 6123. *3 credits.*

NURS 7143 Nursing Research II

Opportunity to carry out a research proposal. Students either choose a research proposal and implement and interpret it in light of the identified theoretical or conceptual base; or apply a research finding in a practice setting, implementing, evaluating and documenting the change phenomenon. Emphasis on the research approach to professional practice. Prerequisite: NURS 7141. *2 credits.*

NURS 7144 Nursing Research Colloquium

Focus on the interpretation of data analysis and the finalization and presentation of the research project to peers and faculty. Prerequisite: NURS 7141. *1 credit.*

NURS 7235 Clinical Decision Making

This course focuses on the interpretation of radiographic, hemodynamic, cardiovascular, neurologic, respiratory tests as well as miscellaneous laboratory findings. This course is basic to determining a differential diagnosis in conjunction with data obtained from the comprehensive history and physical examination. Students will develop a systematic framework for diagnostic reasoning. Students analyze sets of data and formulate a listing of patient problems. *2 credits.*

NURS 7240 Primary Healthcare Theory: Women

Provides the knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate primary healthcare regimens for women of all ages. Course integrates the concepts of health promotion and health maintenance. NURS 6123, 6124. *3 credits.*

NURS 7242 Primary Healthcare Theory: Younger Years

Students acquire theory to initiate, manage and evaluate primary healthcare regimens for children and adolescents. Prerequisites: NURS 6223, 7331. *3 credits.*

NURS 7243 Primary Healthcare Theory: Older Years

Students acquire theory to initiate, manage and evaluate primary healthcare regimens for adults and the aged. Prerequisites: NURS 6223, 7331. *3 credits.*

NURS 7244 Advanced Primary Healthcare Theory: Younger Years

Focus on application of current theory relevant to primary healthcare nursing management of the developing individual from birth through adolescence, with a long-term healthcare deviation. Prerequisite: NURS 7242. *3 credits.*

NURS 7246 Advanced Primary Healthcare Theory: Older Years

Content directed toward acute presentation of illness and complex health problems of adults and the aged. Role of the clinical nurse specialist in the care and management of frail elders and their support systems in institutions and the community. Prerequisite: NURS 7243. *3 credits.*

NURS 7249 Advanced Primary Healthcare Theory: Women's Health

This course focuses on providing the knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate primary healthcare regimens for women during pregnancy and postpartum. Complications of pregnancy and problems of high-risk pregnant women are included. Prerequisites: NURS 7240, 7347. Corequisite: NURS 7359. *3 credits.*

NURS 7250 Acute Care Theory

This course focuses on the diagnosis and management of the illness trajectory of patients with chronic conditions. Diagnosis and management of select chronic conditions will be discussed via case scenarios. Risk factor modification is included for leading causes of morbidity and mortality spanning ages from older adolescents to the elderly, with special considerations for ethnic minorities. *3 credits.*

NURS 7252 Advanced Acute Care Theory

This course focuses on acute care through rehabilitation using a case management approach. The content focuses on acute conditions: cardiovascular, respiratory, GI and renal disease, trauma and neuroendocrine emergencies. Students learn to diagnose and manage patients with acute conditions in collaboration with physicians. Research utilization is incorporated. Family dynamics are included. Special considerations for ethnic minorities and the age range of late adolescents to the elderly are incorporated. *3 credits.*

NURS 7332 Advanced Health Assessment Practicum 1: Women's Health

Students acquire mastery of comprehensive assessments skills, which include physical, psychological, development and functional appraisal of adults. Students practice in the college laboratory, clinics and ambulatory settings. Corequisite: NURS 6223, NURS 6411. *3 credits.*

NURS 7333 Advanced Health Assessment Practicum 1: Older Years

Opportunity to gain understanding and practice of the expanded nursing role. Emphasis on preventive care and health maintenance. Students acquire mastery of comprehensive assessment skills with well adults and the aged. Corequisites: NURS 6223, 6411. *3 credits.*

NURS 7334 Advanced Health Assessment Practicum 1: Younger Years

Focus is on theory and techniques for assessment of child health status, child development and level of child functioning. Opportunity for clinical practice with well children in performing behavioral, developmental, functional, environmental and physical assessment. Corequisites: NURS 6223, 6411. *3 credits.*

NURS 7338 Advanced Health Assessment Practicum 1: Acute Care

Provides the student with an opportunity to gain mastery of comprehensive assessment skills. The focus is on the history and physical exam as it relates to acute care nurse practitioner practice. The psychosocial, cultural and developmental aspects of care also are addressed. *3 credits.*

NURS 7343 Graduate Nursing Practicum II: Primary Health Care: Older Years

Opportunity to practice in ambulatory care to build primary healthcare skills in clinical assessment, diagnostic decision making and management of adults or aged who have minor, acute, common, uncomplicated or chronic stabilized illness. Prerequisite: NURS 7333. Corequisite: NURS 7243. *3 credits.*

NURS 7344 Graduate Nursing Practicum II: Younger Years

Opportunity to practice in selected ambulatory care sites for the purpose of building clinical appraisal, diagnostic decision-making and management skills with healthy children, children who are experiencing minor acute illness and their families. Clinical seminar provides opportunity for case presentation and advanced nursing practice role analysis. Prerequisite: NURS 7334. Corequisite: NURS 7242. *3 credits.*

NURS 7348 Graduate Nursing Practicum II: Acute Care

Students will begin to function in the role of ACNP. Students will be involved in team rounds, working with health professionals. Desired experiences are settings where patients have chronic conditions or stabilizing acute conditions. Seminars will focus on case studies relevant to content in Advanced Acute Care Theory. Case management is stressed. Seven clinical hours and two hours of seminar per week. *3 credits.*

NURS 7356 Graduate Nursing Practicum III: Primary Health Care: Older Years

Focus is on continued development of primary healthcare skills. Students continue to provide primary healthcare services to well, acute and chronically ill clients. Prerequisite: NURS 7343. Corequisite: NURS 7246. *3 credits.*

NURS 7357 Graduate Nursing Practicum III: Younger Years

Opportunity for practice with children with long-term health deviations in schools and specialty clinics within a family and community context. Emphasis is on development of a therapeutic regimen and continuity of care based upon in-depth assessment. Seminar provides format for case analysis and development of a collaborative role model. Prerequisites: NURS 7242, 7344. Corequisite: NURS 7244. *3 credits.*

NURS 7360 Graduate Nursing Practicum III: Acute Care

This practicum course emphasizes strategies for the ongoing assessment and management of clients. All settings are inner city with multicultural groups. Students will carry a case load of patients with both acute and chronic illnesses in the tertiary care setting, including the critical care areas. New procedures/tests will be performed as per the following approach: (1) observe and assist, (2) perform with assistance and (3) perform with supervision. Seven clinical hours and two hours of seminar per week. *3 credits.*

NURS 7363 Graduate Nursing Practicum IV: Older Years

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of care to adults or aged in a setting of choice. Focus is on leadership and change strategies in a sociopolitical and legal environment. Prerequisites: NURS 7356, 7243. 3 credits.

NURS 7364 Graduate Nursing Practicum IV: Younger Years

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of care to children and their families in a variety of settings. Focus is on leadership and change strategies in a sociopolitical and legal environment. Prerequisites: NURS 7357, 7244. 3 credits.

NURS 7369 Graduate Nursing Practicum IV: Acute Care

The focus of this clinical course is on the acute care nurse practitioner's management of critically ill adults and their families from critical illness onset through rehabilitation or resolution. Case management is holistic and incorporates the family, critical care and long-term institutions and the community. The application of complex technologic care is emphasized and analyzed. This course affords the learner continued opportunity to collaborate with clinical nurse specialists in the care of critically ill adults and their families in healthcare institutions and the community. 3 credits.

NURS 7449 Final Role Practicum: Acute Care

The focus on this fifth and final practicum is on solidifying functioning as an acute care nurse practitioner. Students manage a case load of clients under the guidance of faculty and preceptors. Critical thinking and conceptual model integration are incorporated, as are current research findings. 3 credits.

NURS 7450 Graduate Nursing Practicum II: Women's Health

Opportunity to gain skills in providing sound scientifically based primary health care to women. Students participate in the care of women (from adolescence to the advanced years) who are well, have common or minor illnesses, or are experiencing common gynecological disorders. They assess, execute and manage the health/illness care of clients based on analysis of findings from health histories, physical, developmental and behavioral assessments. Prerequisite: NURS 7332. Corequisite: NURS 7240. 4 credits.

NURS 7451 Graduate Nursing Practicum III: Women's Health

With faculty guidance and preceptorship supervision, students begin to manage women and uncomplicated pregnancies and actively care for women who are well, have common minor illnesses, or are experiencing common gynecological disorders. The opportunity to test and utilize theoretical concepts in primary healthcare practice and to develop competencies in clinical judgment. 4 credits.

NURS 7452 Graduate Nursing Practicum IV: Women

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of providing health care to women. Focus is on mastery of skills and leadership strategies. A variety of clinical settings are utilized. Prerequisites: NURS 7249, 7359. 4 credits.

NURS 7453 Advanced Professional Role Enactment within Healthcare Systems

This course will focus on sensitizing the nurse practitioner student to the emerging and ever-changing role of the Advanced Practice Nurse. Students will explore the societal, economic and politico-legal developments affecting acceptance and utilization of the nurse practitioner role. Issues related to role development, leadership skills and case management for diverse client populations are analyzed. 2 credits.

Bachelor of Science in Nursing for R.N.'s

Academic Director: Linda Ulak, Ed.D., R.N.

The online R.N./B.S.N. program is designed for the busy R.N. graduate of an associate degree or diploma nursing program who seeks to obtain a Bachelor of Science in Nursing. In total, the program requires 125 credit-hours for graduation. These credit-hours include 56 Arts and Sciences credit-hours, 34 nursing credit-hours and 32 credit-hours granted for obtaining R.N. licensure. Three credits for Health Assessment will be waived with proof. Working with an adviser, students will be guided in the selection of the appropriate courses to meet the degree requirements. Only nursing credit-hours are offered online.

The Online R.N./B.S.N. program has both theory and clinical components. Theory coursework is completed in the online format and the clinical component is completed in the student's choice of settings, with faculty consultation.

Program Description

The online R.N./B.S.N. program is for R.N.'s who have graduated from either a diploma or an associate degree nursing program and would like to have their baccalaureate degree in nursing (B.S.N.). The online R.N./B.S.N. program is administered through the Seton Hall University College of Nursing. Accredited by the National League of Nursing and the Commission on Collegiate Nursing Education, the online R.N./B.S.N. program is a rigorous, high-quality undergraduate degree program developed for the R.N. who seeks to obtain the B.S.N. degree.

Strategies that Support Learning

The online program is identical to the on-campus program and at current distant learning sites throughout New Jersey. While the online R.N./B.S.N. and the on-campus course objectives are the same, the instructional delivery methodologies in the online degree program differ. Instructional delivery is primarily Web-based in a password-protected environment. The coursework is supplemented through a learning package that may include audio, video or other media. Three on-campus weekend residencies are required during the five-semester program.

Tuition

Tuition includes all fees, except for the application fee, and all expenses, including books and other materials, plus room and meals for three face-to-face, on-campus weekend residencies. Travel expenses for the weekends and computer equipment,

software and Internet access are not included. Reduced tuition cost per student can be offered to organizations sponsoring a full learning team of students as part of a customized curriculum. A deposit of \$1,500 is required on admission to the program. This NONREFUNDABLE deposit guarantees space in the program, and is credited towards the total cost of the program.

Financial

Financial Aid payment plans are available for students interested in paying their tuition on a monthly basis or those interested in a loan program. Please visit the College of Nursing Web site at nursing.shu.edu and the SetonWorldWide site at www.setonworldwide.net for complete tuition and financial aid information.

Admission Requirements

In addition to having completed a diploma or associate degree in Nursing, the following are needed for acceptance into the program:

- a completed application with a \$45 non-refundable fee. Online applications (\$50) are available;
- a GPA of 2.5 or equivalent;
- two letters of recommendation from academic and professional references; and
- resume or curriculum vitae.

Program Design and Curriculum

The entire program requires 125 credits for graduation.

- 56 credits for Arts and Sciences - can be credited to the student, based on what has been accomplished in the student's diploma or associate degree program;
- 32 credits can be granted towards the R.N. licensure;
- 3 credits can be granted towards proof of current Health Assessment Skills; and
- The remaining 34 credit nursing courses are earned online through the SetonWorldWide R.N. to B.S.N. Online Program.

The R.N. to B.S.N. Online Program is a five semester program with both theory and clinical components for some courses. The student's clinical experience will be at geographic location of the student's choice, with guidance from a faculty adviser. Attendance at three weekend residencies is required for the program. These weekends are geared toward interacting with classmates and faculty, learning about the online resources, receiving books and coursework materials and becoming oriented to online delivery system.

For additional information, visit the SetonWorldWide Web site at www.setonworldwide.net or contact Fellella Millman, M.S.N., R.N., assistant academic director, at (973) 275-2118 or e-mail millmafe@shu.edu, or contact Renee Cicchino, assistant program director, at (973) 275-2359 or e-mail cicchire@shu.edu

Course Descriptions

NURN 3001 Professional Nursing I

The interrelationships between nursing theory, practice, education and research are discussed as foundations for understanding nursing theorists, the nursing process, and the impact of nursing research on practice. Current and emerging roles and responsibilities of the professional nurse are compared and contrasted with other nursing roles as well as with other health professionals. *6 credits.*

NURN 4017 Community Health Perspectives

The course focuses on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention, and health promotion and risk models. Consideration is given to epidemiology, communicable diseases, healthcare services and resources in relationship to the social, political and cultural environment. The course focuses on specific groups such as the chronically ill and disabled, children, elderly, homeless, the working population, disaster victims and rural communities, and addresses community health problems including violence, addictions and teenage pregnancy. *5 credits.*

NURN 4020 Professional Nursing II

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general, and nursing, in particular, are analyzed. *6 credits.*

NUTC 2012 Health Promotion Across the Lifespan

Students will implement strategies to promote healthy lifestyles and prevent injury and disease in individuals in various community settings. Content focuses on health throughout the lifespan, risk assessment and screening, and health promotion resources. Clinical content includes performing risk assessments and applying nursing interventions to assist individuals to meet their health needs and optimize health. *4 credits.*

NUTH 1001 Group Dynamics

This course is designed to assist students to apply psychological, cultural, and behavioral concepts to the study of group interaction. Principles of dealing with small groups in a variety of sociocultural settings are examined in order to maximize students' ability to comprehend the interactive factors that influence group behaviors and to become effective group participants. *2 credits.*

NUTH 1003 Culture and Health

Culture specific strategies will be reviewed for teachings and interventions for health promotion and disease management; healthcare systems will be examined in light of meeting culture-specific needs. This course aims to increase cultural awareness, cultural sensitivity, and cultural competency among health care students. *3 credits.*

NUTH 3002 Gerontological Nursing

This course will focus on the aging process from both biological and social perspectives. Discussions will include patterns of normal aging as well as common pathological conditions and health problems faced by the elderly. *2 credits.*

NUTH 3003 Research in Nursing

This course introduces the undergraduate nursing student to the research process and ethical issues related to nursing research. The student will acquire skills necessary to read, interpret, evaluate and critically analyze nursing research studies in view of their use in nursing practice. *3 credits.*

NUTH 3004 Economic Concepts for the Professional Nurse

This course will focus on the structural, financial, and managerial foundations of integrated healthcare delivery systems. Students will identify major revenue streams, payer sources, and regulatory topics such as entitlement programs, DRGs, and prospective payment systems. The basic concepts of insurance, utilization and case management, and contractual commitments will be covered. *3 credits.*

University Offices and Departments:

Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079
(973) 761-9000

Academic Services
Presidents Hall
(973) 761-9363
Manager: Ann Sarno

Accounting and Taxation, Department of
Kozlowski Hall
(973) 761-9647
Chair: James Greenspan

Administrative and Auxiliary Services
Bayley Hall
(973) 761-9762
Assistant Vice President: Roger Demareski

Admissions
See Enrollment Services

Affirmative Action
Presidents Hall
(973) 761-9284
Contact: Richard Hill

African-American Studies, Department of
Arts and Sciences Building
(973) 761-9411
Chair: William Sales

Alumni Relations
Ring Building
(973) 378-9822
Assistant Vice President: Joe Burt

American Humanics
Kozlowski Hall, Arts and Sciences Hall
(973) 275-2073, (973) 761-9384
Co-Chairs: Joseph Marbach, Roseanne Mirabella

Archaeological Research Center for New Jersey, The
Fahy Hall
(973) 761-9543

Archives, University
Walsh Library
(973) 761-9476
Contact: Alan Delozier

Art and Music, Department of
Art Center and Corrigan Hall
(973) 761-9459
Chair: Jeanette Hile
Associate Chair: Charlotte Nichols

Arts and Sciences, College of
Fahy Hall and Arts and Sciences Hall
(973) 761-9022
Dean: Molly Easo Smith

Asia Center, The
Alfieri Hall
(973) 275-2304
Director: June C. Yoon

Asian Studies, Department of
Fahy Hall
(973) 761-9469
Chair: Gilbert Mattos

Athletics and Recreational Services
Recreation Center
(973) 761-9498
Athletic Director: Jeffrey Fogelson

Biology, Department of
McNulty Hall
(973) 761-9044
Chair: Sulie Chang

Biology Dual Degree Program
McNulty Hall
(973) 761-9043
Director: Sulie Chang

Board Affairs
Presidents Hall
(973) 761-9203
Executive Vice President for Administration: Mary Meehan

Budget Office
Bayley Hall
(973) 761-9318
Director: Mary Ann L. Hart

Bursar
See Enrollment Services

Business Affairs and Auxiliary Services
Bayley Hall
(973) 761-9002
Director: Dan Taylor

Business, Stillman School of
Kozlowski Hall
(973) 761-9013
Dean: Karen E. Boroff

Campus Ministry
Boland Hall
(973) 761-9545
Director: Reverend James F. Spera

Campus Tours
Bayley Hall
(973) 761-9332

Card Access Services (I.D. Office)
Duffy Hall
(973) 761-9771
Manager: Paul T. Kraska
Card Access Clerk: Dolores DeDeo

Career Center, The
Bayley Hall
(973) 761-9355
Director: Jacqueline Chaffin

Center for Catholic Studies
Fahy Hall
(973) 275-2175
Director: Monsignor Richard Liddy

Center for College Teaching

Alfieri Hall
(973) 761-9304
Director: Albert Hakim

Center for Public Service

Kozlowski Hall
(973) 761-9501
Director: Naomi Wish

Chemistry and Biochemistry, Department of

McNulty Hall
(973) 761-9414
Chair: Richard Sheardy

Classical Studies

Fahy Hall
(973) 275-5822
Chair: Reverend Eugene Cotter

College Seminary Program

Corrigan Hall
(973) 761-9420
Rector: Reverend Joseph R. Reilly

Communication, Department of

Fahy Hall
(973) 761-9474
Chair: Peter Reader

Community Development, Department of

Bishop Dougherty University Center
(973) 761-9076
Dean: Dawn Williams

Compliance Office

Presidents Hall
(973) 313-6132
Compliance Officer: James Gillson

Computer Training Center

Walsh Library
(973) 275-2164
Manager: William Otskey

Computing and Decision Sciences, Department of

Kozlowski Hall
(973) 761-9540
Chair: Rob Weitz

Controller

Bayley Hall
(973) 761-9318
Controller: John Passaro

Cooperative Education/Internships

Bayley Hall - The Career Center
(973) 761-9355
Director: Jaqueline Chaffin
Associate Director: Reesa Greenwald

Counseling Services

Mooney Hall
(973) 761-9500
Director: Gail P. Pakalns

Criminal Justice, Department of

Arts and Sciences Building
(973) 761-9108

Diplomacy and International Relations, School of

McQuaid Hall
(973) 275-2515
Dean: Clay Constantinou

Economics, Department of

Kozlowski Hall
(973) 761-9356
Chair: John Dall

Education and Human Services, College of

Kozlowski Hall
(973) 761-9025
Dean: Joseph De Piero

Educational Opportunity Program

Alfieri Hall
(973) 761-9161
Director: Carol McMillan-Lonesome

Educational Studies, Department of

Kozlowski Hall
(973) 761-9394
Chair: William McCartan

English, Department of

Fahy Hall
(973) 761-9388
Chair: Martha Carpentier

English as a Second Language Program

Kozlowski Hall
(973) 761-9394
Director: William McCartan

Enrollment Services

(Admission, Enrollment, Bursar, Financial Aid, Registrar)
Bayley Hall
(973) 761-9332
Associate Vice President: Thomas C. Green

Finance and Information Technology, Division of

Bayley Hall
(973) 761-9011
Vice President: Dennis Garbini
Chief Information Officer: Stephen Landry

Finance and Legal Studies, Department of

Kozlowski Hall
(973) 761-9127
Chair: Anthony Loviscek

Financial Affairs

Bayley Hall
(973) 761-9318
Assistant Vice President: Craig Becker

Financial Aid

See Enrollment Services

Financial Development

Bayley Hall
(973) 275-2312

Freshman Studies

Mooney Hall
(973) 761-9740
Dean: Tracy Gottlieb

General Counsel

Presidents Hall
(973) 761-9190
Vice President: Catherine Kiernan

Graduate Department of Public and Healthcare Administration

Center for Public Service
Kozlowski Hall
(973) 761-9510
Director: Naomi Wish

Graduate Medical Education, School of

McQuaid Hall
(973) 275-2800
Dean: John A. Paterson

Graduate Studies Support Services

Presidents Hall
(973) 761-9699

Grants and Research Services, Office of

Presidents Hall
(973) 275-2974
Director: Robert C. Hallissey
IRB Director: Mary F. Ruzicka

Health Services

Boland Hall
(973) 761-9175
Director: Gail P. Pakalns

Help Desk, Technology

Corrigan Hall
(973) 275-2222
Manager: Michael Hajduk

History, Department of

Fahy Hall
(973) 761-9385
Chair: Maxine N. Lurie

Housing and Residence Life, Department of

Duffy Hall
(973) 761-9172
Director: Craig Allen

Human Resources, Department of

Presidents Hall
(973) 761-9621
Vice President: Deborah Raikes-Colbert

Immaculate Conception Seminary Library

(973) 761-9584
Director: Monsignor James C. Turro

Information Technology Services

Corrigan Hall
(973) 275-2490
Executive Director: Bernd Walter

Institute for Service Learning

Kozlowski Hall, Arts and Sciences Hall
(973) 275-2073, (973) 761-9384
Co-Chairs: Joseph Marbach, Roseanne Mirabella

Internal Audit

Bayley Hall
(973) 761-9731
Director: Michael Garcia

International Business, Institute for

Kozlowski Hall
(973) 761-9511
Director: Richard J. Hunter Jr.

International Programs, Office of

Presidents Hall
(973) 761-9081

Jewish-Christian Studies, Department of

Fahy Hall
(973) 761-9751
Chair: Reverend Lawrence Frizzell

Judaean-Christian Studies, Institute of

Fahy Hall
(973) 761-9751
Director: Reverend Lawrence Frizzell

Law, School of

One Newark Center
Newark, New Jersey 07102
(973) 642-8747 (Admissions)
Dean: Patrick E. Hobbs

Leadership Studies, Center for

Kozlowski Hall
(973) 275-2528
Director: Lisa McCauley Parles

Liberal Studies, Program in

Fahy Hall
(973) 275-2718
Director: David Bénéteau

Management, Department of

Kozlowski Hall
(973) 761-9151
Chair: Joan H. Coll

Marketing, Department of

Kozlowski Hall
(973) 761-9242
Chair: Joseph Wisenblit

Mathematics and Computer Science, Department of

Arts and Sciences Building
(973) 761-9466
Chair: Bert Wachsmuth

Media Services

Walsh Library
(973) 761-9554
Assistant Directors: Eva Gayle, Ronald E. J. Myzrie

Military Science, Department of

Mooney Hall
(973) 761-9446
Chair: Lieutenant Colonel Keith Long

Modern Languages, Department of

Fahy Hall
(973) 761-9469
Chair: Daniel Zalacain

Museum, The Seton Hall University

Fahy Hall
(973) 761-9022

New Jersey Center for Law-Related Education

Kozlowski Hall
(973) 761-9093
Director: Arlene Gardner

New Student Orientation

Bishop Dougherty University Center
(973) 275-2937
Mooney Hall
(973) 275-2595

Nonprofit Sector Resource Institute of New Jersey

Kozlowski Hall
(973) 761-9510

Nursing, College of

Schwartz Building
(973) 761-9014
Dean: Phyllis Shanley Hansell

Parking Services

Duffy Hall
(973) 761-9329
Manager: Paul T. Kraska

PC Support Services

Corrigan Hall
(973) 761-9551
Director: John Fernandes

Pirate Blue Athletic Fund

Ring Building
(973) 378-2681
Director: Joe Del Rossi

Philosophy, Department of

Fahy Hall
(973) 761-9480
Chair: Vincente Medina

Physical Plant

Community House
(973) 761-9454
Director: Steve Kurtyka

Physics, Department of

McNulty Hall
(973) 761-9050
Chair: Parviz Ansari

Planning Office

Presidents Hall
(973) 761-9205
Director: Donald Lombardi

Political Science, Department of

Arts and Sciences Hall
(973) 761-9383
Acting Chair: Jo Renee Formicola

Pre-Law Certificate, Business

Kozlowski Hall
(973) 275-2544
Adviser: Susan O'Sullivan

Pre-Legal Advisement

Fahy Hall
(973) 761-7367
Adviser: Suzanne Samuels

Pre-Health Professions Advisement

McNulty Hall
(973) 761-9055
Adviser: Linda Hsu

President, Office of the

Presidents Hall
(973) 761-9620
President: Monsignor Robert Sheeran
Executive Vice President for Administration: Mary Meehan

Priest Community

Presidents Hall
(973) 761-9121
Minister: Reverend James Cafone

Procurement

Bayley Hall
(973) 761-9183
Director: Martin Koeller

Project Acceleration

Fahy Hall
(973) 761-9224
Coordinator: Lisa Tilton-Levine

Provost, Office of the

Presidents Hall
(973) 761-9655
Provost and Executive Vice President for Academic Affairs:
Mel J. Shay

Psychology, Department of

Kozlowski Hall
(973) 761-9484
Chair: Jeffrey Levy

Public Relations and Marketing, Department of

Ring Building
(973) 761-9834
Assistant Vice President: Susan Diamond

Public Safety and Security

Security Building
(973) 761-9328
Assistant Vice President/Director: Patrick P. Linfante
Deputy Director: Donald Tauriello

Puerto Rican Institute

Presidents Hall
(973) 761-9422
Acting Director: Frank Morales

Recreational Services

Recreation Center
(973) 761-9722
Athletic Director: Jeffrey Fogelson

Registrar

See Enrollment Services

Religious Studies, Department of

Fahy Hall
(973) 761-9331
Acting Chair: Reverend John F. Morely

ROTC

Mooney Hall
(973) 763-3078
Chair: Lieutenant Colonel Keith Long

Setonian, The

Bishop Dougherty University Center
(973) 761-9083

Social and Behavioral Sciences, Program in

Fahy Hall
(973) 761-9683
Director: Mary Boutilier

Social Work, Department of

Arts and Sciences Hall
(973) 761-9470
Chair: Emma Quartaro

Sociology/Anthropology, Department of

Arts and Sciences Hall
(973) 275-2011
Executive Chair: Barbara Feldman

Special Academic Programs

Presidents Hall
(973) 761-9212
Executive Director: Frank Morales

Special Collections Center

Walsh Library
(973) 761-9476
Contact: Alan Delozier

Speech-Language Pathology and Audiology, Department of

McQuaid Hall
(973) 275-2825
Chair: Janet D. Koehnke

Sports Information, Office of

Recreation Center
(973) 761-9493
Assistant Athletic Director/Sports Communications:
Marie Wozniak

Sport Management, Center for

Kozlowski Hall
(973) 761-9707
Director: Ann Mayo

Student Affairs, Division of

Bishop Dougherty University Center
(973) 761-9075
Vice President: Laura A. Wankel

Student Support Services

Mooney Hall
(973) 761-9166
Director: Carol McMillan-Lonesome

Summer Session

Presidents Hall
(973) 761-9699

Talent Search

Presidents Hall
(973) 761-9230
Director: Erwin Ponder

Teaching Learning and Technology, Center for

Walsh Library
(973) 275-2929
Director: Donald R. Carter

Technology Development, Institute for

Walsh Library, First Floor
(973) 313-6165
Director: Heather Stewart

Theology, Immaculate Conception Seminary School of

Lewis Hall
(973) 761-9016
Rector/Dean: Monsignor Robert F. Coleman

Ticket Office, Athletic

Walsh Gymnasium
(973) 275-4255
Manager: Sara Pinard

Ticket Office, University Center, Theatre-in-the-Round

Bishop Dougherty University Center
(973) 761-9098

University Advancement, Office of

Ring Building
(973) 378-9813
Associate Vice President: Helen Cunning

University Affairs, Division of

Ring Building
(973) 378-9801
Vice President:

University Libraries

Walsh Library
(973) 761-9435
Dean: Arthur W. Häfner

Upward Bound

Mooney Hall
(973) 761-9419
Director: Erwin Ponder

Walsh Library Gallery

Walsh Library
(973) 275-2033
Director: JoAnn Cotz

Women's Center

Bishop Dougherty University Center
(973) 761-9500
Contact: Shirley Matthews

Women's Studies Program

Fahy Hall
(973) 275-2709
Director: Susan Nolan

Work, Institute on

Kozlowski Hall
(973) 313-6103
Co-Directors: Barrie Peterson and William Toth

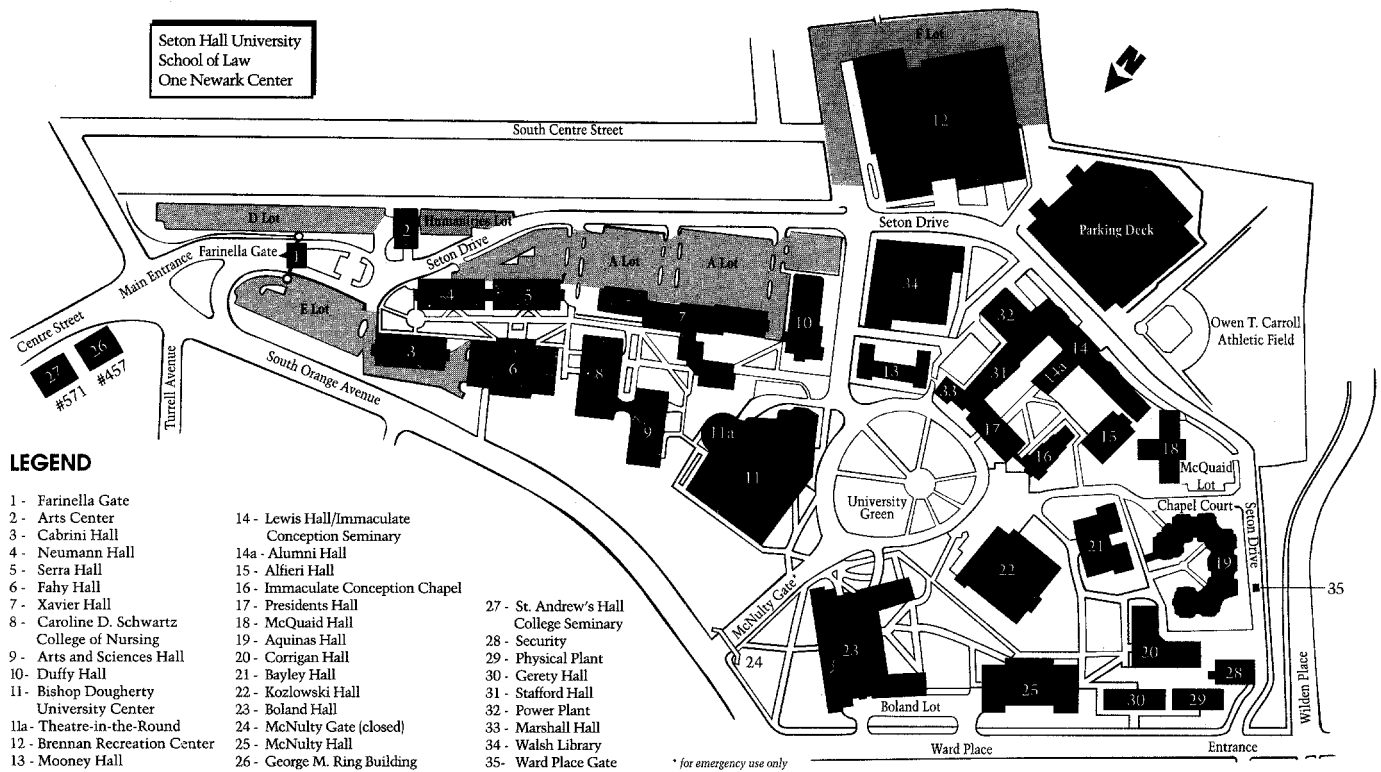
Writing Center

Fahy Hall
(973) 761-9000 x7501
Director: Kelly Shea

WSOU Radio Station

Recreation Center
(973) 761-9546
Faculty General Manager: Michael Collazo

Directions to the University



LEGEND

- | | | |
|---|--|---|
| 1 - Farinella Gate | 14 - Lewis Hall/Immaculate Conception Seminary | 27 - St. Andrew's Hall College Seminary |
| 2 - Arts Center | 14a - Alumni Hall | 28 - Security |
| 3 - Cabrini Hall | 15 - Alfieri Hall | 29 - Physical Plant |
| 4 - Neumann Hall | 16 - Immaculate Conception Chapel | 30 - Gerety Hall |
| 5 - Serra Hall | 17 - Presidents Hall | 31 - Stafford Hall |
| 6 - Fahy Hall | 18 - McQuaid Hall | 32 - Power Plant |
| 7 - Xavier Hall | 19 - Aquinas Hall | 33 - Marshall Hall |
| 8 - Caroline D. Schwartz College of Nursing | 20 - Corrigan Hall | 34 - Walsh Library |
| 9 - Arts and Sciences Hall | 21 - Bayley Hall | 35 - Ward Place Gate |
| 10 - Duffy Hall | 22 - Kozlowski Hall | |
| 11 - Bishop Dougherty University Center | 23 - Boland Hall | |
| 11a - Theatre-in-the-Round | 24 - McNulty Gate (closed) | |
| 12 - Brennan Recreation Center | 25 - McNulty Hall | |
| 13 - Mooney Hall | 26 - George M. Ring Building | |

By Car:

From 280 East

Take the Center Street, Orange Exit 11. Turn right onto South Center Street (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 280 West

Take Exit 11B, Day Street/Essex Avenue, Orange. Off-ramp becomes Freeway Drive West. Make a left at the second light onto South Day Street (Joyce Carnegie Place). Make a left at the next light onto Freeway Drive East. Turn right at the next light onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 78 East (Local)

Take Exit 49B (Maplewood). Stay to the right off the exit. Make the second right, which is a jug handle, and cross over Springfield Avenue onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

From 78 West (Local)

Take Exit 50B (Millburn), and turn right onto Vauxhall Road. Go three lights and bear right onto Valley Street. Take this street

approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter Through the Farinella Gate on the right.

From the Garden State Parkway (North or South)

Take the Garden State Parkway to Exit 145. Follow directions for 280 West.

From the New Jersey Turnpike

Take the New Jersey Turnpike to Exit 15W. Follow directions for 280 West.

From Connecticut

Take Route 84 West into New York State until 84 ends. Take 684 South toward White Plains/Tappan Zee Bridge. Take 287 West over Tappan Zee Bridge. Take Exit 14A, (Garden State Parkway South) to Exit 145. Follow directions for 280 West.

From New York City

Go through either the Lincoln or Holland tunnel. From the Lincoln Tunnel, take the New Jersey Turnpike South to Exit 15W. From Holland Tunnel, take the New Jersey Turnpike North to Exit 15W. Follow directions for 280 West.

From Pennsylvania

Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Turnpike at Exit 11 (Garden State Parkway North). Take the Parkway to Exit 145. Follow directions for 280 West.

Alfieri Hall, completed in 1984, contains classrooms for the School of Theology and offices of the Educational Opportunity Program, Computer Training Center and the Center for College Teaching.

Alumni Hall was planned as a 25th anniversary gift to commemorate the opening of Seton Hall College in Madison in 1856. The needed funds were not raised in 1881, but the fund drive continued, and the building was dedicated in 1886 to commemorate the opening and first graduation in South Orange in 1861. Alumni Hall houses the chapel for Immaculate Conception Seminary School of Theology, as well as the School's administrative offices.

Art Center. Originally a carriage house, built between 1890 and 1895, and now a registered national landmark, this redbrick Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University's Art Center. It houses an art gallery, studios, classrooms and offices of the Department of Art and Music.

Arts and Sciences Hall. Opened in 1973, the building houses lecture halls, seminar rooms, conference rooms, classrooms, offices for faculty and administrative personnel, and a computer laboratory, as well as faculty offices of the College of Arts and Sciences.

Bayley Hall. Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Saint Elizabeth Ann Seton, Bayley Hall is used for business and administrative purposes, as well as for the Office of Enrollment Services.

Recreation Center and Walsh Gymnasium. A student-oriented, multipurpose facility that serves the recreation, physical education and intercollegiate needs of the University community, the Recreation Center contains the Richard and Sheila Regan Field House, an eight-lane, 25-yard pool, a fitness/weight training room, a dance studio, racquetball courts, saunas and locker rooms. Adjacent to the Recreation Center, Walsh Gymnasium, a 3,000-seat arena built in 1939 and named for Newark Archbishop Thomas Walsh, is the site of practice and competition for many intercollegiate teams. The new state-of-the-art WSOU facility also is located here. Outdoor facilities include Owen T. Carroll Field and Ivy Hill Park, 19 acres of practice and intramural fields adjacent to the campus.

Chapel of the Immaculate Conception. The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and observed its 125th anniversary in 1988-89. Open every day, the chapel serves as a place of meditation and prayer for all members of the University community. Several Masses are offered on weekdays and on Sundays.

Corrigan Hall. Named after Bishop Michael A. Corrigan and Reverend James H. Corrigan, brothers who served as second and third presidents of Seton Hall, this building contains offices, the facilities for Computing Services, classrooms and labs.

Duffy Hall. Classrooms, offices, the bookstore, Parking and Card Access Services, the Department of Housing and Residence Life and Game Room are located in this building.

Bishop Dougherty University Center. Named for Bishop John J. Dougherty, president of Seton Hall from 1960-70, the University Center contains meeting rooms, dining areas, lounges, an art gallery and the Theatre-in-the-Round. It houses the offices of student publications and student government, as well as the offices of the Department of Community Development and the Vice President for Student Affairs.

Fahy Hall. Opened in 1968, this building houses many departments of the College of Arts and Sciences and the dean of this College. In addition to classrooms and faculty offices, it contains communication and language laboratories, a television studio and the University museum.

Kozlowski Hall. With six stories and more than 126,000 square feet of academic space, this structure provides a home for the Stillman School of Business, the College of Education and Human Services, the Center for Public Service, the New Jersey Center for Civic and Law-Related Education and the Department of Psychology. It contains 156 faculty and administrative offices and 30 teaching spaces, from seminar rooms that seat eight people to an auditorium seating 390. It also features a central, three-story skylit atrium where students and faculty can congregate informally. A major feature of the building is the technological capabilities it brings to the teaching and learning processes. These include fixed and flexible seating classrooms with the most contemporary information and distance learning technologies that facilitate the transmission of lectures all over the world; laboratories with one-way observation mirrors; and classrooms with terminals for portable computers.

Lewis Hall/Immaculate Conception Seminary School of Theology was completed in 1984. Faculty and student residences, classrooms, a dining hall, lounges and the Seminary Library are housed in this building.

McNulty Hall. The Biology, Chemistry and Biochemistry, and Physics departments are located in McNulty Hall, named in honor of Monsignor John Laurence McNulty, president during the University's post-World War II expansion years. This building contains classrooms, teaching and research facilities, faculty offices and an amphitheater.

McQuaid Hall. Named after Bishop Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. The School of Diplomacy and International Relations is located on a major section of the first floor of this building. The School of Graduate Medical Education is located on the second floor and part of the first floor.

Mooney Hall. Named for Monsignor James Mooney, president of Seton Hall from 1907-22, the building houses Freshman Studies, Archaeology Studies, ROTC/Military Science, Special Academic Services, Counseling Services, the Print Shop, classrooms and offices.

244 Buildings

Presidents Hall. Visually the “centerpiece” of the campus, Presidents Hall dates back to 1867. It houses administrative offices, including those of the president; executive vice president; general counsel, planning, the provost; human resources; and international programs.

Residence Halls. Seton Hall has housing capacity for approximately 2,100 students. The residences include Cabrini, Neumann, Serra, Xavier, Aquinas, North and South Boland Halls, Ora Manor Apartments and St. Andrew’s.

Ring Building. Located at 457 Centre Street, this building houses the Division of University Affairs, including the vice president for University Affairs’ office and the offices of alumni relations; University relations and University advancement.

Schwartz College of Nursing Building. This facility was opened in 1973 and named for the first dean of the College of Nursing, whose husband, Henry Schwartz, was the major benefactor who supplemented a U.S. Public Health Service Building grant for its completion. This building includes a state-of-the-art computer laboratory, multipurpose practice laboratory, classrooms, an amphitheater, and offices for faculty and administration.

Walsh Library. Seton Hall’s Walsh Library was completed in the spring of 1994. Located at the heart of the campus opposite the Recreation Center, the four-story, 155,000 square-foot structure is nearly three times the size of its predecessor, McLaughlin Library, and accommodates twice as many users at any given time. The library is named in honor of Board of Regent Chairman and University benefactor Frank E. Walsh and his wife, Mary D. Walsh.

Walsh Library facilities include a Bibliographic Instruction Center, with a networked computer laboratory; quiet, convenient reading rooms, group study rooms, study carrels and scholar’s studies; compact shelving and a flexible floor plan; state-of-the-art systems to protect, preserve and provide access to valuable resources; an exhibit and art gallery; and a central location for all library services, including the Special Collections Center, The Teaching Learning and Technology Center, Media Services, the Walsh Library Gallery and the Writing Center.

Undergraduate Faculty Emeriti

Richard P. Adinaro

Political Science
Ph.D., Fordham University

John J. Anderson

Philosophy
Ph.D., Fordham University

Henry Arnold

Finance
Ph.D., New School for Social Research

Robert Augustine

Chemistry and Biochemistry
Ph.D., Columbus University

Elizabeth E. Azzara

Library
M.L.S., Rutgers, The State University

Reverend John M. Ballweg

Religious Studies
M.A., The Catholic University of America

Mary Rose Barral

Philosophy
Ph.D., Fordham University

Elizabeth Beck

Education
Ph.D., Fordham University

Barbara A. Beeker

Nursing
Ed.D., Teachers College, Columbia University

Barry B. Blakeley

Asian Studies
Ph.D., University of Michigan

John Botti

Business Law
J.D., Fordham University

Mary Kay Burns

Library
M.L.S., Drexel University
M.A., Kean University

Alexander J. Butrym

English
Ph.D., Rutgers, The State University

Edward T. Byrnes

English
Ph.D., New York University

Barbara Cate

Art History
M.A., Columbia University

Reverend Alfred V. Celiano

Chemistry
Ph.D., Fordham University

Francesca Guerrero Champion

Nursing
M.A., New York University

Frederic Ming Chang

Music
M.M., Indiana University

Nicholas Chirovsky

Economics
Dr. Pol. Ed., Ukrainian Free University of Munich

Mary Louise Clarken

Library
M.L.S., Rutgers, The State University

Richard J. Connors

Political Science
Ph.D., Columbia University

Gerald J. Dalcourt

Philosophy
Ph.D., University of Montreal

DeCosta Dawson

Education
M.A., M.Ed., Teachers College, Columbia University

Reverend Walter A. Debold

Religious Studies
M.A., University of Notre Dame

John P. Deehan, CPA

Accounting
M.B.A., Seton Hall University

Catherine Denning

Nursing
M.P.H., Yale University

Nicholas DeProspo

Biology
Ph.D., New York University

R. Gordon Dippel

Finance
Ph.D., Columbia University

Reverend William Driscoll

History
Ph.D., Fordham University

246 Faculty Emeriti

William J. Dunham

Political Science
M.A., New York University

Jeremiah G. Ford, CPA

Accounting
M.B.A., Seton Hall University

Richard F. Gabriel

Mathematics
Ph.D., Rutgers, The State University

Rose Gallo

English
Ph.D., Rutgers, The State University

Michael C. Garifine, CPA

Accounting
M.B.A., Rutgers, The State University

Albert B. Hakim

Philosophy
Ph.D., University of Ottawa

Florence Hargett

Nursing
M.A., Teachers College, Columbia University

Edwin J. Havas

Art
Diploma, Newark School of Fine Arts

Edward J. Henry

Modern Languages
Ph.D., New York University

Emil Hensler Jr., CPA, RMA

Accounting
M.B.A., Seton Hall University

Robert A. Herrera

Philosophy
Ph.D., New School of Social Research

Irving Horowitz

Computing and Decision Sciences
M.A., Seton Hall University

Vasanti A. Jategaonkar

Computing and Decision Sciences
Ph.D., Cornell University

Alexander Jovicevich

Modern Languages
Doctorate d'Université, University of Paris

Jerome D. Kaplan

Education
Ed.D., Teachers College, Columbia University

Frank F. Katz

Biology
Ph.D., University of Pennsylvania

John Keller

Biology
Ph.D., Cornell University

Tadashi Kikuoka

Asian Studies
Ph.D., Hosei University

Al Paul Klose

Communication
Ph.D., Northwestern University

Stanley Z. Kramer

Biology
Ph.D., University of Pennsylvania

M. Elizabeth LeBlanc

Education
Ed.D., Rutgers, The State University

Reverend Peter F. Lennon

Psychology
Ph.D., Duquesne University

Robert Linnon

Education
Ph.D., Ohio State University

Howard T. Ludlow

Management
Ph.D., Fordham University

Shu-Hsien Ma

Asian Studies
M.A., Seton Hall University

Laurence MacPhee

English
Ph.D., Rutgers University

Joseph F. Mahoney

History
Ph.D., Columbia University

Robert Manley

Political Science, Diplomacy and International Relations
Ph.D., State University of New York at Albany

Bert C. Marino

English
Ph.D., Fordham University

Joseph A. Mauriello, CPA

Accounting
Ph.D., New York University

Lloyd McBride

Communication
B.A., Seton Hall University

Kathleen McCoy

English
Ph.D., Florida State University

Eugene T. McGuinness

Chemistry and Biochemistry
Ph.D., The State University of New Jersey

Julia A. Miller

African-American Studies
Ed.D., Rutgers, The State University

W. Scott Morton

History
Ph.D., University of Edinburgh

Reverend Laurence T. Murphy, M.M.

Philosophy
Ph.D., University of Notre Dame

Reverend Richard M. Nardone

Religious Studies
Ph.D., University of St. Michael's College

Joan T. Nourse

English
Ph.D., Fordham University

Ernest V. Orsi

Biology
Ph.D., St. Louis University

Lillian Palumbo

Nursing
Ph.D., Walden University

James R. Paris

English
M.A., New York University

Sarah F. Patrylow

Nursing
Ph.D., New York University

Charlotte F. Peck

Library
M.L.S., University of Pittsburgh
M.A., Seton Hall University

Hortenzia L. Pogany

Library
M.L.S., Rutgers, The State University
M.A., Pazmany University, Budapest

Elvira Prisco

Modern Languages
Litt.D., University of Naples

William J. Radtke

Philosophy
M.A., University of Detroit

Gilbert L. Rathbun

Communication
M.F.A., The Catholic University of America

Albert Reiners

Education
Ph.D., Fordham University

Oreste R. Rondinella

Education
Ph.D., Fordham University

Carolyn Rummel

Assistant Professor of Nursing
Ph.D., New York University

Lucinda F. San Giovanni

Professor of Sociology
Ph.D., Rutgers, The State University

Arthur Santucci

Education
M.A., Seton Hall University

Gabriel Sarkanich

Modern Languages
M.A., Seton Hall University

Alfred J. Schmidt

Quantitative Analysis
M.B.A., Seton Hall University

Bernhard W. Scholz

History
Ph.D., University of Wurzburg

John J. Shannon

Psychology
Ed.D., Rutgers, The State University

Edward R. Shapiro

History
Ph.D., Harvard University

Bernard Stack

Political Science
M.A., Columbia University

Peter E. Stamer

Physics
Ph.D., Stevens Institute of Technology

248 Faculty Emeriti

Phyllis H. Stock

History
Ph.D., Yale University

William C. Struning

Computing and Decision Sciences
Ph.D., New York University

Monsignor Edwin V. Sullivan

Sociology
Ph.D., University of Ottawa

Brigitte M. Sys

Modern Languages
M.A., Seton Hall University
Diplome de l'Ecole Normale de Notre Dame aux Epines
à Eekloo/Gand, Belgium

Sister Rose E. Thering, O.P.

Education
Ph.D., St. Louis University

Frank D. Tinari

Economics
Ph.D., Fordham University

Monsignor James C. Turro

Theology
Ph.D., New York University

Adelaide Walker

Education
M.A., Columbia University

Reverend George White

Education
M.Ed., Rutgers, The State University

Robert W. Wilde

Marketing
Ph.D., New York University

Edward R. Winans

English
M.A., Seton Hall University

Winston L. Y. Yang

Asian Studies
Ph.D., Stanford University

Eileen Amy York

Nursing
M.A., Teachers College, Columbia University

John Young

Asian Studies
Ph.D., Johns Hopkins University

William Ziegler

Marketing
M.B.A., Seton Hall University

Ihor Zielyk

Sociology
Ph.D., Columbia University

Julius Zsako

Music History
Ph.D., Columbia University
Ph.D., Pazmany University, Budapest

Undergraduate Faculty

David T. Abalos

Professor of Religious Studies and Sociology
Ph.D., Princeton Theological Seminary

Wagdy Abdallah

Associate Professor of Accounting
Ph.D., North Texas State University

Ghayasuddin Ahmad

Associate Professor of Biology
Ph.D., State University of New York at Buffalo

Peter G. Ahr

Associate Professor of Religious Studies
Ph.D., The University of St. Michael's College

Sunil Ahuja

Assistant Professor of Political Science
Ph.D., University of Nebraska

Mary Alexander

Assistant Professor of Physical Therapy
M.S., Seton Hall University

Simone A. James Alexander

Assistant Professor of African American Studies
Ph.D., Rutgers University

Paula Becker Alexander

Associate Professor of Management
J.D., New York University
Ph.D., Rutgers, The State University

Robert J. Allen

Professor of Communication
Ph.D., New York University

Diana Alvarez-Amell

Associate Professor of Modern Languages
Ph.D., Cornell University

Amar Dev Amar

Professor of Management
Ph.D., The City University of New York

Henry J. Amoroso

Associate Professor of Legal Studies
J.D., University of Delaware

Parviz H. Ansari

Professor of Physics
Ph.D., Tufts University

Roger Apfelbaum

Assistant Professor of English
Ph.D., University of Birmingham

Harry A. Ashworth

Professor of Physics
Ph.D., Carnegie Mellon University

Lonnie Athens

Professor of Criminal Justice
D. Crim., University of California

Mary Balkun

Associate Professor of English
Ph.D., New York University

Margarita Balmaceda

Assistant Professor of Diplomacy and International Relations
Ph.D., Princeton University

Xue-Ming Bao

Librarian/Assistant Professor
M.L.S., Ed.D., Northern Illinois University
M.Ed., University of Victoria, British Columbia

Assefaw Bariagaber

Associate Professor of Diplomacy and International Relations
Ph.D., Southern Illinois University

Paul Barnas, CPA

Assistant Professor of Accounting
M.B.A., Rutgers, The State University

Catherine A. Bénéteau

Assistant Professor of Mathematics and Computer Science
Ph.D., State University of New York at Albany

David Bénéteau

Associate Professor of Modern Languages
Ph.D., University of California, Berkeley

Carolyn S. Bentivegna

Associate Professor of Biology
Ph.D., Rutgers, The State University

Robert C. Bird

Assistant Professor of Legal Studies
J.D., Boston University

David Black

Associate Professor of Communication
Ph.D., New York University

Allan D. Blake

Assistant Professor of Biology
Ph.D., University of Cambridge

Richard Blake

Associate Professor of Social Work
Ph.D., Rutgers, The State University

250 Faculty

Beth Bloom

Librarian/Associate Professor
M.L.S., M.A., Rutgers, The State University

Frederick J. Booth

Assistant Professor of Classical Studies
Ph.D., Rutgers, The State University

Karen E. Boroff

Professor of Management
Ph.D., Columbia University

Francine Bortzel

Senior Faculty Associate of Mathematics and Computer Science
M.S., University of Notre Dame

Reverend David M. Bossman

Professor of Jewish-Christian Studies
Ph.D., St. Louis University

Mary A. Boutilier

Professor of Political Science
Ph.D., Georgetown University

Deborah A. Brown

Assistant Professor of Asian Studies
Ph.D., Drew University

George P. Browne

Associate Professor of History
Ph.D., The Catholic University of America

Carole L. Bruce

Librarian/Assistant Professor
M.L.S., Queens College

Daniel-Dennis Bubb

Assistant Professor of Physics
Ph.D., New Jersey Institute of Technology

Janine P. Buckner

Assistant Professor of Psychology
Ph.D., Emory University

Kenneth R. Burke

Associate Professor of Mathematics and Computer Science
Ph.D., New York University

Gregory Burton

Associate Professor of Psychology
Ph.D., University of Connecticut

Reverend James M. Cafone

Assistant Professor of Religious Studies
S.T.D., The Catholic University of America

Martha C. Carpentier

Associate Professor of English
Ph.D., Fordham University

C. Lynn Carr

Instructor of Sociology/Anthropology
M.A., Rutgers, The State University

Charles Carter

Associate Professor of Religious Studies
Ph.D., Duke University

Patrice Case

Instructor of Nursing
M.S., Hunter College

Patrick S. Caulker

Assistant Professor of History
Ph.D., Temple University

Daniela Cavallaro

Assistant Professor of Modern Languages
Ph.D., Northwestern University

Sulie Lin Chang

Professor of Biology
Ph.D., Ohio State University

Petra ten-Doesschate Chu

Professor of Art History
Ph.D., Columbia University

Juan G. Cobarrubias

Professor of Education
D. Phil., University of Buenos Aires

Joan H. Coll

Professor of Management
Ph.D., Fordham University

Michael A. Collazo

Senior Faculty Associate of Communication
M.A., University of Florida

William J. Connell

Associate Professor of History
Ph.D., University of California, Berkeley

Clay Constantinou, U.S. Ambassador (Ret.)

Professor of International Relations
J.D., Seton Hall University
L.L.M., New York University

Colleen M. Conway

Assistant Professor of Religious Studies
Ph.D., Emory University

Reverend Gabriel B. Costa

Associate Professor of Mathematics and Computer Science
Ph.D., Stevens Institute of Technology

Reverend Eugene J. Cotter

Assistant Professor of Classical Studies
Dr. Lett., University of Rome

John J. Dall Jr.

Professor of Economics
Ph.D., University of Pennsylvania

James Daly

Professor of Education
Ed.D., Rutgers, The State University

Melodie D'Ambrosio

Assistant Professor of Education
Ed.D., Spalding University

Gitanjali Das-Bender

Faculty Associate
M.A., Rutgers, The State University

Alan B. Delozier

Librarian/Assistant Professor
M.L.S., Rutgers, The State University

Joseph V. De Pierro

Associate Professor of Education
Ed.D., Rutgers, The State University

Roberta Devlin-Scherer

Professor of Education
Ed.D., Temple University

Marta Mestrovic Deyrup

Librarian/Assistant Professor
M.L.S., Rutgers, The State University

Reed Easton

Associate Professor of Accounting and Taxation
L.L.M., New York University

Jonathan Engel

Associate Professor of Public and Healthcare Administration
Ph.D., Yale University

Nancy Enright

Assistant Professor of Writing
Ph.D., Drew University

Sheldon Epstein

Professor of Computing and Decision Sciences
Ph.D., New York University

Alexander Fadeev

Assistant Professor of Chemistry and Biochemistry
Ph.D., Moscow State University

Barbara Feldman

Associate Professor of Sociology
Ph.D., University of Pennsylvania

Kaaren B. Finberg

Instructor of Mathematics and Computer Science
M.S., Montclair State University

Lori Finelli

Instructor of Criminal Justice
M.A., Rutgers, The State University

Asher Finkel

Professor of Jewish-Christian Studies
Ph.D., University of Tübingen

Paul Forbes

Senior Faculty Associate of Management
B.S., Fordham University

Jo Renee Formicola

Professor of Political Science
Ph.D., Drew University

Joel Phillip Friedman

Assistant Professor of Music
Mus.B., M.M., Boston University
D.M.A., Columbia University

Reverend Lawrence E. Frizzell

Associate Professor of Jewish-Christian Studies
Ph.D., Oxford University

Denise Gasalberti

Assistant Professor of Nursing
Ph.D., New York University

David Gelb

Associate Professor of Accounting
Ph.D., New York University

Gloria Gelmann, R.N.

Associate Professor of Nursing
Ed.D., Teachers College, Columbia University

Allen Gibson

Instructor of Computing and Decision Sciences
Ph.D., Virginia Polytechnic Institute

Jill Giles

Assistant Professor of Accounting
Ph.D., Rutgers, The State University

Marian G. Glenn

Professor of Biology
Ph.D., Tufts University

Agnes Tracy Gottlieb

Professor of Communication
Ph.D., University of Maryland

Jeffrey Gray

Associate Professor of English
Ph.D., University of California, Riverside

Larry Greene

Professor of History and African-American Studies
Ph.D., Columbia University

252 Faculty

Margaret Greene

Associate Professor of Nursing
Ed.D., Columbia University

James W. Greenspan

Associate Professor of Accounting
Ph.D., Texas A & M University

Brian Greenstein

Associate Professor of Accounting
Ph.D., University of Houston

Chrysanthy M. Grieco

Associate Professor of English
Ph.D., Drew University

Daniel Gross

Professor of Mathematics and Computer Science
Ph.D., University of Notre Dame

Esther E. Guerin

Professor of Mathematics and Computer Science
Ph.D., University of Wyoming

Joan F. Guetti

Associate Professor of Mathematics and Computer Science
Ph.D., Rutgers, The State University

Maria Gushanas

Senior Faculty Associate in Mathematics and Computer Science
M.A., Seton Hall University

James Hanson

Professor of Chemistry and Biochemistry
Ph.D., California Institute of Technology

John J. Harrington Jr., CLU

Professor of Finance
Ph.D., New York University

William H. Haney

Assistant Professor of Art
M.F.A., University of Georgia

Anthony L. Haynor

Assistant Professor of Sociology
Ph.D., Rutgers, The State University

Jürgen W. Heinrichs

Assistant Professor of Art History
Ph.D., Yale University

Theresa F. Henry

Assistant Professor of Accounting
A.B.D., New York University

Jeanette T. Hile

Professor of Music
M.A., Montclair State University

William James Hoffer

Assistant Professor of History
J.D., Harvard University

E. Kenneth Hoffman

Professor of Communication
Ph.D., New York University

Reverend Paul A. Holmes

Associate Professor of Religious Studies
S.T.D., Pontifical University of St. Thomas Aquinas

Cynthia Horne

Assistant Professor of Diplomacy and International Relations
Ph.D., University of Washington

John R. Hovancik

Associate Professor of Psychology
Ph.D., Purdue University

Linda Hsu

Associate Professor of Biology
Ph.D., University of Michigan

Daniel H. Huchital

Professor of Chemistry and Biochemistry
Ph.D., Stanford University

Richard J. Hunter, Jr.

Professor of Legal Studies
J.D., University of Notre Dame

Gail Iglesias

Assistant Professor of Nursing
Ph.D., New York University

Andrew Ikpoh

Associate Professor of Economics
Ph.D., Columbia University

Reverend Stanley L. Jaki

Professor of Physics
Ph.D., Fordham University

Edmund Jones

Assistant Professor of Writing
Ph.D., New York University

Sulekha Kalyan

Librarian/Assistant Professor
M.A., Kurukshetra University
M.L.S., State University of New York at Buffalo

Chander Kant

Associate Professor of Economics
Ph.D., Southern Methodist University

Daniel Katz

Assistant Professor of Education
Ph.D., Michigan State University

Frances G. Kaufmann
Librarian/Instructor
M.L.S., Drexel University

Philip M. Kayal
Professor of Sociology
Ph.D., Fordham University

Yuri Kazakevich
Professor of Chemistry and Biochemistry
Ph.D., Moscow State University

Stephen P. Kelty
Associate Professor of Chemistry and Biochemistry
Ph.D., Harvard University

Edward Kemly
Assistant Professor of Physics
Ph.D., Rutgers, The State University

Carole Kendig
Assistant Professor of Psychology
Ph.D., McMaster University

Kusum Ketkar
Professor of Economics
Ph.D., Vanderbilt University

Moon W. Kim
Associate Professor of Mathematics and Computer Science
Ph.D., Polytechnic Institute of Brooklyn

Sedong Kim
Associate Professor of Physics
Ph.D., University of California, Berkeley

Carol Kleinman
Associate Professor of Nursing
Ph.D., New York University

Nathaniel Knight
Assistant Professor of History
Ph.D., Columbia University

John Knopf
Associate Professor of Finance
Ph.D., New York University

Jane Ko
Assistant Professor of Biology
Ph.D., University of Minnesota

Bruce S. Koch, Ph.D.
Visiting Professor of Accounting
Ph.D., Ohio State University

Viswanathan Kodaganallur
Associate Professor of Computing and Decision Sciences
Ph.D., The Indian Institute of Management

Brigitte Koenig
Assistant Professor of History
Ph.D., University of California, Berkeley

Eliot Krause
Assistant Professor of Biology
Ph.D., Purdue University

Sheama S. Krishnagiri
Associate Professor of Occupational Therapy
Ph.D., University of Southern California

Gary Kritz
Assistant Professor of Marketing
Ph.D., Indiana University

Anna Kuchta
Faculty Associate of Modern Languages
M.A., New York University

Kristin Kucsma
Faculty Associate of Economics
M.A., Rutgers, The State University

Bogdan Langer
Assistant Professor of Physician Assistant
M.P.A.S., Nebraska University

Harold M. Launer
Associate Professor of Criminal Justice
Ph.D., Southern Illinois University

Daniel J. Leab
Professor of History
Ph.D., Columbia University

Anthony E. Lee
Librarian/Assistant Professor
M.L.S., Columbia University

Susan Leshnoff
Assistant Professor of Art and Music
Ed.D., Columbia University

Pak-Wah (Edwin) Leung
Professor of Asian Studies
Ph.D., University of California, Santa Barbara

Dena Levine
Assistant Professor of Music
Ph.D., State University of New York - Stony Brook

Jeffrey C. Levy
Associate Professor of Psychology
Ph.D., Adelphi University

Monsignor Richard Liddy
Professor of Catholic Thought and Culture
S.T.L., Ph.D., Pontifical Gregorian University

254 Faculty

Zi-yu Lin

Librarian/Associate Professor
M.L.S., Ph.D., State University of New York at Buffalo
M.A., Boston University

James R. Lindroth

Professor of English
Ph.D., New York University

Martha M. Loesch

Librarian/Instructor
M.L.S., Pratt Institute

Donald N. Lombardi

Senior Faculty Associate of Communication
Ph.D., University of Missouri

Judith A. Lothian

Associate Professor of Nursing
Ph.D., New York University

Anthony L. Loviscek

Associate Professor of Finance
Ph.D., West Virginia University

Arline Lowe

Professor of Art and Music
M.F.A., Pratt Institute

Hector Lozada

Associate Professor of Marketing
Ph.D., University of Kentucky

Maxine N. Lurie

Associate Professor of History
Ph.D., University of Wisconsin

Marco Malandra

Instructor of Accounting
M.S., Golden Gate University

Antonia Malone

Faculty Associate of Religious Studies
M.A., Princeton Theological Seminary

Joseph T. Maloy

Associate Professor of Chemistry and Biochemistry
Ph.D., University of Texas at Austin

Joseph R. Marbach

Associate Professor of Political Science
Ph.D., Temple University

Thomas J. Marlowe

Professor of Mathematics and Computer Science
Ph.D., Rutgers, The State University

Stephen L. Martin

Assistant Professor of Religious Studies
Ph.D., Marquette University

Joseph Martinelli

Assistant Professor of Educational Studies
Ed.S., Seton Hall University

Cecelia Marzabadi

Assistant Professor of Chemistry and Biochemistry
Ph.D., University of Missouri-St. Louis

John T. Masterson

Associate Professor of Mathematics and Computer Science
Ph.D., Polytechnic Institute of New York

Gilbert L. Mattos

Associate Professor of Asian Studies
Ph.D., University of Washington

Grace May

Associate Professor of Education
Ph.D., University of Pennsylvania

Robert A. Mayhew

Associate Professor of Philosophy
Ph.D., Georgetown University

Ann M. Mayo

Assistant Professor of Management
Ph.D., Ohio State University

Giuliana Mazzoni

Assistant Professor of Psychology
Ph.D., University of Padova

William McCartan

Assistant Professor of Education
Ed.D., Rutgers, The State University

Laurence M. McCarthy

Associate Professor of Management
Ph.D., Ohio State University

James P. McGlone

Professor of Communication
Ph.D., New York University

Donald J. McKenna

Associate Professor of Communication
Ph.D., Temple University

Vicente Medina

Associate Professor of Philosophy
Ph.D., University of Miami

Reverend Douglas J. Milewski

Assistant Professor of Religious Studies
S.T.D., Pontifical Gregorian University

Natalia Milszyn

Librarian/Associate Professor
M.L.S., Pratt Institute
Ph.D., Rutgers, The State University

John Minacapelli

Senior Faculty Associate in Mathematics and Computer Science
M.S., University of Notre Dame
M.A., Seton Hall University

Manfred Minimar

Professor of Mathematics and Computer Science
Ph.D., North Carolina State University

Roseanne Mirabella

Associate Professor of Political Science
Ph.D., New York University

John J. Mitchell Jr.

Professor of Religious Studies
Ph.D., University of St. Michael's College

Lourdes Zaragoza Mitchel

Assistant Professor of Education
Ed.D., Seton Hall University

Roberta Lynn Moldow

Professor of Biology
Ph.D., Mount Sinai School of Medicine,
The City University of New York

Marco T. Morazan

Assistant Professor of Mathematics and Computer Science
Ph.D., City University of New York

Philip Moremen

Assistant Professor of Diplomacy and International Relations
J.D., University of California, Los Angeles

Reverend John F. Morley

Associate Professor of Religious Studies
Ph.D., New York University

Mary F. Mueller

Assistant Professor of Education
M.S., Bank Street College of Education

Anne Mullen-Hohl

Assistant Professor of Modern Languages
Ph.D., Columbia University

Wyatt Rorer Murphy Jr.

Professor of Chemistry and Biochemistry
Ph.D., University of North Carolina at Chapel Hill

Athar Murtuza, CMA

Associate Professor of Accounting
Ph.D., University of North Dakota

Ines Murzaku

Assistant Professor of Religious Studies
Ph.D., Pontificum Institutum Orientale

Reverend Robert Nestor

Assistant Professor of Education
Ed.D., Boston University

Charlotte Nichols

Associate Professor of Art History
Ph.D., New York University, Institute of Fine Arts

Susan Nolan

Assistant Professor of Psychology
Ph.D., Northwestern University

Majid Noori

Assistant Professor of Physics
Ph.D., University of Maine

Amy Nyberg

Associate Professor of Communication
Ph.D., University of Wisconsin, Madison

David O'Connor

Professor of Philosophy
Ph.D., Marquette University

Agnes P. Olszewski

Associate Professor of Marketing
Ph.D., University of Warsaw

Susan O'Sullivan

Faculty Associate of Legal Studies
J.D., Seton Hall University

Shigeru Osuka

Associate Professor of Asian Studies
Ed.D., University of Hawaii

John Paitakes

Senior Faculty Associate of Criminal Justice
Ph.D., The Union Institute, Ohio

Joseph Palenski

Professor of Criminal Justice
Ph.D., New York University

Lisa McCauley Parles

Instructor of Legal Studies
J.D., Rutgers, The State University

Leslie P. Pastor

Associate Professor of Modern Languages
Ph.D., Columbia University

Marietta Esposito Peskin

Associate Professor of Education
Ed.D., Rutgers, The State University

Baron Pineda

Assistant Professor of Anthropology
Ph.D., University of Chicago

Stephen F. Pirog

Associate Professor of Marketing
Ph.D., Temple University

256 Faculty

Gina Pisano-Robertiello

Assistant Professor of Criminal Justice
Ph.D., Rutgers, The State University

Evelyn Plummer

Associate Professor of Communication
Ed.D., Columbia University

Marla Powers

Associate Professor of Anthropology
Ph.D., Rutgers, The State University

Emma G. Quartaro

Professor of Social Work
D.S.W., Columbia University

Dermot A. Quinn

Associate Professor of History
D. Phil., Oxford University

Toni Racioppo

Instructor of Nursing
M.S.N., University of Pennsylvania

Jon P. Radwan

Assistant Professor of Communication
Ph.D., The Pennsylvania State University

Angela M. Raimo

Professor of Education
Ed.D., Rutgers, The State University
J.D., Seton Hall University

Reverend John J. Ranieri

Associate Professor of Philosophy
Ph.D., Boston College

Carroll D. Rawn

Associate Professor of Biology
Ph.D., University of Kentucky

Peter Reader

Associate Professor of Communication
M.F.A., University of Wisconsin

Kathleen Donohue Rennie

Faculty Associate of Communication
M.A., Seton Hall University

Karen Rhines

Assistant Professor of Psychology
Ph.D., Rutgers, The State University

Roberta V. Ricci

Assistant Professor of Modern Languages
Ph.D., Johns Hopkins University

Carlos A. Rodriguez

Professor of Modern Languages
Ph.D., University of Wisconsin, Madison

David M. Rogers

Professor of English
Ph.D., Wayne State University

June Rohrbach

Faculty Associate of Mathematics and Computer Science
M.S., North Carolina State

Thomas R. Rondinella

Assistant Professor of Communication
M.F.A., New York University

Peter Rosenblum

Senior Faculty Associate of Communication and Art
M.A., Kean University

David Rosenthal

Associate Professor of Computing and Decision Sciences
Ph.D., University of Pennsylvania

Marycarol Rossignol

Assistant Professor of Nursing
D.N.S., Widener University

Jean Rubino

Assistant Professor of Nursing
Ed.D., Teacher's College, Columbia University

Gerald Ruscigno

Faculty Associate in Biology
D.C., New York Chiropractic College

Phyllis Russo

Associate Professor of Nursing
Ed.D., Seton Hall University

John J. Saccoman

Professor of Mathematics and Computer Science
Ph.D., New York University

John T. Saccoman

Associate Professor of Mathematics and Computer Science
Ph.D., Stevens Institute of Technology

William W. Sales Jr.

Associate Professor of African-American Studies
Ph.D., Columbia University

Suzanne Samuels

Associate Professor of Political Science
Ph.D., J.D., State University of New York, Buffalo

Arundhati Sanyal

Faculty Associate of English
Ph.D., City University of New York

Nancy B. Sardone

Faculty Associate of Education
M.A., New York University

Mary Ann Meredith Scharf

Associate Professor of Nursing
Ed.D., Teachers College, Columbia University

Lauren Schiller

Assistant Professor of Art and Music
M.F.A., University of Wisconsin-Madison

Laura A. Schoppmann

Associate Professor of Mathematics and Computer Science
Ph.D., Stevens Institute of Technology

Owen Schur

Associate Professor of English
Ph.D., Yale University

Abolghassem Sedehi

Associate Professor of Political Science
Ph.D., New York University

John H. Shannon

Associate Professor of Legal Studies
J.D., M.B.A., Seton Hall University

Robert E. Shapiro, CPA

Associate Professor of Taxation
J.D., Harvard University
L.L.M., New York University

Christopher Sharrett

Professor of Communication
Ph.D., New York University

Kelly Shea

Assistant Professor of Writing
Ph.D., University of Pennsylvania

Richard D. Sheardy

Professor of Chemistry and Biochemistry
Ph.D., University of Florida

Michael Sheppard

Associate Professor of Education
M.A., Seton Hall University

Sung J. Shim

Associate Professor of Computing and Decision Sciences
Ph.D., Rensselaer Polytechnic Institute

Andrew Simon

Assistant Professor of Psychology
Ph.D., Rutgers, The State University

Alex Simonson

Associate Professor of Marketing
Ph.D., Columbia University
J.D., New York University

Susan Simpkins

Associate Professor of Graduate Medical Education, Health
Science
Ed.D., Teachers College, Columbia University

Rosemary W. Skeele

Professor of Education
Ed.D., New York University

Courtney Smith

Assistant Professor of Diplomacy and International Relations
Ph.D., Ohio State University

Reverend Donald C. Smith

Assistant Professor of Modern Languages
M.A., Columbia University

Francis T. Smith

Assistant Professor of Modern Languages
M.A., Seton Hall University

William A. Smith Jr.

Professor of Philosophy
Ph.D., St. John's University

Nicholas H. Snow

Associate Professor of Chemistry and Biochemistry
Ph.D., Virginia Polytechnic Institute and State University

John R. Sowa Jr.

Associate Professor of Chemistry and Biochemistry
Ph.D., Iowa State University

Joel B. Sperber

Faculty Associate of English
Ed.D., Yeshiva University

Judith C. Stark

Associate Professor of Philosophy
Ph.D., New School for Social Research

Leigh Stelzer

Associate Professor of Management
Ph.D., University of Michigan

Richard E. Stern

Librarian/Associate Professor
M.L.S., Columbia University
Ph.D., Rutgers, The State University

Kathleen A. Sternas

Associate Professor of Nursing
Ph.D., Case Western Reserve University

J. David Stevens

Assistant Professor of English
Ph.D., Emory University

Thelma Stich

Assistant Professor of Nursing
Ph.D., Rutgers, The State University

Curt Stiles

Visiting Professor of Management
Ph.D., Northwestern University

William Stoever

Professor of Management
Ph.D., New York University
J.D., Harvard University

Joyce Strawser

Associate Professor of Accounting
Ph.D., Louisiana State University

Maxine Susman

Instructor of English
Ph.D., Cornell University

John D. Sweeney

Assistant Professor of English
M.A., Loyola University

Sister Anita Talar, R.S.M.

Librarian/Professor of English
M.L.S., Rutgers, The State University
M.A., Georgian Court College

Susan Teague

Associate Professor of Psychology
Ph.D., University of Georgia

Patrice Thoms-Cappello

Faculty Associate of English
M.A., Seton Hall University

Lisa Tilton-Levine

Assistant Professor of English
Ph.D., University of Chicago

Frank D. Tinari

Professor of Economics
Ph.D., Fordham University

Jeffrey Togman

Assistant Professor of Political Science
Ph.D., New York University

Stan Tyvoll

Assistant Professor of Philosophy
Ph.D., St. Louis University

George Tzannetakis

Professor of Economics
Ph.D., New York University

Linda Ulak

Associate Professor of Nursing
Ed.D., Seton Hall University

Yvonne Unna

Assistant Professor of Philosophy
Ph.D., Boston University

James VanOosting

Professor of Communication
Ph.D., Northwestern University

Michael Vigorito

Associate Professor of Psychology
Ph.D., University of Massachusetts, Amherst

Bert Wachsmuth

Associate Professor of Mathematics and Computer Science
Ph.D., Indiana University

Kenroy Walker

Instructor of English
Ph.D., Virginia Polytechnic Institute and State University

Ralph C. Walz

Associate Professor of History
Ph.D., New York University

Anthony Wanis-St. John

Assistant Professor of Diplomacy and International Relations
Ph.D., Fletcher School of Law and Diplomacy

Deborah Ward

Assistant Professor of Political Science
Ph.D., Columbia University

John Wargacki

Assistant Professor of English
Ph.D., New York University

Sherwood Washburn

Associate Professor of Mathematics and Computer Science
Ph.D., Columbia University

Gisela Webb

Associate Professor of Religious Studies
Ph.D., Temple University

Angela Jane Weisl

Associate Professor of English
Ph.D., Columbia University

Rob R. Weitz

Associate Professor of Computing and Decision Sciences
Ph.D., University of Massachusetts

Yonah Wilamowsky

Professor of Computing and Decision Sciences
Ph.D., New York University

Leigh Winser

Professor of English
Ph.D., Columbia University

Joseph Z. Wisenbitt

Associate Professor of Marketing
Ph.D., The City University of New York

Joyce Wright

Assistant Professor of Nursing
Ph.D., Widener University

Xiaoqing Elenor Xu

Associate Professor of Finance
Ph.D., Syracuse University

Shitao Yang

Assistant Professor of Computing and Decision Sciences
Ph.D., University of North Carolina at Chapel Hill

Teresa S. Yang

Librarian/Associate Professor
M.L.S., George Peabody College
M.A., Seton Hall University

Deirdre Yates

Associate Professor of Communication
M.F.A., The Catholic University of America

Charles C. Yen

Librarian/Professor
M.L.S., George Peabody College
M.A., Seton Hall University
M.Phil., New York University

Jason Yin

Associate Professor of Management
M.B.A., Ph.D., New York University

Yeomin Yoon

Professor of Finance
Ph.D., Byrn Mawr College, University of Pennsylvania

Paula R. Zaccone-Tzannetakis

Professor of Education
Ed.D., Rutgers, The State University

Daniel Zalacain

Professor of Modern Languages
Ph.D., University of North Carolina at Chapel Hill

Debra A. Zinicola

Assistant Professor of Education
M.A., Kean University

Catherine Zizik

Associate Professor of Communication
M.F.A., George Washington University

Undergraduate Adjunct Faculty

Varoujan Vartan Abdo

Adjunct Professor of Mathematics and Computer Science
M.S., Seton Hall University

Ambassador Nicos Agathocleous (Ret.)

Adjunct Professor of Diplomacy and International Relations
M.A., School for Public Law and Government, Columbia University

Louis Alexander

Clinical Supervisor of Education
M.A., Boston University

Dexter B. Allgood

Adjunct Professor of African American Studies
Ph.D., New York University

Frank Alves

Clinical Supervisor of Education
M.A., Seton Hall University

Richard Ambroziak

Adjunct Professor of Finance and Legal Studies
M.B.A., Seton Hall University

Kwaku Asirifi

Adjunct Professor of Mathematics and Computer Science
B.A., Montclair State University

Catherine A. Atkins

Adjunct Professor of Psychology
Ph.D., Fairleigh Dickinson University

Elaine Baldwin

Adjunct Professor of Education
M.A., Montclair State University

Keith Barros

Adjunct Professor of Education (BMIE)
M.B.A., Seton Hall University

Mitchell Berger

Adjunct Professor of Communication
J.D., Seton Hall School of Law

Charles Birnberg

Adjunct Professor of Accounting
M.B.A., Iona College

Myron Blasi

Adjunct Professor of Education
M.A., Montclair State University

Reverend Donald E. Blumenfeld

Adjunct Professor of Religious Studies
Ph.D., Graduate Theological Foundation

Joseph T. Boland

Adjunct Professor of Mathematics and Computer Science
M.A., Seton Hall University

Bobbie L. Boulware

Adjunct Professor of Music
M.A., Jersey City University

Dennis Boyle

Adjunct Professor of Music
M.A., College of New Jersey

Nadine Bradley

Adjunct Professor of Communication
M.A., Montclair State University

Jeffrey Bromley

Adjunct Professor of Communication
B.A., Seton Hall University

Raymond M. Brown

Adjunct Professor of Diplomacy and International Relations
J.D., University of California, Berkeley

Joan Burke

Adjunct Professor of Mathematics and Computer Science
M.A., Montclair State University

Ilizabeth Cabrera

Assistant Professor of Music
M.M., Rutgers University

Marisa Caruso

Adjunct Professor of Education
M.A., Kean University

Gloria Castucci

Adjunct Professor of Education
M.A., Kean University

Ambassador Anwarul Chowdhury (Ret.)

Adjunct Professor of Diplomacy and International Relations
M.A., University of Dhaka

Marie R. Clarizio

Adjunct Professor of Communication
M.A., Seton Hall University

Kim Coleman

Adjunct Professor of Education
Ph.D., Rutgers, The State University

Pascal R. Collura

Adjunct Professor of Modern Languages
Ph.D., New York University

Brian Condon

Adjunct Professor of Education (BMIE) and Computing and
Decision Sciences (Business)
M.B.A., Seton Hall University

Louis DeBello

Adjunct Professor of Philosophy
Ph.D., Rutgers, The State University

Howard Deutsch

Adjunct Professor of Management
M.B.A., St. John's University

Josephine DeVito

Adjunct Professor of Nursing
M.S.N., Seton Hall University

Claire Diab

Adjunct Professor of Asian Studies
M.A., Seton Hall University

Suzanne DiMaggio

Adjunct Professor of Diplomacy and International Relations
M.A., The City University of New York

Paul Dorf

Adjunct Professor of Management
M.B.A., University of Bridgeport

Michael E. Downey

Adjunct Professor of Philosophy
Ph.D., Georgetown University

Richard Downs

Adjunct Professor of Economics
Ph.D., Columbia University

Hugh T. Dugan

Adjunct Professor of Diplomacy and International Relations
M.B.A., The Wharton School, University of Pennsylvania

Lucien Duquette

Adjunct Professor of Psychology
Ph.D., New York University

Alan Eisenberg

Adjunct Professor of Marketing and International Business
M.B.A., Fordham University

Monica Eldralin

Adjunct Professor of Asian Studies
M.Ed., Santo Thomas University

Heather Evers

Adjunct Professor of Nursing
M.S.M., Seton Hall University

Epsey Farrell

Adjunct Professor of Diplomacy and International Relations
Ph.D., University of South Carolina

Lorenzo Ferreira

Adjunct Professor of Modern Languages
M.A., New York University

Anita Foley

Adjunct Professor of Religious Studies
M.A., Seton Hall University

Marie Foley

Adjunct Professor of Nursing
M.A., New York University

John Ford

Adjunct Professor of Finance
M.B.A., University of North Carolina

Jacques Fomerand

Adjunct Professor of Diplomacy and International Relations
Ph.D., The City University of New York

Bernard Fuersich

Adjunct Professor of Health and Physical Education (HPER)
M.S., New York University
PADI, NAUI and Master Scuba Trainer

Orlando Garcia

Adjunct Professor of Modern Languages
M.A., New York University

Joseph Garifo

Adjunct Professor of Communication
B.A., Seton Hall University

Matthew Geibel

Adjunct Professor of Computing and Decision Sciences
M.B.A., Seton Hall University

262 Adjunct Faculty

Reverend Nicholas S. Gengaro

Adjunct Professor of Religious Studies
S.T.L., Gregorian University

Irwin Genzer

Adjunct Professor of Education
A.B.D., University of Maryland

Burton E. Gerber

Adjunct Professor of Modern Languages
M.A., Fairleigh Dickinson University

Kathleen Gialanella

Adjunct Professor of Nursing
J.D., New York Law School

Reverend William Gyure

Adjunct Professor of Mathematics and Computer Science
Ph.D., Tufts University

Rie Haggerty

Adjunct Professor of Asian Studies
M.Ed., Boston University

Carol Hamersma

Adjunct Professor of Music
M.A., Queens College

Ambassador S. Azmat Hassan

Adjunct Professor of Diplomacy and International Relations
M.A., Cambridge University, Cambridge, England

Hetty Hirshman

Adjunct Professor of Nursing
M.S.N., Adelphi University

Sister Barbara Howard

Clinical Supervisor of Education
M.Ed., Kutztown University

Richard Hughes

Adjunct Professor of Classical Studies
M.A., Seton Hall University

Marcelline Jenny

Adjunct Professor of Asian Studies
M.A., Seton Hall University

Leah Johnston-Row Botham

Adjunct Professor of Nursing
M.S.N., Rutgers, The State University

Ambassador Ahmad Kamal

Adjunct Professor of Diplomacy and International Relations
M.A.L.D., Fletcher School of Law and Diplomacy, Tufts University

Ghassan Khaireldin

Adjunct Professor of Asian Studies
M.A., Seton Hall University

Amy Kmetz

Adjunct Professor of Computing and Decision Sciences
M.B.A., Seton Hall University

Brenda Koechling

Adjunct Professor of Management
M.B.A., Seton Hall University

Frank Korn

Adjunct Professor of Classical Studies
M.A., Montclair State University

Godwin Kotey

Adjunct Professor of Computing and Decision Sciences
M.A., Kean University

Kevin Kovalycsik

Adjunct Professor of Sport Management
M.B.A., Seton Hall University

Valerie Kuck

Adjunct Professor of Women's Studies
M.S., Purdue University

Jack Lavery

Visiting Professor of Economics
M.A., University of Maine

Arnold Lidsky

Adjunct Professor of Psychology
Ph.D., Columbia University

Harvey D. Lowy

Adjunct Professor of Computing and Decision Sciences
Ph.D., State University of New York

Patricia Maekawa

Adjunct Professor of Modern Languages
M.A., Middlebury College

Barbara Marino

Adjunct Professor of Communication
B.A., Seton Hall University

Ted Markovic

Adjunct Professor of Communication
B.A., Seton Hall University

Joseph Marotta

Clinical Supervisor of Education
M.A., Montclair State University

Christopher W. McGarry

Adjunct Professor of Finance
J.D., M.B.A., Seton Hall University

Hwa Soon Choi Meyer

Adjunct Professor of Asian Studies
Ed.D., Columbia University

Reverend Robert S. Meyer

Adjunct Professor of Religious Studies
S.T.L., Latern University
J.C.L., The Catholic University of America

Lee Miller

Adjunct Professor of Management
J.D., Harvard University

Francis R. Murphy

Adjunct Professor of Criminal Justice
M.A., Seton Hall University
M.A., Fairleigh Dickinson University

Ronald E. J. Myzie

Adjunct Professor of Communication
M.A., Seton Hall University

George Nebel

Adjunct Professor of Management
B.S., University of Rochester

Joseph Newman, CPA

Adjunct Professor of Accounting
M.S., Seton Hall University

Judyth Onufer

Adjunct Professor of Education
Ed.M., Rutgers, The State University

Mary Ellen Overbay

Adjunct Professor of Economics
M.B.A., University of Pennsylvania

Ambassador Slavi J. Pachovski

Adjunct Professor of Diplomacy and International Relations
Ph.D., J.D., Sofia University, Bulgaria

Gerard Paradiso

Clinical Supervisor of Education
M.A., Kean University

Lisa McCauley Parles

Adjunct Professor of Legal Studies
J.D., Rutgers, The State University

Karen A. Passaro

Adjunct Professor of Management
Adjunct Professor of Legal Studies
J.D., M.B.A., Seton Hall University

Emily Phifer

Adjunct Professor of Education
Ed.M., Columbia University

Giandomenico Picco

Adjunct Professor of Diplomacy and International Relations
M.A., University of California, Santa Barbara

George Pierson

Adjunct Professor of Communication
M.A., Montclair State University

Michelle Pinard

Adjunct Professor of Health and Physical Education (HPER)
M.S., United States Sports Academy
M.Ed., University of Redlands

Teresa Piteka

Adjunct Professor of Nursing
M.A., New York University

Vernon Post

Adjunct Professor of Music
B.A., The Juilliard School

Eileen Prendergast

Adjunct Professor of Nursing
M.S.M., University of Pennsylvania

Forrest M. Pritchett

Senior Research Fellow African Studies
M.A., New School for Social Research

Catherine Quinn

Adjunct Professor of Nursing
M.S., Rutgers, The State University

Lisa Radwan

Adjunct Professor of Communication
M.A., Northern Illinois University

264 Adjunct Faculty

Lawrence Rakitt

Adjunct Professor of Education
M.A., New York University

Pat Restaino

Adjunct Professor of Education
M.Ed., Rutgers, The State University

Ana Riera

Adjunct Professor of Modern Languages
M.A., Kean University

Noreen Rodriguez

Adjunct Professor of Nursing
M.S.M., University of Pennsylvania

Ana Rocci

Adjunct Professor of Modern Languages
M.A., Universidad de Buenos Aires

Lori Rosenthal

Adjunct Professor of Nursing
M.S.M., Seton Hall University

Martha Schoene

Adjunct Professor of Physics
M.A., Johns Hopkins University

Perry Schwarz

Adjunct Professor of Communication
M.P.A., Kean University

Randy Schweitzer

Adjunct Professor of Art
Ed.D., Seton Hall University

Marilyn Shelley

Adjunct Professor of Modern Languages
M.A., Middlebury College

Geraldine Silk

Adjunct Professor of Communication
M.F.A., Carnegie Mellon University

Yolanda Simmons

Adjunct Professor of Communication
M.A., Montclair State University

Martha Slezak

Adjunct Professor of Education
M.A., Kean University

Leslie Sullivan

Adjunct Professor of Sport Management
B.A., University of South Carolina

Lucila Tabuena

Adjunct Professor of Nursing
M.A., New York University

Joseph J. Tarala

Adjunct Professor of Philosophy
Th.M., New Brunswick Theological Seminary

Carolyn Thorburn

Adjunct Professor of Modern Languages
Ph.D., Rutgers, The State University

Gloria Thurmond

Adjunct Professor of Music
D.T., Drew University

Susan Timko

Adjunct Professor of Management
B.A., Marymount Manhattan

Diane M. Traflet

Adjunct Professor of Religious Studies
S.T.D., Pontifical University of St. Thomas Aquinas

Leonard Trugman

Adjunct Professor of Management
M.B.A., Fairleigh Dickinson University

Timothy Urban

Adjunct Professor of Music
Ph.D., Rutgers University

Manina Urgolo Dunn

Adjunct Professor of Education
Ed.D., Seton Hall University

Marie Varley

Clinical Supervisor of Education
Ed.D., University of California, Santa Barbara

Gerardo Vazquez

Adjunct Professor of Modern Languages
M.A., Universidad de Santiago, Spain

Victor Velarde-Mayol

Adjunct Professor of Philosophy
Ph.D., University of Madrid, Spain

Damon Vespi

Adjunct Professor of Legal Studies
J.D., Roger Williams College

Anne Vitale

Adjunct Professor of Nursing
M.S.N., The College of New Jersey

Glen Weber

Adjunct Professor of Music
B.A., William Patterson University

Gerald J. Williams

Adjunct Professor of Philosophy
Ph.D., New York University

Dennis Wilson Jr.

Adjunct Professor of Communication
B.A., Ursinus College

David Yastremski

Adjunct Professor of Communication
M.S., University of Kentucky

Daniel Yates

Adjunct Professor of Communication
B.A., Seton Hall University

Kyle Younger

Adjunct Professor of Communication
M.A., Montclair State University

John S. Zeug

Clinical Supervisor of Education
M.A., Columbia University

Officers of the University

Monsignor Robert Sheeran, S.T.D.

President

Mary J. Meehan, Ph.D.

Executive Vice President for Administration

Mel J. Shay, Ed.D.

Provost and Executive Vice President for Academic Affairs

Dennis J. Garbini, M.B.A.

Vice President for Finance and Technology

Reverend Paul A. Holmes, S.T.D.

Vice President for Mission and Ministry

Catherine A. Kiernan, J.D.

Vice President and General Counsel

Deborah Raikes-Colbert, M.L.S.

Vice President for Human Resources

Laura A. Wankel, Ed.D.

Vice President for Student Affairs

Academic Officers

Clay Constantinou, J.D., L.L.M.

Dean of the School of Diplomacy and International Relations

Karen E. Boroff, Ph.D.

Dean of the Stillman School of Business

Monsignor Robert F. Coleman, J.C.D.

Rector/Dean of Immaculate Conception Seminary School of Theology

Tracy Gottlieb, Ph.D.

Dean of Freshman Studies

Arthur W. Häfner, Ph.D., M.B.A.

Dean of University Libraries

Joseph V. De Pierro, Ed.D.

Dean of the College of Education and Human Services

John A. Paterson, D.D.S.

Dean of the School of Graduate Medical Education

Patrick E. Hobbs, J.D., L.L.M.

Dean of the School of Law

Molly Easo Smith, Ph.D.

Dean of the College of Arts and Sciences

Phyllis Shanley Hansell, R.N., Ed.D., F.A.A.N.

Dean of the College of Nursing

2002-03 Board of Trustees

Most Reverend John J. Myers

President of the Board of Trustees
Archbishop of Newark

Most Reverend Arthur J. Serratelli

Vicar General and Moderator of the Curia
Archdiocese of Newark

Mr. Kurt T. Borowsky

Chairman
Van Beuren Management, Inc.

Monsignor Robert F. Coleman

Rector/Dean
Immaculate Conception Seminary School of Theology
Seton Hall University

Monsignor John Gilchrist

Pastor
Holy Cross Church

Reverend Anthony Kulig

Pastor
Our Lady of Mount Carmel

Reverend Joseph Reilly

Rector, The College Seminary
Seton Hall University

Mr. Thomas J. Sharkey

Chairman
Fleet Insurance Services

Monsignor Robert Sheeran

President
Seton Hall University

Mr. Frank E. Walsh Jr.

Chairman
Sandy Hill Foundation

2002-03 Board of Regents

Most Reverend John J. Myers
President of the Board of Regents
Archbishop of Newark

Mr. Frank E. Walsh Jr.
Chair of the Board of Regents
Chairman
Sandy Hill Foundation

Mr. Kurt T. Borowsky
Vice Chair of the Board of Regents
Chairman
Van Beuren Management, Inc.

Mr. Thomas J. Sharkey
Secretary of the Board of Regents
Chairman
Fleet Insurance Services

Monsignor Robert Sheeran
President
Seton Hall University

Most Reverend Paul G. Bootkoski
Bishop of Metuchen

Most Reverend Nicholas DiMarzio
Bishop of Camden

Most Reverend Andrew Pataki
Bishop of Passaic

Most Reverend Frank J. Rodimer
Bishop of Paterson

Most Reverend John M. Smith
Bishop of Trenton

Mr. Robert E. Baldini
Vice Chairman
Kos Pharmaceuticals, Inc.

Lawrence E. Bathgate, Esq.
Senior Partner
Bathgate, Wegener and Wolf, P.C.

Mr. Gerald P. Buccino
President
The Buccino Foundation

Dr. James E. Bundschuh
President and CEO
Marymount University

Mr. John C. Crimi
President
County Concrete Corporation

Mr. David B. Gerstein
President
Thermwell Products Company, Inc.

Mr. Michael T. Kornett
Chairman and CEO
MasterCare Companies, Inc.

Joseph P. LaSala, Esq.
Partner
McElroy, Deutsch & Mulvaney

Mr. Richard F. Liebler
President
Hillside Auto Mall, Inc.

Mr. Richard Mahmarian
Managing Member/CEO
REM Associates LLC

Ms. Kent Manahan
Senior Anchor
NJ Network News

Ms. Karen Krupnick Mandelbaum

Mr. Alfred W. Martinelli
Chairman and CEO
Buckeye Management Company

Mr. Francis J. Mertz
President Emeritus
Fairleigh Dickinson University

Mr. Darren Keith Rydberg
Associate
Reed Smith, LLP

Mr. John J. Schimpf
Consultant and Portfolio Manager
Denholtz Associates

Mr. Philip J. Shannon
Retired CEO/Founder
Online Financial Corp.

Mr. Daryl D. Smith
President
Troy Corporation

Mr. Bruce A. Tomason
Chairman and CEO
Apollo Capital

m

Academic Advisement	35	CLASS Loans	27
Academic and Financial Responsibility	37	Class Attendance	36
Academic Integrity	36	Class Standing	36
Academic Officers	266	Classical Studies, Department of	91
Academic Policies and Procedures	35	Clergy Formation, International Institute for	20
Accounting and Taxation, Department of	175	College Level Examination Program (CLEP)	26
Accounting Concentration	175	College Seminary Program	52
Accreditation and Memberships	10	College Teaching, Center for	18
Address Change	42	Communication, Department of	94
Adjunct Faculty	260	Community Development, Department of	47
Admission	23	Commuter Council	48
African-American Studies, Department of	63	Computer Graphics, Certificate in	95
African-American Studies, Center for	17	Computer Training Center	13
Alumni Association	21	Computer Science, Department of Mathematics and	115
American Humanics	17	Computing and Decision Sciences, Department of	176
Anthropology, Department of Sociology and	147	Computing Program, Mobile	12
Application for Graduation	36	Computing Services and Telecommunications, University	13
Application Procedures	24	Cooperative Education	46, 60, 171
Archaeological Research, The Institute for Near East	19	Core Curriculum, Arts and Sciences	61
Archaeological Research Center for New Jersey	17	Counseling Services	50
Archaeology, Minor in	141	Counseling, M.A. in (SWW)	225
Archaeology Studies	161	Course Changes	34
Archbishop Peter L. Gerety Lecture Series	21	Course Descriptions:	
Athletic Training	84	AART	72
Art and Music, Department of	67	AFAM	64, 163
Art Education, B.S. Degree in	206	ANTH	153
Arts and Sciences, College of	58	ARTH	70
Asia Center, The	17	ASIA	77
Asian Studies, Department of	76	BACC	182
Athletics and Recreational Services, Department of	47	BFIN	183
Attendance	36	BINT	191
B.A./M.P.A.	160	BIOL	85
Behavioral Sciences, B.A. in Social and	157	BLAW	184
Biology, Department of	79	BMGT	187
B.S. in Special Education and M.S. in Speech-Language Pathology, 4+2 Dual Degree Program	224	BMIE	211
Buildings	243	BMIS	184
Business Administration, B.A. in	173	BMKT	189
Business Administration, B.S. in	172	BPOL	191
Business Administration, Minor in	178	BQUA	185
Business, Stillman School of	170	BSPM	190
Calendar, Academic	5	CHEM	90
Campus Map	242	CHIN	76
Campus Ministry	45	CLAS	92
Campus Network	13	COBF	97
Campus Tours	26	COGR	98
Career Center	46	COJR	99
Catholic Studies	166	COPA	99
Celtic Theatre Company	21	COST	100
Centennial Parochial Scholarships	30	COTC	96
Centers for Learning and Research, Institutes and	17	CRIM	102
Certificate Programs, Arts and Sciences	163	CSAS	116
Certificate Programs, Business	180	DIPL	195
Chamber Ensemble-in-Residence	21	ECON	185
Change of Major	36	EDST	103, 201, 204, 209
Change of Name and Address	42	ENGL	106
Chemistry and Biochemistry, Department of	88	ERTH	131
Chesterton Institute, The G.K.	18	FILI	77
CIA Exam	176	FREN	121
		GEOG	113

GERM	123	Economics, B.A. in	156
GMSL	223	Economics, Department of	177
GREK	92	Economics Concentration	177
HIST	110	Education and Human Services, College of	197
HONS	155	Education Leadership, Management and Policy, M.A. in	227
IDIS	78, 165	Education/M.A. in Theology, B.A. in	209
IDNS	216	Educational Opportunity Program (EOP)	54
ITAL	123	Educational Studies, Department of	198
JAPN	77	Elementary Education Program	199
LATN	92	Endowed Scholarships	28
MATH	118	Engineering Degree with NJIT	161
MUAP	73	English, Department of	104
MUHI	74	Environmental Sciences and Environmental Studies	162
MUTH	75	Enrollment Services	23
NUCL	216	ESL Program	198
NURN	216	External Programs	60
NUTC	217	Faculty	245
NUTH	217	Faculty, Adjunct	260
PHIL	128	Faculty Emeriti	245
PHYS	131	Federal and Institutional Aid	33
POLS	104, 134	Federal Grants	26
PORT	124	Federal Programs	26
PSYC	104, 137, 163	Fees	33
RELS	141, 163	Field University Archives and Special Collections Center, Monsignor William Noé	16
ROTC	55	Finance and Legal Studies, Department of	177
RUSS	124	Finance Concentration	177
SOCI	149, 163	Financial Aid	26
SOWK	146, 163	First-Year Students	24
SPAN	125	Five-Year Programs	160
WMST	169	Fraternities and Sororities	49
Course Numbering System	42	Freshman Studies Program	53
Course Offerings	42	Gerety Lecture Series, Archbishop Peter L.	21
Course Transfer Policies	36	Gerontology Certificate	163
CPA Exam	175	Grade Change Policy	39
Credit by Examination	26	Grade Point Average	39
Criminal Justice, Department of	101	Grading System	38
Criminal Justice, Institute for	18	Graduate Courses, Registration for	39
Criminal Justice Minor	101	Graduate Department of Public and Healthcare Administration	160
Crisis Services	49	Graduate Medical Education, School of	221
Cultural and Community Programs	21	Graduation Rate	37
Curriculum Development Initiative	12	Graduation Eligibility	37
Dean's List	40	Graduation Honors	40
Declaration of Minor	36	Grants, New Jersey	27
Degree Requirements	35	Health Insurance	49
Designated Consumer Officials	50	Health/Counseling Services	49
Digital Media and Video, Certificate in	96	Health Professions Advisory Committee	59
Digital Media for the Web, Certificate in	96	Health Services	49
Dining on Campus	44	Healthcare Administration, Master of (M.H.A.)	228
Diploma Policy	37	History, Department of	110
Diplomacy and International Relations Program, B.A. or B.S./M.A. in	194	History of Seton Hall	9
Diplomacy and International Relations Program, B.S./M.A. in	194	Home Schooled Students	24
Diplomacy and International Relations, Minor in	194	Honor Society and Business Fraternity	17
Diplomacy and International Relations, School of	192	Honors	40
Directions to the University	242	Honors Program	155
Directory	237	Housing and Residence Life	43
Division of Volunteer Efforts	46	Identification Cards	45
Dual Degree Programs	159, 170	Immunizations and Physical Examination	50
Early Childhood Education Program	199	Independent Study	42

Information Technology	11	Parking Services	45
Information Technologies, Certificate in	210	Peer Health Education	49
Institutes and Centers for Learning and Research	17	Personal Identification Number	42
Interdisciplinary Courses	161	Philosophy, Department of	128
Interdisciplinary Major Programs	156	Physical Therapy	81
Interdisciplinary Minor Programs	161	Physician Assistant	82
International Baccalaureate	26	Physics, Department of	131
International Business, Institute for	18	Placement Tests	26
International Business, Minor in	179	Poetry-in-the Round	21, 106
International Chamber Music Festival Series	21	Police Training Program	102
International Institute for Clergy Formation	19	Policies and Procedures, Academic	35
International Programs, Office of	56	Political Science, Department of	133
International Relations, School of Diplomacy and	192	Pre-Law Advising	59
International Students	25	Pre-Law, Certificate in Business	181
Italian Studies	114	Pre-Medical and Pre-Dental Advisory Committee	59
Judaeo-Christian Studies, Institute of	19	Pre-Medical/Pre-Dental Plus Program	59
Law, School of	11	Pre-Professional Phase	157
Law-Related Education, New Jersey Center for	20	Preregistration and Registration	37
Leadership Studies, Center for	18, 182	Priest Community	10
Liberal Studies, B.A. in	156	Probation Policy	40
Library Services	14	Professional Programs	80
Loans	27	Project Acceleration	60
Management, Concentration in	177	Psychology, Department of	137
Management, Department of	177	Public and Healthcare Administration, Graduate Department of	131, 160
Management Information Systems, Concentration in	176	Public Computer Labs	13
Marketing, Concentration in	178	Public Safety and Security	44
Marketing, Department of	178	Puerto Rican Institute	57
Mathematics and Computer Science, Department of	115	Qualifications for Admission	24
M.B.A., Five-year program with Arts and Sciences	160, 182	Quantitative Analysis	176
Medical Education, School of Graduate	221	Readmission	25
Memberships, Accreditation and	10	Recreational Services, Department of Athletics and	47
Message from the President	3	Regents, Board of	268
Message from the Provost	4	Registration Regulations	37
Military Science Reserve Officers Training Corps (ROTC)	55	Registration for Graduate Courses	39
Minor Programs, Arts and Sciences	161	Religious Studies, Department of	140
Minor Programs, Business	178	Repeated Courses	39
Mission Statement	8	Residency	36
Mobile Computing Program	12	Restricted Grants and Awards	30
Modern Languages, Department of	121	ROTC	55
M.P.A., Five-Year Program with Arts and Sciences	160	Russian and East European Studies Certificate	164
Monsignor John M. Oesterreicher Lecture	21	Schedule Changes	37
Monsignor William Noé Field University Archives and Special Collections Center	16	Scholarships	27
Multicultural Program	165	Schools and Colleges	11
Multicultural Program Film Series and Lecture Series	22	Secondary Education	204
Museum, Seton Hall University	20	Security, Public Safety and	44
Music Education, B.S. Degree in	206	Semester Credit Load	38
Name Change	42	Seminary Library	15
National Honor Societies	40	Seminary Program, Immaculate Conception College	52
New Jersey College Loans	27	Senior Citizens	54
New Jersey Grants	27	Service Learning, Institute for	19
Nursing, College of	212	Shadow/Mentor Program	172
Nursing, M.S. in (SWW)	231	SHUCAP, SHU Comprehensive Achievement Program	54
Occupational Therapy, B.A./M.S. with Arts and Sciences	160	SHUTTLE, Project	56
Occupational Therapy, B.A./M.S. with School of Business	157, 170	Social and Behavioral Sciences, B.A. in	157
Oesterreicher Lecture, Monsignor John M.	21	Social Work, Department of	145
Online Course Development and Management, Certificate in	210	Sociology and Anthropology, Department of	147
Off-campus Courses	60	Sororities, Fraternities and	49
Officers of the University	266	Special Academic Programs	54
Optometry	160	Special Collections Center	16

Special Education	202	Teaching, Learning and Technology Center	13
Special Education, B.S./M.A. in Speech-Language Pathology	203	Technology Long-Range Plan, The University's	11
Special Programs	52	Technology Services	13
Special Programs, Arts and Sciences	155	Telecommunications, University Computing Services and	13
Speech-Language Pathology and Audiology, Department of	223	Television/Video Production, Certificate in	96
Sport Management, Center for	18, 178	Theatre-in-the-Round	21, 94
Sport Management, Concentration in	178	Time Limit	36
Stillman School of Business	170	Transcripts	42
Strategic Communication and Leadership, M.A. in (SWW)	230	Transfer between Schools	36
Student Academic Records	42	Transfer Students	24
Student Activities Board	48	Trustees, Board of	267
Student Affairs	43	Tuition and Fees	33
Student Classification	23	Undergraduate Grading System	38
Student Eligibility	31	University College	54
Student Employment	32	University-Funded Programs	27
Student Government Association	48	University Library Services	14
Student Loans	27	University Overview	9
Student Loans: Rights and Responsibilities	32	University Technology Fellows Program	12
Student Organizations	48	Upward College Bound Project	57
Student Support Services Program	57	Visas	25
Student Teaching	198	Walsh Library Gallery	16
Student Technology Assistant Program	12	Withdrawal from the University	34
Summer Session	54	Women's Studies	168
Table of Contents	6	Work, The Institute on	19
Talent Search Project	57	Writing Center, The	20, 106
Teacher Certification	92	Writing, Minor in	105
		WSOU-FM Radio Station	51