

Undergraduate Catalogue 2011-2012



Seton Hall University

Publication Number CLIV Volume I.

Produced by the Seton Hall University Office of the Provost in conjunction with the Department of Public Relations and Marketing. The information presented in this catalogue is current as of May 2010. 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. For more information, visit our web site at www.shu.edu

All of Seton Hall's programs and policies are consistent with the University's mission 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.

Seton Hall University is committed to programs of equal employment opportunity and affirmative action (EEO/AA). 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.

Thomas Del Core, employee and labor relations manager, 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. Del Core is located in the Department of Human Resources in the Martin House, 366 South Orange Avenue and may be contacted at delcorth@shu.edu or (973) 761-9284. Lori Brown is the University compliance officer who is responsible for providing information regarding sexual harassment and racial and/or ethnic discrimination, as well as protocols for the investigation of complaints in those areas. Ms. Brown is located in Presidents Hall and may be contacted at brownlor@shu.edu or (973) 313-6132.

For further information and inquiry, call, toll free, 1-800-THE-HALL (843-4255). Information sessions are 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 the web (www.shu.edu) and voice mail, and aired by the following radio stations: WSOU (89.5 FM), WMGQ (93.3 FM), WKXX (101.5 FM), WBUD (1260 AM), WCTC (1450 AM), WINS (1010 AM) and WOR (710 AM). Resident students should call their voice mail.

Commuter students and those not on voice mail should call (973) 761-9000 or visit www.shu.edu Every effort will be made to have emergency closing information available by 6 a.m.



From the President

One of the most important journeys of your life lies ahead of you—your education at Seton Hall University, one of the country’s preeminent Catholic institutions.

Saint Elizabeth Ann Seton, for whom our University is named, lived a series of journeys, some of them incredibly difficult, all of them leading to the fulfillment of her vision for education in America. As the principal architect of our nation’s parochial school system, her deepest and most dearly held conviction was to form responsible citizens capable of bringing to society the wisdom, knowledge and integrity it needed in her time—the early 19th century.

Today we need ethical leadership and competence in all fields of endeavor even more. Today we use the term “servant leader” to encapsulate our commitment to that foundational concept of higher education.

Ours is an institution dedicated to excellence, as well as service to others. In recent years we have seen an increase in the number and quality of students who attend Seton Hall, we have built new facilities and inaugurated new programs across the disciplines and we have rededicated ourselves to the Catholic mission to form the whole person, body, mind and spirit. Knowledge in every form is available here to anyone who seeks it for improvement of self and the greater good.

Please keep this in mind as you glance through the pages of this catalogue and prepare for the academic year ahead. In selecting your courses, know that you will share your journey with thousands, indeed tens of thousands who have gone before you. Like them, you are in pursuit of that truth, which alone sets us free.

A. Gabriel Esteban, Ph.D.
President
Seton Hall University



From the Provost



Your experience at Seton Hall University will represent a period of incomparable intellectual, emotional and spiritual growth – it will be a period unlike that you have experienced during any other part of your entire life. To fully exploit this opportunity, you must be open – to classmates whose backgrounds are wholly different from yours, to teachers who challenge you more than you are accustomed, to ideas that may be contrary to your prior world view, and to the presence of God in your daily life. How you experience Seton Hall is completely within your control.

Seek to become a well-rounded and educated person. If you are a pre-med student, attend to the humanities, which will provide you with an insight into the human condition, thereby enabling you to become a physician of the person as well as the body. If you are a science major, aspire to excellence not only in your discipline, but in those skills essential to general competence in life, such as writing. Every one of you should seek that knowledge that makes you an informed citizen, able to participate intelligently in the political process. Finally, all students should strive to integrate faith and reason, to enable you to live the good life. Our Catholic Studies courses provide a particular opportunity for you to understand the connections between your faith and other disciplines.

Your college years create the foundation upon which you will build your adult life. Make wise and mature choices. Appreciate the multitude of gifts that comprise your college experience.

Dr. Larry A. Robinson
Provost and Executive Vice President
Seton Hall University

Table of Contents

Undergraduate Catalogue 2011-2012

3	From the President	
4	From the Provost	
6	2011-2012 Academic Calendar	
7	Mission Statement	
8	University Overview	
9	Accreditations and Memberships	
11	Schools and Colleges	
11	School of Law	
11	Information Technology	
13	University Libraries	
16	Institutes and Centers	
25	Office of International Programs	
26	Cultural and Community Programs	
29	Enrollment Services	
29	Admission	
33	Financial Aid	
43	Tuition and Fees	
46	Academic Policies and Procedures	
49	Registration Regulations	
50	Undergraduate Grading System	
57	Student Life	
57	Department of Housing and Residence Life	
58	Dining on Campus	
59	Public Safety and Security	
59	Campus ID Office	
59	Campus Ministry	
60	The Career Center	
62	Department of Athletics and Recreational Services	
63	Department of Community Development	
63	Counseling Services	
64	Health Services	
64	Disability Support Services	
65	Designated Consumer Officials	
65	WSOU-FM	
66	Special Programs	
66	College Seminary Program	
66	Freshman Studies Program	
67	Special Academic Programs	
67	Educational Opportunity Program	
68	Military Science Department/Army ROTC	
71	Student Support Services Program	
72	Upward Bound	
72	Seton Summer Scholars	
73	Institute of Interdisciplinary Studies	
73	University Core Curriculum	
82	Catholic Studies Program	
85	University Honors Program	
87	College of Arts and Sciences	
89	Academic Advising and Tutoring	
89	Ruth Sharkey Academic Resource Center	
89	Health Professions/Pre-Medical and Pre-Dental Advisory Committee	
90	Pre-Medical/Pre-Dental Plus Program	
90	Pre-Law Advising	
90	Project Acceleration	
91	Core Curriculum of the College of Arts and Sciences	
97	Department of Biological Sciences	
100	Physical Therapy Dual Degree Program	
102	Physician Assistant Dual Degree Program	
104	Athletic Training Dual Degree Program	
109	Department of Chemistry and Biochemistry	
114	Department of Communication and The Arts	
114	Division of Communication	
118	Division of Art, Art History and Design	
120	Division of Performing Arts	
134	Department of English	
142	Department of History	
149	Department of Languages, Literatures and Cultures	
174	Department of Mathematics and Computer Science	
183	Department of Philosophy	
186	Department of Physics	
190	Department of Political Science and Public Affairs	
196	Department of Psychology	
203	Department of Religion	
208	Department of Sociology, Anthropology and Social Work	
220	Special Arts and Sciences Programs	
221	Criminal Justice Program	
224	B.A. in Economics	
224	B.A. in Environmental Studies	
227	B.A. in Liberal Studies	
228	B.A. in Social and Behavioral Sciences	
232	Archaeology Program	
233	Italian Studies Program	
234	Multidisciplinary Certificate in Gerontology	
234	Russian and East European Studies Program	
236	Women and Gender Studies	
237	Dual Degree Programs	
240	Engineering Degree Program	
241	Stillman School of Business	
242	Honor Society and Business Fraternity	
244	B.S. in Business Administration	
246	B.A. in Business Administration	
246	Dual Degree Programs	
248	Standards for Admission and Continuance in the Stillman School of Business	
249	Department of Accounting and Taxation	
250	Department of Computing and Decision Sciences	
251	Department of Economics and Legal Studies	
251	Department of Finance	
252	Department of Management	
253	Department of Marketing	
253	Center for Sport Management	
254	Minor Programs	
257	Certificate Programs	
258	Leadership Development Program	
272	John C. Whitehead School of Diplomacy and International Relations	
273	B.S. in Diplomacy and International Relations	
274	B.S./M.A. in Diplomacy and International Relations	
279	College of Education and Human Services	
281	English as a Second Language (ESL) Program	
281	Department of Educational Studies	
282	Elementary Education, Early Childhood and Special Education Programs	
284	Secondary Education	
286	Certificate Programs	
293	School of Health and Medical Sciences	
295	Department of Speech-Language Pathology	
295	Dual Degree Programs	
301	College of Nursing	
303	B.S.N. Program	
310	Immaculate Conception Seminary School of Theology	
311	B.A. in Catholic Theology	
315	Division of Continuing Education and Professional Studies	
317	Directory	
326	Directions to the University	
327	University Map	
328	University Buildings	
329	Faculty	
364	Executive Cabinet	
364	Academic Officers	
365	Board of Trustees	
365	Board of Regents	
367	Index	

2011 - 2012 Academic Calendar

Fall 2011

Mon., August 29	Classes Begin - Add/Drop and Late Registration Begin
Mon., September 5	Labor Day - University Closed
Wed., September 14	Mass of the Holy Spirit - 12:00 p.m. Classes Canceled 12 - 1 p.m.
Mon. - Tues., October 10 - 11	Fall Break - No Classes
Wed., November 23	No Classes
Thurs. - Fri., November 24 - 25	Thanksgiving Recess - University Closed
Sat., November 26	No Classes
Thurs., December 8	Celebration of the Immaculate Conception Mass - 1:00 p.m. Classes Canceled 1 - 2 p.m.
Mon., December 12	Last Day of Class.
Tues., December 13	Reading Day
Wed. - Tues., December 14 - 20	Final Examinations

Spring 2012

Mon., January 16	Martin Luther King, Jr. Birthday - University Closed
Tues., January 17	Classes Begin - Add/Drop and Late Registration Begin
Mon., February 20	Presidents Day - University Holiday Classes in Session; Core Services Available
Wed., February 22	Ash Wednesday Mass - 12:00 p.m. Classes Canceled 12 - 1 p.m.
Mon. - Sat., March 12 - 17	Spring Recess - No Classes
Thurs., April 5	Holy Thursday - University Closed
Fri., April 6	Good Friday - University Closed
Sat., April 7	Holy Saturday - Classes Canceled
Mon., April 9	Easter Monday Day Classes Canceled; Evening Classes Held
Mon., May 7	Last Day of Class
Tues., May 8	Reading Day
Wed. - Tues., May 9 - 15	Final Examinations
Mon., May 21	Baccalaureate Commencement

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 John C. Whitehead School of Diplomacy and International Relations, the School of Health and Medical Sciences, the Stillman School of Business, and Immaculate Conception Seminary School of Theology. Seton Hall's eighth school, the School of Law, is located in Newark, New Jersey. The Division of Continuing Education and Professional Studies is located on the South Orange Campus.

A Tradition of Christian Values

Seton Hall University is founded on and defines itself and its academics, 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. The Office of Mission and Ministry was instituted in order to foster the spirit and the reality of the Catholic faith on campus.

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 more than 400 full-time faculty and many adjunct faculty, the average class size is just 20 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 areas of 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.

The History of Seton Hall

The "three chapters" of the University's history span over 150 years of intellectual and spiritual development, from the founding era into the 20th century, through depression, world war and cold war, and through the most recent period of rapid, far-ranging expansion.

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 and the John C. Whitehead School of Diplomacy and International Relations was established in 1997, and formally named in 2002.

The next two decades saw the construction and modernization of a large number of facilities and the construction of the library, 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 1927, when it moved to Darlington. With construction of four new residence halls between 1986-88, and the purchase of off-campus apartment buildings in 1990 and 2004, 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 current library holdings of nearly 700,000 volumes.

Seton Hall houses its College of Education and Human Services, Stillman School of Business, Center for Public Service, and the departments of Sociology and Anthropology, Psychology, and Political Science in Jubilee Hall, named to commemorate the University's Sesquicentennial in 2006. The building 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.

When the Sesquicentennial of Seton Hall was observed in 2006, we looked back on the prophetic concluding words from the 1956 centenary history of the University: "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.

The Science and Technology Center opened in Fall 2007. This state of the art facility houses the departments of Biological Sciences, Chemistry and Biochemistry, Mathematics and Computer Science, and Physics. As Seton Hall enters a new decade the school has remained in the forefront of global education, but at the same time honors its history as 2010-2011 marks the 125th anniversary of Immaculate Conception Seminary School of Theology.

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, 47 priests (the largest single apostolate of diocesan clergy anywhere) serve the University community in a variety of ways. Some work in administration or on staff, others are professors on the University or Seminary faculties. Some work directly with students in a pastoral capacity in Campus Ministry. Some serve on the University Boards and some have retired after many years of service to the University and continue to live on campus and contribute to the spiritual and liturgical life of the campus community.

The presence of dozens of priests of the Archdiocese of Newark, as well as those from other dioceses or religious orders who also work on campus, is a vital element in furthering the Catholic mission and identity 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 Commission on Higher Education. 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 Monsignor William Noé Field University Archives and Special Collections Center, University Libraries.

Accreditations

Accreditation Association for Ambulatory Healthcare (AAAHC)

Accreditation Council for Continuing Medical Education (ACCME)

10 University Overview

Accreditation Council for Graduate Medical Education (ACGME)
Accreditation Council for Occupational Therapy Education (ACOTE)
Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
American Bar Association
American Chemical Society
American Dental Association Continuing Education Recognized Provider (ADA CERP)
American Psychological Association (APA)
Association of Theological Schools in the United States and Canada (ATS)
Association to Advance Collegiate Schools of Business-International (AACSB)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Commission on Accreditation of Athletic Training Education (CAATE)
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
Commission on Accreditation in Physical Therapy Education (CAPTE)
Commission on Collegiate Nursing Education (CCNE)
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Council on Social Work Education
International Association of Counseling Services Accreditation (IACS)
The Middle States Commission on Higher Education
National Association of Schools and of Public Affairs and Administration (NASPAA)
National Council for the Accreditation of Teacher Education (NCATE)
New Jersey Department of Education (NJDOE) Professional Development Provider
New Jersey State Board of Nursing

Memberships
Alliance for Continuing Medical Education (ACME)
Alpha Epsilon Delta Pre-Medical Honor Society
Alpha Kappa Delta National Honor Society for Sociology
Alpha Mu Gamma Honor Society for Foreign Languages
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 for Marriage and Family Therapy
American Association of Museums
American Association of University Women
American College of Healthcare Executives
American Conference of Academic Deans
American Council on Education (ACE)
American Education Research Association
American Historical Association
American Institute of Physics
American Library Association
American Osteopathic Association

American Podiatric Medical Association
American Political Science Association
American Psychological Association (APA)
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 College and University Housing Officers - International (ACUHO-I)
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 Professional Schools of International Affairs (APSIA) (Affiliate Member)
Association for Student Affairs At Catholic Colleges and Universities (ASACCU)
Association of University Programs in Healthcare Administration (AUPHA)
Association for the Study of Higher Education (ASHE)
BIG EAST Athletic Conference
Catholic Library Association Colloquium
Chi Sigma Iota National Honor Society Sigma Alpha Chapter
College Art Association
Corporation for Research and Educational Networking (CREN)
Council for Advancement and Support of Education (CASE)
Council for Graduate Schools
Council for Higher Education Accreditation
Council of Colleges of Arts and Sciences
Cooperative Education and Internship Association (CEIA)
Collegiate Leadership of New Jersey
Delta Epsilon Sigma Catholic Honor Society
EDUCAUSE
Eta Sigma Phi, the National Classics Honor Society
Golden Key International Honour Society
Kappa Delta Pi International Education Honor Society
Kappa Gamma Pi Catholic Women's Honor Society
Lambda Alpha Delta, Anthropology Honor Society
Lambda Pi Eta National Honor Society for Communication
Mathematical Association of America
Metro International
Middle States Association of Collegiate Registrars and Offices of Admission
NAFSA: Association of International Educators
National Art Education Association

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 Association of Student Personnel Administrators (NASPA)
 National Catholic Education Association
 National Collegiate Athletic Association
 National Collegiate Honors Council
 National Commission for Cooperative Education
 National Council of University Research Administrators
 National Society of Collegiate Scholars
 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
 Phi Alpha Theta National Honor Society for History
 Phi Sigma Tau Honor Society for Philosophy
 Pi Alpha Alpha National Honor Society for Public Administration
 Pi Mu Epsilon National Honor Society for Mathematics
 Pi Sigma Alpha National Honor Society for Political Science
 Psi Chi National Psychology Honor Society
 Sigma Pi Sigma Honor Society for Physics
 Sigma Tau Delta National English Honor Society
 Sigma Theta Tau International Honor Society of Nursing, Gamma Nu Chapter
 Sigma Xi Honor Society for Science
 Sloan Consortium (ALN)
 Theta Alpha Kappa National Honor Society for Religious Studies
 Theta Rho Honor Society for Spanish
 Upsilon Phi Delta Health Administration Honor Society

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, the Whitehead School of Diplomacy and International Relations, the Stillman School of Business, and Immaculate Conception Seminary School of Theology. 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.

Seton Hall also has two schools offering primarily graduate and professional programs: the School of Health and Medical Sciences, and the School of Law. Information about programs offered within these areas may be obtained directly from these schools and from the Graduate Catalogue.

School of Law

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. in Health Law and an LL.M. in Intellectual Property Law. An M.S.J. in Health Law and/or Intellectual Property Law is also available.

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 for concentrations in health law and intellectual property, as well as opportunities to explore 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 on concentrations in health law or intellectual property for J.D., LL.M. or M.S.J. students is available at (973) 642-8871. General admissions information and information on the J.D./M.B.A. and J.D./M.A.D.I.R. is available from Admissions, Seton Hall School of Law, One Newark Center, Newark, NJ 07102, (973) 642-8876, 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

Seton Hall University is recognized as one of the leaders in the use of technology to support research and education. Technology is ubiquitous at Seton Hall. The University's award winning Mobile Computing Program provides laptops computers to all undergraduate students and faculty. The technology is supported by a campus-wide wireless network, an on campus computer repair facility, phone support available "24x7", and a state-of-the-art data center providing

12 University Overview

network services that include the PirateNet campus portal, the Blackboard learning management system, an ePortfolio system, and online services such as registration, payment, and access to grades. Many of the University's online services are also available through mobile smartphones, and additional mobile smartphone services are brought online each year.

For more information about technology at Seton Hall University visit technology.shu.edu

The Mobile Computing Program

One of the cornerstones in achieving the University's vision of supporting ubiquitous technology on campus is the University's Mobile Computing Program. The program is mandatory for all full time undergraduate students and is supported by the Mobile Computing Technology Fee. The Mobile Computing Program has three mutually reinforcing components: 1) Ubiquitous Access: all faculty and students in the program are equipped with a state-of-the-art laptop computer with a full suite of productivity tools such as Microsoft Office and Adobe Acrobat. Most students' laptops are replaced every two years (for example, students in some five year programs are scheduled to receive one replacement laptop during their five years of study). Students are eligible to keep their laptop when they graduate. (2) Services and Support: the University provides high levels of support for technology, including on-site laptop repairs, "24x7" phone support, a campus-wide wireless network, ubiquitous classroom technology such as a built in video projector in every classroom, and network services such as online file storage, online collaboration tools, and online access to academic and administrative services. (3) Curricular Integration: through the Teaching, Learning, and Technology Center the University provides particular support to faculty and academic departments that make it easy for them to use the technology to enhance teaching and learning. The Mobile Computing Technology Fee currently \$650 per semester for most students, but the fee varies somewhat by academic program (for example, students in some five year programs will have a lower fee their fifth year of study). For information on the Mobile Computing Program, visit technology.shu.edu

The Teaching, Learning, and Technology Center (TLTC)

The University's Teaching, Learning and Technology Center (TLTC), located in Walsh Library, supports classroom technology and provides the programs and services that support the effective use of information technology to enhance teaching and learning. The TLTC provides facilities and classroom support for technology; audiovisual equipment for classrooms and events; media production; video conferencing facilities; and facilities for acquiring, converting and editing digital media and streaming media. The TLTC provides faculty support for the appropriate integration of technology. The TLTC also provides training for all University-supported computer hardware and software to the entire Seton Hall community.

Available short classes range from the basics of using a laptop computer through courses of all levels on Microsoft Office, the Blackboard Learning System, developing a personal web site or ePortfolio, and many other topics. The TLTC also administers several programs aimed at supporting faculty and student use of technology and infusing technology appropriately into the curriculum. For example, the Curriculum Development Initiative (CDI) provides systematic support for departments integrating information technology into required core courses or course sequences. To learn more about the TLT Center visit the technology web site at technology.shu.edu

The Student Technology Assistants Program

The Student Technology Assistants Program (STA) is a nationally renowned program which provides on-campus jobs to students who help support faculty's use of technology into the curriculum who help support the University community on its standard hardware and software. The STA program is student-centered and student-run with guidance from University faculty and technologists, who provide students with appropriate training and a structured experience in technology support and consulting services. The STA program accepts students from all majors and with all levels of knowledge about technology, from the novice to the expert. Interested students can find more information on the technology web site at technology.shu.edu

The Campus Network

Seton Hall University has a state-of-the-art campus wireless network that provides wireless network access from everywhere on campus – in the classrooms, the residence halls, and all public meeting and study spaces. Many of our classrooms and public spaces have also been outfitted with power at each seat. Each student at the University automatically receives a network account. All common network services are available through the University's PirateNet portal (piratenet.shu.edu). The University's campus e-mail is based on Microsoft Exchange. Many courses use the Blackboard learning system as a collaborative learning environment, providing online document repositories, discussion groups and assessment tools for faculty and student use. The University provides webhosting services for student home pages and ePortfolios and network storage for student files (currently 26 GB of online storage). Upon graduation, students are eligible for an alumni e-mail account for life at no cost. The Department of Information Technology and the Department of Public Relations and Marketing have developed a comprehensive web site to serve the community. For more information on the campus network visit technology.shu.edu

Technology Services

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

PC Support Services: Located on the lower level of Corrigan Hall, PC Support Services provides walk-in support, computer repairs and laptop one-on-one laptop consultation, as well as phone support for the entire University community. The Technology Service Help Desk operates 24 hours a day, seven days a week to support all standard supported software, including the Blackboard learning system. The Technology Service Help Desk can be reached on campus at ext. 2222, off campus at (973) 275-2222, or by e-mail at helpdesk@shu.edu For more information about technology support, including current hours of operation, see the technology web site at technology.shu.edu

Public Computer Labs: PC Support maintains three public computer labs containing more than 100 computers in three academic buildings: Jubilee 524 Lab in Jubilee Hall, Nursing 203 Lab in Schwartz Hall, and the Information Commons in Walsh Library. All of the University's public computing labs are equipped with modern computers connected to the campus network, and public access printers, and mobile ports for those students who wish to use a laptop in the lab. The software in the computer labs consists of the standard Seton Hall supported applications, including the Microsoft Professional Office Suite, Internet Explorer, Maple and SPSS, as well as several discipline specific applications that have been installed at the request of various departments throughout campus. In addition to the public computing labs, a number of academic departments, including business, communication, education, mathematics and computer science, and modern languages, operate their own computer labs in partnership with PC Support Services. The Public Computer Labs are staffed and supported by students in the STA program. For more information about computer lab locations, hours of operation, and the applications available in the labs, visit the technology web site at technology.shu.edu

University IT Services (UITS): Located in Corrigan Hall, University IT Services is responsible for maintaining the campus network, the campus Internet connection, all campus servers (e-mail, web, applications), and the Banner student, administrative and financial systems. UITS is also responsible for all telephones, telephone switches, voice mail accounts and cell phones. For more information about UITS, including a directory of services and professional staff, visit the technology web site at technology.shu.edu.

University Libraries

Chrysanthy M. Grieco, Ph.D., Dean
Paul C. Chao, M.A., M.L.S., Associate Dean

Library faculty and staff provide Seton Hall University library services on the South Orange campus in the Walsh Library. During the academic year, the Library is open Monday through Thursday 7 a.m. to 1 a.m.; on Friday 7 a.m. to 11 p.m.; on Saturday from 9:00 a.m. to 5:00 p.m.; and on Sunday from 3:00 p.m. to 1:00 a.m. This four-story 155,000 square-foot facility, which opened in August 1994, houses the University Libraries, the Walsh 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 Library is home to the Bernard J. Lonergan Institute, the Center for Catholic Studies, and the Chesterton Institute. The Monsignor James C. Turro Theology Library is located in Lewis Hall as part of Immaculate Conception Seminary School of Theology. Strong onsite collections in the University Libraries 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 Peter W. Rodino, Jr. Law Library, located on the School of Law campus, is separately administered.

The University Libraries

The University Libraries have notable resources, including extensive holdings of almost 750,000 book volumes, and electronic access to full text articles in more than 30,000 journals, a broad selection of indexing and abstracting services in both digital and print formats, various microform collections, music CDs, and audiovisual aids. The University Libraries are a selective depository for U.S. Federal, State of New Jersey and U.N. publications.

Depository status provides exclusive access to thousands of publications in electronic or print formats. For added bibliographic access and document delivery, the University Libraries participate in consortia such as PALCI, VALE and the international OCLC. It provides more than 12,000 interlibrary loans to students and faculty free of charge. A majority of periodical interlibrary loans are delivered through e-mail. The University Libraries have strong and growing collections in the areas of theology, Asian studies, Judaeo-Christian studies, Italian studies (Valente Collection), Slavic and Eastern European studies, and other areas of the humanities. 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 shelves. Popular periodicals and a variety of local, national and international newspapers are displayed in the Browsing

14 University Overview

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 specially designed Silent Study Room has been created to accommodate those students who prefer a totally quiet environment for their research and scholarship. In the past year, more than 32,000 students used group study rooms and more than 518,000 people visited the library. A faculty of 11 qualified full-time professional library faculty, 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.

Library faculty, staff and administrators practice the virtue of hospitality in welcoming and assisting students to be successful in using information resources for scholarship, and by assisting faculty in knowledge creation and classroom instruction. The library faculty provide reference desk, internet and telephone service consultation. In addition they offer bibliographic and information services via telephone at (973) 761-9437, e-mail at library@shu.edu and virtual reference through the library web site to enrolled students, current faculty and staff for on-campus and distance education programs. Library faculty serve as subject bibliographers and liaisons to various academic disciplines for collection development and curriculum support.

The University is committed to developing students' information literacy skills. Toward that end, the University Libraries are spearheading campus instructional and research information literacy initiatives. The University Libraries provide orientation and instruction in information literacy skills to all freshmen in partnership with the Freshman Studies Program and the Department of English. In a growing number of English courses library faculty are available to assist students through their electronic course management system, called Blackboard. The library faculty instruct nearly 4,000 students including upper level and graduate students. They also provide services to high school students through Project Acceleration, a program that enables high school students to earn college credits. Library administrators and faculty teach in the University's Core Curriculum Program.

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. The University Libraries' Learning Resource Center provides users with 70 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 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 nearby parking spaces for the handicapped. Students or faculty with visible or invisible disabilities, who self-identify at the Circulation Desk, may receive special assistance. 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.

The Monsignor James C. Turro Theology Library

The Monsignor James C. Turro Library is located in Lewis Hall on the South Orange campus. Its collections support the curriculum of Immaculate Conception Seminary School of Theology, an undergraduate and graduate School of Theology at Seton Hall and the major seminary of the Roman Catholic Archdiocese of Newark. The collection contains more than 80,000 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 liturgical and biblical studies. Resources are available in German, French, Italian, Latin, Spanish and other essential languages for theological and biblical scholarship such as Hebrew, Greek and Syriac. The Turro Library's collections are included in SetonCat, the online catalogue, and are housed in a modern facility that provides comfortable and convenient study areas. Collection resources are on open shelves. Access to the collection is primarily for student and faculty of Immaculate Conception Seminary School of Theology and other University faculty. Seton Hall University undergraduate and graduate students may use the library as needed, provided that they sign the guest book. Borrowing privileges are extended only to those with a valid Seton Hall ID (students, faculty, administrators, staff and alumni). All others must make requests through the interlibrary loan services provided by the University Libraries, or their home library. Visit the Turro Library web site at <http://www.shu.edu/academics/theology/seminary-library/index.cfm>

Monsignor William Noé Field Archives and Special Collections Center

The Monsignor William Noé Field 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, the Archdiocese of Newark and Catholic New Jersey. Manuscripts, ledger books, photographs, newspapers, annual reports, scrapbooks, physical artifacts and other types of archival resources form the nucleus of this collection. The papers of various 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, architectural data and self-study records are an integral part 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 along with the papers of national political figures, including Marcus Daly, Leonard Dreyfuss, Matthew Rinaldo and Bernard Shanley. The literary papers of noted Puerto Rican poet laureate, Trina Padilla de Sanz (1864-1957), and prolific author and first managing editor of the *Paris Review*, John Train, are also found at this repository. 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 Jewish-Christian Studies department, Reverend William Salt (1837-1891) noted professor and administrator of the 19th century, and the late Monsignor William Noé Field (1915-2000), English professor and archivist. The collection also contains more than 11,000 printed works, including rare and autographed books, the Meagher MacManus, Rita Murphy and John Concannon Irish History and Literature Collections, the Gerald Murphy and Pierce Byrne U.S. Civil War and World Military Uniform Book libraries, and hundreds of master-level and doctoral dissertations of Seton Hall graduate students.

The Monsignor William Noé Field 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. These collections are open by appointment to faculty, clergy and the general public who have specific research needs. The Monsignor William Noé Field Archives and Special Collections Center coordinates research initiatives and accepts donations of materials that fit within its scope. Alan Delozier, Director, may be contacted at (973) 275-2378 or via e-mail at alan.delozier@shu.edu Visit the Monsignor William Noé Field University Archives and Special Collections Center web site at <http://www.shu.edu/academics/libraries/archives/> or call (973) 761-9476 for general information.

New Jersey Catholic Historical Commission

This repository serves as the headquarters for the New Jersey Catholic Historical Commission. The NJCHC was founded in 1976 by Archbishop Peter Gerety and is supported by the hierarchy from each diocese within New Jersey to promote scholarship initiatives related to all aspects

of Church History statewide. This work includes promotion of scholarship, lectures, outreach and other preservation-focused activities undertaken by this board along with affiliated friends and supporters of the organization.

For more information call (973) 275-2378, email njchc@shu.edu, or visit the website at <http://www.shu.edu/academics/libraries/archives/nj-catholic-historical-commission.cfm>

Office of Records Management

The Records Management Center is located within the Monsignor William Noé Field Archives and Special Collections Center. It houses non-current and permanent nonarchival 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.

The Walsh Gallery

Since 1994, the Walsh Gallery has provided visitors with the opportunity to encounter the world's cultural heritage in an intimate setting that promotes learning in an informal and welcoming environment. In keeping with the mission of Seton Hall University, there is an emphasis on spiritual growth through the presentation of exhibitions that promote critical thinking and cultural appreciation. Serving both the campus and surrounding communities, the gallery hosts six to eight exhibitions yearly. Admission to the gallery and all special events is free and open to the public.

Advancing the University's service-based mission, programming in the gallery encourages collaboration with students, various departments on campus and non-profit organizations. The Walsh Gallery places importance on global themes which promote intercultural appreciation and awareness. Recent programming has investigated post-war Bosnian culture, Jewish communities in Poland during World War II, contemporary Latino art from Museo del Barrio, rites of passage in Christian, Jewish, Hindu and Islamic cultures, Japanese contemporary art and biblical themes as depicted in the prints of French modernist, Georges Rouault.

The Walsh Gallery regularly hosts programming and scholarly events such as the renowned Poetry-in-the-Round series – which features readings by award winning authors – symposia, film screenings, artist lectures and meeting space for events. Students and faculty can publicize their events, coursework and accomplishments by reserving exhibition space in the display windows, located on the first and second floor arcades of the Walsh Library. Receptions provide an opportunity to meet and speak with exhibiting artists.

For further information, contact the director at 973-275-2033, jeanne.brasile@shu.edu or visit the website at <http://academic.shu.edu/libraries/gallery/>

16 University Overview

Institutes and Centers

Ruth Sharkey Academic Resource Center
Academic Success Center
Academy for Urban School Transformation
Asia Center
Catholic Center for Family Spirituality
Center for Academic Industry Partnership
Center for Africana Studies
Center for Applied Catalysis
Center for Catholic Studies
Center for Community Research and Engagement
Center for Computational Research
Center for Entrepreneurial Studies
Center for Leadership Development
Center for Public Service
Center for Securities Trading and Analysis
Center for Sport Management
Center for Vocation and Servant Leadership
Writing Center
Charles and Joan Alberto Italian Studies Institute
Elizabeth Ann Seton Center for Women's Studies
Bernard J. Lonergan Institute
G.K. Chesterton Institute
Institute for the Advancement of Teaching, Learning and
Leading in International Schools
Institute for Christian Spirituality
Institute for Education Leadership, Research and Renewal
Institute for International Business
Institute of Judaean-Christian Studies
Institute of NeuroImmune Pharmacology
Institute of Museum Ethics
International Institute for Clergy Formation
Joseph A. Unanue Latino Institute
Language Resource Center
Micah Institute for Business and Economics
Seton Center for Community Health
Sister Rose Thering Fund for Jewish-Christian and Holocaust
Studies
Alumni Association
Office of International Programs
Seton Hall Sports Poll Conducted by the Sharkey Institute
Seton Hall University Parents' Association

Ruth Sharkey Academic Resource Center

Peter Hynes, M.B.A., Director

The Ruth Sharkey Academic Resource Center (ARC) is part of the College of Arts and Sciences, and is located in Arts and Sciences Hall. The ARC serves all Seton Hall University students, regardless of their year of study, in a number of ways.

All students are encouraged to take advantage of the ARC's free tutorial services, which are designed to supplement classroom instruction and to improve academic performance. ARC tutoring programs offer students the option to schedule appointments in advance, drop in for assistance, or attend group review sessions. Tutoring is available in disciplines such as mathematics, biology,

chemistry, physics, and modern languages. Schedules and announcements are accessible on the ARC web pages.

Students interested in applying for nationally competitive scholarships will also find assistance in the ARC. The ARC hosts scholarship information sessions, and provides resources and advising for finding and applying for these scholarships. This information is also listed on the ARC web pages.

Faculty advisors are available to assist students who are interested in pursuing inter-departmental or pre-professional majors, or considering graduate programs in law or the health professions. These advisors are available to discuss courses and academic options, or to help those undeclared students choose a major, or transfer from one program to another.

The ARC is thus a resource for all students who wish to participate more fully in their own academic development: students can supplement their classroom learning or prepare themselves for future opportunities by engaging with a learning community that consists of peers, graduate teaching assistants, faculty and administrators.

For more information, please call (973) 761-9108, or send an e-mail to ARC@shu.edu

Academic Success Center

Hezal Patel, M.A., Director
Mooney Hall 11

The Academic Success Center (ASC) provides advising assistance to students in transition. It serves as a starting point for students with academic questions. A primary goal of the Academic Success Center is to function as a clearinghouse for all students who have academic questions. It serves as a referral point for new transfer students to assist in their transition to their major department. The Academic Success Center also works with students who have been unsuccessful in tracking a major. Professional advisers at the ASC work with students in transition to help them formulate clear academic goals and to create specific academic plans that culminate in graduation. The Academic Success Center works closely with other support areas, including Freshman Studies, Disability Support Services, Student Support Services, the Career Center and the Academic Resource Center, to help students succeed.

The Academic Success Center is also responsible for the electronic Early Warning System, which allows professors to alert their students and the academic advisers when a student is in danger of failing a course. The Academic Success Center relays these electronic warnings to the student's academic department or adviser. About 2,000 Early Warnings are generated each year. Seventy percent of the students who receive warnings do not fail the class.

Academy for Urban School Transformation

Charles P. Mitchel, Ed.D.,
Executive Director & Associate Dean for Urban and
International Initiatives

The College of Education and Human Services' (CEHS) long-standing commitment to leadership and to serving urban schools led to the creation of The Academy for Urban School Transformation. The mission of the Academy is to raise student achievement by providing urban schools with research-based, practitioner-validated quality education services. The Academy is the first in New Jersey to focus specifically on urban educators and the issues they face.

The Academy builds on the successful relationships that have been forged between the CEHS staff and New Jersey's urban educators. Since 1996, the CEHS has worked with Newark, Orange, East Orange, Irvington, Paterson, and many other urban districts, providing workshops and training for administrators and teachers on such critical issues as leadership, teaching styles, time management, and closing the achievement gap. Additionally, the Grow Your Own future leaders program has resulted in over 60 Newark educators receiving Masters' Degrees preparing them to become the next generation of urban leaders.

Most recently, Seton Hall has been featured in the *New York Times*, the *Newark Star Ledger*, ABC Eyewitness News, and One-on-One with Steve Adubato for its groundbreaking work at the Newton Street School, one of the lowest performing schools in Newark. This work has featured a partnership with the Newark Teachers Union, the Newark Public Schools, and a major Foundation, and has been termed "the grandest experiment in New Jersey's history" by John Mooney of the *Star Ledger*.

Opportunities for partnerships between urban schools and the Academy include the following: Grow Your Own Future Leaders – On-line and blended (face to face and on-line) Master of Arts in Urban Leadership Program.

- Professional Development – The Academy will provide tailor-made, state of the art professional development services based on school and district needs. Follow-up coaching is required.
- Research – The Academy will conduct research relevant to the urban school setting upon request.
- Beyond Restructuring – Re-culturing and Re-timing are where the real work begins.

For more information, contact Charles P. Mitchel, Ed.D., at (973) 275-2854 or mitcheca@shu.edu

Asia Center

The Asia Center at Seton Hall has a long and rich history of more than 50 years. The center's mission is to foster understanding, respect and knowledge of East, Southeast and South Asia among the Seton Hall and local communities. The Asia Center works in cooperation with the Department of Languages, Literatures and Cultures and other groups promoting interest in Asia to support the exploration of Asian history, cultures, politics, and social and economic issues.

Catholic Center for Family Spirituality

Andrew E. Saunders, M.A., Director

Created by Immaculate Conception Seminary School of Theology, the Catholic Center for Family Spirituality is a direct response to the challenge of Pope John Paul II to create new institutes dedicated to theological and pastoral dimensions of family life. Launched in 2009 through a generous grant from the William E. Simon Foundation, the center focuses on the spiritual foundations of family life. It also reflects on the family as the "Church in miniature," and explores ways to meet the challenges and stresses influencing modern family life.

Experts in the field offer retreats, courses and lectures. Retreats address the overarching theme of Pope John Paul II's Letter to Families, *Familiaris Consortio*. The center's cornerstone activity is the William J. Toth Summer Institute for Family Spirituality, which offers graduate-level courses on family life topics. The institute is named in honor of Dr. William J. Toth, associate professor of Christian ethics, deacon and father of eight, who created the Catholic Center for Family Spirituality alongside Dr. Dianne M. Traflet, associate dean. Dr. Toth suffered a fatal heart attack as plans for the center were being finalized. For more information about the center, visit <http://www.shu.edu/academics/theology/catholic-center-family-spirituality/>

Center for Academic Industry Partnership

Nicholas Snow, Ph.D., Director

The Center for Academic Industry Partnership is an institutional initiative to promote our programs specific to ensuring quality laboratory science practice in the chemical and pharmaceutical industries. The center enhances current efforts in the training of undergraduate students, graduate students and industrial scientists through unique programmatic initiatives housed in the University's Science and Technology Center, a state-of-the-art research and training facility. Laboratories provide the latest in chemical analysis, scientific instrumentation and computing technology. For further information, please call (973) 761-9035, or visit the Science and Technology Center, Room 420.

Center for Africana Studies

Kwame Akonor, Ph.D., Director

The Center for Africana Studies, established at the University in 1970 and located in the Department of Languages, Literatures and Cultures, encourages serious scholarship committed to social change and human rights. The center seeks to involve the entire University in an appreciation of the black experience and the promotion of social change.

18 University Overview

Center for Applied Catalysis

Robert L. Augustine, Ph.D., Executive Director
Setrak K. Tanielyan, Ph.D., Technical Director

The Center for Applied Catalysis (CAC) realizes the positive impact of harnessing the talent and resources of both academia and industry through mutually beneficial partnerships. Established at Seton Hall University in 1997 as an entrepreneurial offshoot of the Department of Chemistry and Biochemistry, its main thrust is to assist industrial clients in developing catalytic processes for commercially important reactions. The work is performed primarily by post-doctoral associates working under the supervision of Robert L. Augustine, executive director, and Setrak K. Tanielyan, technical director. The center works on research projects that have industrial applications, and thus, are of maximum use to clients. For more information about the CAC, visit <http://www.shu.edu/academics/artsci/cac/index.cfm>

Center for Catholic Studies

Monsignor Richard M. Liddy, S.T.L., Ph.D., Director

The Center for Catholic Studies at Seton Hall University is dedicated to a dialogue between the Catholic intellectual tradition and all areas of contemporary culture. The center conducts an undergraduate degree program in Catholic Studies, offering a major, minor, certificate program, and foreign study opportunities. In addition to presenting programs on faith and culture for students, faculty and the public, the Center incorporates the Bernard J. Lonergan Institute, the Seton Hall Institute on Work, the Micah Senior Executive Project, and the G.K. Chesterton Institute for Faith and Culture, with its prestigious journal, *The Chesterton Review*. For more information about the Center for Catholic Studies, visit www.shu.edu/academics/artsci/catholic-studies/index.cfm

Center for Community Research and Engagement

Roseanne Mirabella, Ph.D., Executive Director

The Center for Community Research and Engagement (CCRE) was established in 1997 to support the activities of Seton Hall University as it implements service learning and community-based research 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 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 center provides students with opportunities to participate in both in-class and onsite projects, such as volunteerism, community development and nonprofit management. Service learning and community-based research affords students the opportunities 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 Center develops and implements seminars to introduce faculty to the theory and practice of service learning and community-based research, works with faculty in graduate and undergraduate departments as they develop courses that involve service learning and community-based research, facilitates collaboration among professors and staff to enhance volunteerism in the community, and works with community leaders in Newark, Essex County and beyond to establish service learning and nonprofit management relations.

Center for Computational Research

Stephen Kelty, Ph.D., Director

The Center for Computational Research's mission is to complement existing and future basic and applied research being conducted at Seton Hall University through the use of computer based modeling and simulation tools provided by the Center, thereby enhancing the research capabilities and competitiveness of the University. Research collaborations exist with faculty in the Department of Chemistry and Biochemistry, the Department of Mathematics and Computer Science, and the Department of Physics.

Center for Entrepreneurial Studies

Susan Scherreik, M.B.A., Director

The Center for Entrepreneurial Studies was created in 2003 to raise student awareness of self-employment as a career option. The center fosters the collaboration of faculty, students, alumni and entrepreneurs in a variety of activities and projects to advance hands-on entrepreneurial learning in the Stillman School of Business. The center is integral to the Stillman School's mandate to prepare students for careers in the 21st century by acknowledging the growing importance of entrepreneurship in the global economy.

Center for Leadership Development

Michael M. Reuter, M.B.A., J.D., Director

Since its inception in 1994, the mission of the program has been to develop great leaders of the future, enabling its members to successfully achieve their fullest potential in both their personal and professional lives. The program enhances its members' core values, competencies and skills that will enable them to be effective leaders, corporate citizens and community servants. The essential skills include proficiency in strategic thinking, critical analysis, logical reasoning and effective oral and written communication.

Practical business experiences are an integral part of the program and are emphasized in the program's lecture series. During their junior year, students are paired with mentors from the Leadership Council and work with them on a project related to the individual executive's company or organization. The Leadership Council is the advisory body to the Leadership Studies Program, and is comprised of senior corporate executives, entrepreneurs and community leaders. The project and personal mentoring experience provide students with insights into leadership perspectives and thinking as well as important networking opportunities.

The Leadership Studies Program consists of a specialized curriculum that combines traditional course work with practical experiential learning. These courses have been recommended by the Leadership Council.

In addition to the academic requirements, students must complete 40 hours of community service, hold leadership positions both on and off campus to complement their studies, attend leadership functions, and maintain a GPA of 3.2 or higher. Visit business.shu.edu/leadership for more information.

Center for Public Service

Naomi Wish, Ph.D., Director

The Center for Public Service is the University's arm for outreach programs to the public and nonprofit sectors. Housing the Nonprofit Sector Resource Institute and located in the Department of Political Science and Public Affairs, the center runs a variety of programs to place members of the University community into closer contact with the public and nonprofit organizations that surround us. The center facilitates student internship and practicum placement, organizes speakers and seminars throughout the year, and serves as a clearing house for the nonprofit community of Northern New Jersey.

Center for Securities Trading and Analysis

Elven Riley, B.A., Director

The Center for Securities Trading and Analysis is designed to mimic the actual trading room activity that occurs in investment banking: up-to-the-second market-clearing quotes; dynamic information flow; and domestic and international data on all frequently traded securities, including stocks, bonds, options, commodities and currencies. Partnering with the Reuters Group and Bloomberg, both renowned for financial news and market data, it provides students with an unprecedented opportunity to enhance the realism and relevance of accounting, finance, economics, and international business. The Stillman School is building on its leadership in wireless technology and its innovative academic programs to provide students with real-time, cutting-edge technology that inventively integrates the theory and practice of business disciplines.

The Center is the home for the *Stillman Exchange*, an undergraduate student newspaper that covers local, domestic and international business news, featuring articles on investments, macroeconomic policy, business ethics, and international political economy.

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., the M.B.A., graduate certificates and executive education covering all facets of the sport industry.

In Fall 2006, the center opened the new Seton Hall Sports Poll conducted by the Sharkey Institute. Founded with a major donation from alumnus Tom Sharkey and his wife Ruth, Seton Hall Sports Poll will survey the public on ethical and moral questions regarding current issues in sport and will bring national interest to Seton Hall. The Seton Hall Sports Poll will be a revenue-generating research center, offering marketing research to local sport organizations and a teaching laboratory for both marketing and communication classes.

Located in the heart of the sport industry, the Center for Sport Management at Seton Hall University provides students with unparalleled internship opportunities in the major and minor leagues, major sports facilities, sport marketing firms, league offices and more; the center takes advantage of its unique location by using industry professionals as instructors and guest lecturers in the classroom. Visit the business.shu.edu/sports for more information.

Center for Vocation and Servant Leadership

Director: T.B.D.

God calls each of us, and every call is in some way a call to serve. The Center for Vocation and Servant Leadership promotes openness to God's call in both the academic life and common life of Seton Hall University to support the overall mission of forming students as servant leaders for today's world.

The center began in 2003 supported by a grant from Lilly Endowment to further their goal of preparing the next generation of Church leadership.

The Center for Vocation and Servant Leadership does its work in cooperation with other campus organizations and through sponsorship of a dozen different programs, including curriculum development; scholarships; retreats for students, faculty and alumni; spiritual outreach to students; local community development; service learning opportunities; and the expression of faith through the arts.

Writing Center

Kelly Shea, Ph.D., Director

Part of the Ruth Sharkey Academic Resource Center, the Writing Center serves as a support system available to 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 Arts and Sciences Hall, Room 206, 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 appointments, special accommodations, and finals week and Summer Session hours, call (973) 761-9000, ext. 7501 or (973) 275-2183, or visit the Writing Center web site at www.shu.edu/academics/artsci/writing-center

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 upperclassmen and graduate students, as well as faculty

20 University Overview

and staff, through which individuals can get feedback on their writing from Writing Center tutors via e-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 <http://academic.shu.edu/owl/>

Charles and Joan Alberto Italian Studies Institute

Ines Murzaku, Ph.D., Director

The Charles and Joan Alberto Italian Studies Institute was founded in 2003 to coordinate Seton Hall University's many activities relating to Italian and Italian-American history and culture. The Institute sponsors cultural events, such as lectures and symposia, and promotes curriculum development and community outreach. The institute additionally administers several scholarships that are made available to students in Italian Studies, as well as in other fields of study. The mission of the Institute is to spread the message of the universal relevance and inclusiveness of the Italian contributions to the history of the world and of America, regardless of nationality and ethnic background. For more information call (973) 275-2926 or visit www.shu.edu/academics/artsci/alberto-institute/

Elizabeth Ann Seton Center for Women's Studies

Director: T.B.D.

The Elizabeth Ann Seton Center for Women's Studies was established in the spirit of St. Elizabeth Ann Seton, whose life of activism, spirituality and leadership serves as an inspiration to our community. The center offers a minor in Women and Gender Studies and coordinates a series of interdisciplinary seminars featuring the scholarship of our faculty. The center is also actively involved with grant-funded research, particularly on the role of gender in education and career paths, and joins other programs to support a variety of activities aimed at the University's commitment to diversity, gender equity and social justice. For more information, visit www.shu.edu/academics/artsci/womens-studies/index.cfm

Bernard J. Lonergan Institute

Monsignor Richard M. Liddy, S.T.L., Ph.D., Director

Bernard Lonergan, S.J. (1904-1984) was an influential Catholic philosopher and theologian whom *Newsweek* magazine cited as among "the finest philosophical thinkers of the 20th century." In November 2006 the Center for Catholic Studies at Seton Hall University inaugurated the Bernard J. Lonergan Institute dedicated to the study of the great thinker's ideas and their application in contemporary culture. The founder and director of the institute, Monsignor Richard Liddy, was a student of Lonergan's and has written books and papers about the Jesuit theologian.

The institute's mission includes creating a repository for all Lonergan's published works, copies of his most significant unpublished writings, doctoral dissertations on Lonergan, the most significant secondary literature on the subject and Lonergan "memorabilia" including letters and photos for public display.

Activities of the institute include support for ongoing research and scholarship, the creation of the Bernard J. Lonergan Annual Student Development Awards and faculty and student reading groups to study the philosopher's writings. For more information about the Bernard J. Lonergan Institute and other Catholic Studies programs, visit academic.shu.edu/ccs/

G.K. Chesterton Institute

Reverend Ian Boyd, C.S.B., Director

Dermot Quinn, D.Phil., Associate Director

The G.K. Chesterton Institute, a nonprofit 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 on serious matters in a style accessible to the ordinary person, making him one of the most beloved literary figures of the 20th 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, located in Presidents Hall, Room 9, at (973) 275-2430.

Institute for the Advancement of Teaching, Learning and Leading in International Schools

Charles P. Mitchel, Ed.D., Director

Seton Hall University has been a catalyst for leadership for more than 150 years at all levels and has been recognized for its outstanding academic and humanitarian programs. In following this tradition, the College of Education and Human Services has strengthened its standing commitment to leadership and to school improvement with the creation of The Institute for the Advancement of Teaching, Learning and Leading in International Schools.

The challenge of teaching and leading in the global community has never been greater. Under the leadership of Dr. Charles P. Mitchel, Associate Dean, the institute seeks to share the expertise and diverse experiences of its dedicated faculty to serve the international school

community. In this sense, the institute is committed to raising student achievement by providing international schools with research-based, practitioner-validated, quality education services in education capacity building, parent training, and world class professional development and mentoring/coaching for today's leaders, teachers, counselors, and psychologists. Our services are designed to maximize the effectiveness of international schools and enhance the achievement of international students.

The institute has developed a sequence of instructional experiences designed to supplement and enhance the skills and abilities of teachers and administrators in the international education community. Our services provide quality, research-based instruction in the areas of teaching, learning and leading, designed to maximize the effectiveness of international schools and enhance the achievement of international students through our effective program offerings:

Master of Arts in International Leadership and Master of Arts in School Counseling with courses delivered on-line, in-country and an optional on-campus at Seton Hall internship. Note: The internship will be field-based in elementary, middle and high schools in the metropolitan area;

- Professional development and coaching (Tailor-made, state of the art professional development services based on school and regional needs, delivered in-country and on-line);
- World class seminars in leadership, curriculum, supervision, evaluation, assessment, teaching, and education capacity building in relation to international schools. Offered at Seton Hall University;
- School, family, and community relationships - nationally research-based strategies; and
- Research relevant to international schooling upon request.

The institute has most recently engaged in a partnership with the Association of American Schools in South America (AASSA), an organization dedicated to enhancing the quality of American education abroad. A delegation from Seton Hall has represented the institute as AASSA's annual Educator's Conference in Bogota, Colombia, where the institute presented five distinct workshops to conference attendees.

Through ongoing conversations with the College of Staten Island, the institute is developing a program which may provide Chinese educators with on-line Master's degrees in Leadership. A working relationship with educators from Vaal University of Technology and Nelson Mandela Metropolitan University, both located in South Africa, is focusing on the professional development of schools administrators. The institute has also provided the Seton Hall community with an opportunity to participate in a two-week, three credit undergraduate or graduate course in Celtic Studies, held in Sligo, Ireland.

Institute for Christian Spirituality

Dianne M. Traflet, J.D., S.T.D., Founder and Co-Director;
Monsignor Joseph R. Chapel, S.T.D., Co-Director

The Institute for Christian Spirituality was created by Immaculate Conception Seminary School of Theology to provide a premier center where those already in ministry, or those considering a vocation to ministry, may obtain a solid foundation in their faith, learn effective skills in pastoral ministry and leadership and be given tools for discernment and spiritual growth – all in an atmosphere of collaboration and camaraderie.

The Institute's mission is grounded in 2 Timothy 1:6: "*I remind you to stir into flame the gift of God within you.*" Begun in 2005, the Institute is supported by a grant from the Lilly Endowment to further its goal of preparing Church leaders. The Institute accomplishes this goal through its four constituent programs: the Center for Prayerfully Speaking, the Center for Workplace Spirituality, the Great Spiritual Books program, and Seminary's Theological Education for Parish Services (STEPS).

The Center for Prayerfully Speaking offers *Prayerfully Speaking Workshops*, which provide practical skills for developing and presenting talks, prayer services, retreats and group discussions, for those in professional and volunteer ministry. *Spiritual Theology & Public Speaking*, a graduate-level course, is available through Immaculate Conception Seminary School of Theology. The *Christian Speakers Network* is a resource that provides speakers for parishes and organizations.

The Center for Workplace Spirituality develops and presents workshops, seminars and retreats focused on both the practical and spiritual aspects of work, for individuals, Church groups, academic institutions and businesses, and offers the graduate-level course *Theology of Work* through Immaculate Conception Seminary School of Theology.

The Great Spiritual Books program provides graduate-level courses (in-person and online) and other opportunities to engage great spiritual literature from various Christian (Orthodox, Protestant and Catholic) traditions. GSB fosters friendship and spiritual adventure, and applies the gems of Christian spirituality to various forms of ministry, religious, family and professional life.

Seminary's Theological Education for Parish Services (STEPS) is a 24-credit graduate-level certificate program for adult Catholics who desire a deeper understanding of their faith. STEPS is an integrated program of theological coursework, praxis and spiritual formation that prepares students to serve their parish communities in a variety of capacities.

For more information about the Institute for Christian Spirituality, visit <http://www.shu.edu/academics/theology/institute-christian-spirituality/>

22 University Overview

Institute for Education Leadership, Research and Renewal

Michael J. Osnato, Ed.D., Director

The Institute for Education Leadership, Research and Renewal (IELRR) is built on four pillars, each of which provides unique and essential programs or services. Pillar number one is The School Study Council, which provides learning and networking opportunities for superintendents. Study councils improve the skills and knowledge of district leaders. At Seton Hall University, this is accomplished through a wide range of activities, including conferences, a “Best Practices” web site, and exposure to state and national education experts. In addition, the Institute now oversees The New Superintendents Initiative and the Practicum for New Superintendents, formerly sponsored by the Citizens for Better Schools, Inc.

The second pillar is an in-house program known as the Grow Your Own Emerging Leaders M.A. This program develops the next generation of school leaders from outstanding teachers who have been identified as potentially talented administrators. Based on an innovative model of emerging prominence, this program will partner Seton Hall with several emerging prominence, this program will partner Seton Hall with several small districts or individual large districts to provide practical and contemporary preparation programs that yield “home grown” administrators.

Pillar three is the IELRR’s Continuous Support Services component, which provides practicing administrators with a variety of essential services by noted experts, including consulting services, professional development and career placement. Through this program, novice as well as veteran administrators find relevant and essential services at their doorsteps. Shadowing, mentoring and coaching opportunities aid new leaders and help them explore a variety of critical issues.

Pillar four is The Center for Urban Leadership, which provides resources, training and research services specific to the needs of New Jersey’s urban schools and districts. Established in 2001 as the Principals’ Leadership Institute, this program now falls under the direction of the IELRR, and has expanded to provide support to superintendents and principals who serve New Jersey’s neediest population of students. Urban school leaders have selected the Center as their research arm relating to statewide reform efforts.

Institute for International Business

Larry McCarthy, 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. It fosters the collaboration of faculty, graduate and undergraduate students, to engage in a wide variety of activities and projects to advance the internationalization of the Stillman School. The institute is a critical part of the mission of Seton Hall University and of the Stillman School in accepting the challenges of globalization. As a center for academic

excellence, the Institute aims at assuring that the academic and business communities work in harmony to create an atmosphere of competence, progress, professionalism, and integrity in the realm of international business.

The institute sponsors international courses, lectures, internships and scholarly exchange for both students and faculty with several leading academic institutions as part of the mission of the Stillman School. Endowed with a grant from the estate of W. Paul Stillman in 1994 to support its initiatives, the Institute funds internationally focused faculty research.

At 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. The Certificate in International Business, offered as part of the M.B.A. program consists of courses in the international aspects of accounting, economics, finance, management and marketing. The certificate also is available to qualified individuals from industry on a non-degree basis.

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 includes 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, 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 within the College. The 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 at www.shu.edu/academics/artsci/jewish-christian-studies

Institute of Museum Ethics

Director: T.B.D.

The Institute of Museum Ethics (IME) was founded in 2007 to foreground the consideration of museum ethics as one of the most pivotal issues for museum professionals in the 21st Century. In November 2007, the IME received a three-year Museum Professionals Grant from the Institute of Museum and Library Services.

The IME promotes integrity and competence in museum ethics, and creates a physical and virtual community of emerging and practicing museum professionals and museum studies faculty who use our resources to make informed decisions about ethical issues. It draws upon the strengths of

Seton Hall as an institution that prioritizes teaching in ethics to establish innovative collaborations between ethicists and museum professionals that will spark new conversations about museum ethics. The IME serves the needs of our region's small museums but also has national reach. It prepares students in Seton Hall's Master of Arts in Museum Professions Program (MAMP) to become visionary leaders who make important contributions to the discourse on museum ethics. It produces new models of teaching museum ethics for students and museum professionals. Initiatives include a web portal; a national conference and publication of the proceedings; two team taught courses open to museum professionals and MAMP students; workshops and public lectures; and travel stipends for MAMP students. For more information, please visit www.museumethics.org or e-mail museumethics@shu.edu

Institute of NeuroImmune Pharmacology

Sulie L. Chang, Ph.D., Director

The Institute of NeuroImmune Pharmacology (I-NIP) is a research-focused institute that was established at Seton Hall University in 2007. Currently, the I-NIP is fully funded by the National Institute of Health (NIH) grants. The institute is located on the third floor of the Science and Technology Center (McNulty Hall, Rooms 309, 319 and 324). It is the home for all active and pending federal grants of the scientists affiliated with the Institute, and houses and operates the Fluorescence Microscopy Laboratory.

The Institute of NeuroImmune Pharmacology (I-NIP) at Seton Hall University (SHU) is committed to bringing knowledge of neuroimmune pharmacology to life via research, teaching, and community service. Current research at the I-NIP focuses on the: (1) bi-directional interaction between drug abuse and microbial infection, including HIV, in the central nervous system; (2) molecular mechanisms underlying nicotine's modulatory effects on learning behavior in the presence of HIV-1 viral proteins; (3) age-dependent developmental changes in the neurotransmitter systems in the brain; and (4) alcohol related behavior disorders in the adolescent. The I-NIP participates in the formal curricula and Academic Exposition at SHU as well as the teaching and learning workshops at the NeuroImmune Pharmacology Colloquia. The I-NIP cultivates research among and between the basic and social sciences, and prides itself on fostering translational research from the laboratory bench to the community.

The I-NIP's Scientific Advisory Board includes: Horace H. Loh, Ph.D., Frederick Stark, Professor and Head of Pharmacology, University of Minnesota; Howard E. Gendelman, M.D., Larson Professor of Internal Medicine and Infectious Diseases, Chair, Department of Pharmacology and Experimental Neuroscience and Director, University of Nebraska Medical Center; Linda Chang, M.D., Professor of Medicine, John A. Burns School of Medicine, University of Hawaii; Thomas Rogers, Ph.D., Professor of Pharmacology, Temple University Medical School; Toby Einstein, Ph.D., Professor of Immunology, Temple University Medical

School; Kurt F. Hauser, Ph.D., Professor of Pharmacology, Virginia Commonwealth University; Yanhua Tsai, Ph.D., Dean of Pharmacy, China Medical University, Taichung, Taiwan; and Ming Li, Ph.D., Professor of Psychiatry and Neurosciences and Head of Neurology, University of Virginia.

The I-NIP trains all its members in the area of scientific and academic integrity and honesty, and has implemented a new contractual agreement entitled, "The I-NIP Proper Laboratory Conduct Contract" in response to its ongoing mission of scientific excellence.

The I-NIP and its preceding group has sponsored research for both faculty and students and for their national and international traveling for research presentation. It has sponsored various research and academic meetings including the Life Science Symposium (2000-2005), Molecular Bioscience Symposium (2004-2005), Biannual Molecular Bioscience Meeting (2006-present), Annual Women's Conference (2009-present), and the Petersheim Academic Exposition (2009-present) at Seton Hall University and the National and International Meeting of Society on NeuroImmune Pharmacology. The I-NIP has facilitated the international collaboration of the College of Arts and Sciences at Seton Hall including an agreement with China Medical University's College of Pharmacy in Taiwan in 2008 to coordinate education, training and faculty research while building on each school's areas of expertise.

For more information, visit the office in the Science and Technology Center (McNulty Hall) Room 307/309, call (973) 275-2340, or fax (973) 275-2489.

International Institute for Clergy Formation

Monsignor Joseph R. Reilly, Ph.D., Director

The International Institute for Clergy Formation of Seton Hall University is the only formation program designed specifically for priests. The off-campus site of the five-week Summer Institute is San Alfonso Retreat Center, Long Branch, New Jersey. In addition, there is an off-campus, one-week winter institute at San Pedro Catholic Retreat and Conference Center in Winter Park, Florida 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 19 years, and more than 10,000 priests have attended all or part of the summer and winter institutes. Foundation money assists the institute in financing the best possible international faculty and research efforts to guide the implementation of the Vision Statement. For more information, visit clergy.shu.edu

24 University Overview

Joseph A. Unanue Latino Institute

Denisse Oller, B.A., Director

Seton Hall University is poised to become the premier site for Latino Studies in the tristate area through the creation of the Joseph A. Unanue Latino Institute and the undergraduate major and minor in Latin American and Latino/Latina Studies. Building on a rich legacy of service to the Seton Hall Latino community by the Puerto Rican Institute (founded in the early 1970s) and the Dominican Republic Institute, the Joseph A. Unanue Latino Institute seeks to fulfill two intertwined missions of service and scholarship.

The Institute was created through a generous gift from Joseph A. and Carmen Ana Unanue, and the initiative of Monsignor Robert Sheeran, University Trustees, and the Dean of the College of Arts and Sciences. The Institute aims to provide a space for dialogue, to encourage research and study of the Latino experience, with particular emphasis on literature and the arts, the sciences, and business and finance to further advance intercultural understanding.

The Joseph A. Unanue Latino Institute sponsors co-curricular activities, programs and events with a focus on the Latino experience. The Institute aims to foster academic and cultural enrichment, and further advance intercultural understanding. In connection with the Latin American and Latino/Latina Studies Program, the Latino Institute offers wide-ranging cultural programming.

The interdisciplinary Latin American and Latino/Latina Studies major and minor combine our assets in the areas of modern languages, sociology, anthropology religious studies, history and political science. For more information about the Latin American and Latino/Latina Studies Program, please e-mail Dr. Matthew Escobar at escobama@shu.edu

The Joseph A. Unanue Latino Institute supports the Latino student organizations on campus by collaborating with, advising and publicizing their programs. For information, visit www.shu.edu/academics/artsci/latino-institute/ or call (973) 761-9422.

Language Resource Center

Wendy Sue Williams, M.A., Director

The Language Resource Center in the College of Arts and Sciences is committed to facilitating a teaching and learning environment where students, faculty and staff have the opportunity to explore language and culture in a technology-enhanced setting. In 2007, the College of Arts and Sciences, in conjunction with the Department of Languages, Literatures and Cultures and the Teaching, Learning and Technology Center, extensively renovated the Language Resource Center. Language learners will find computer workstations with headphones and language learning software, allowing them to type compositions in Arabic, Chinese, Japanese, Russian, French, Spanish, German and Italian. Students can also listen to and record audio for classes. Reference books and publications in various languages are displayed for easy access. The Language Resource Center also maintains a collection of classic and

modern foreign language feature films and documentaries. A screening room with surround sound and theatre-style seating allows students to comfortably watch and discuss films in small groups.

The Language Resource Center also provides information on assessment and placement exams, as well as careers for language learners. For information about the Language Resource Center, visit Fahy Hall, Room 202, or e-mail lrc@shu.edu

Micah Institute for Business and Economics

Seton Hall University's Micah Institute for Business and Economics operates under the aegis of the Center for Catholic Studies. Its mission is to introduce faculty, students, and the business community to the Catholic perspective on business and economic life. It seeks to present the multiple ways in which these two interactive and vital engines impact the lives of all individuals personally, communally, and professionally.

Through its programs and projects, namely the Micah Business Leadership Project, the Woodstock Business Conference/Seton Hall Chapter and the Catholic Social Teaching Topics online resource, the Micah program offers a comprehensive understanding of Catholic social teaching, economic justice and the world of work. It addresses key social issues, explores whether there is a more just way for the economy to work, and how well we prepare people, particularly the next generation, to build a more just and equitable society.

For more information, call (973) 275-2525 or visit www.shu.edu/catholic-mission/micah-index.cfm

Seton Center for Community Health

Anne M. Hewitt, Ph.D., Director

The Seton Center for Community Health (SCCH) was established in 2004 as an academic resource for collaboration, learning and research to enhance the quality of life for individuals and communities in need. The center is located in the Department of Political Science and Public Affairs, and provides technical assistance to community health agencies focused on improving the health status of New Jersey residents. The center follows a partnership approach that facilitates linkages with community stakeholders, healthcare providers and graduate students. Since its inception, the center has collaborated through grants with eight different community agencies and involved graduate students from both the Master of Healthcare Administration (M.H.A.) and the Master of Public Administration (M.P.A.) programs. The SCCH also is collaborating with the New Jersey Office of Faith-Based Initiatives.

Sister Rose Thering Fund for Education in Jewish-Christian Studies

David M. Bossman, Ph.D., Executive Director
Marilyn Zirl, Administrator

The Sister Rose Thering Fund for Education in Jewish-Christian Studies, established in 1993 in honor of Sister Rose's work as an educator and advocate for improving relations between Christians and Jews, is part of the Department of Religion in the College of Arts and Sciences.

The goals of the fund are to promote inter-religious understanding and cooperation through education; to provide tuition assistance for teachers in public, private and parochial schools for graduate courses in Jewish-Christian and Holocaust studies at Seton Hall University; and to allow teachers to enroll as nonmatriculated students for up to 12 credits and receive a certificate of completion. Teachers may also enroll in the Master of Arts in Jewish-Christian Studies degree program.

The Sister Rose Thering fund allows both educators and members of the community to explore lessons of lasting social significance, countering the destructive power of prejudice, anti-Semitism, ethnocentrism and bigotry born of ignorance, through workshops, lectures and travel programs. This program follows the mandate of the state of New Jersey to teach about the Holocaust in all schools, grades K-12.

Sister Rose's Passion, a film about the life and work of Sister Rose Thering, won the award for the short documentary film category at the Tribeca Film Festival in 2004 and was nominated for an Academy Award® in 2005.

Sister Rose passed away on May 6, 2006 at her beloved Siena Center of the Dominican Sisters in Racine, Wisconsin. Her lifetime achievements are being memorialized by continuing her work toward improved dialogue between Christians and Jews. In 2008 a mission to Israel is included a street being named in her memory in Jerusalem.

Scholarship applications are available by contacting the fund office at, (973) 761-9006, sending an e-mail to zirlmari@shu.edu, or visiting www.shu.edu/go/srte

Alumni Relations and the Alumni Association

Matthew Borowick, M.B.A., Associate Vice President

The Department of Alumni Relations, with a constituency of more than 80,000 alumni, serves as the primary resource for all Seton Hall University graduates.

The Alumni Association is advised by a Board of Directors which is composed of members representing different constituent groups. The executive committee has a president, president-elect, several vice presidents, a treasurer, and special committees. The board is responsible for supporting the development of all activities involving University alumni.

The objectives of the association are to communicate the mission and ideals of Seton Hall University. This is accomplished by establishing a dialogue and environment that encourages Seton Hall alumni to be proud proponents

of and consistent supporters of their alma mater and fellow alumni. Membership in the Association 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 two academic semesters, but has withdrawn under honorable conditions. Recognizing the vital importance of building relationships with our many alumni, the Department of Alumni Relations produces both print and electronic communications that contain updates on campus activities and feature stories about alumni, as well as news from the various schools, alumni chapters and constituent groups.

For more information on the Alumni Association and alumni activities, call (973) 378-9822 or 1-800-992-GRAD. You may also write to the Department 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

Office of International Programs

Mary Kirk Rawn, M.A., Associate Provost for International Programs and Academic Support Services

The Office of International Programs (OIP) serves to internationalize the Seton Hall community in three distinct areas.

1. Education Abroad

Seton Hall faculty members offer a number of study abroad programs every year, primarily in the summer. These study abroad opportunities are offered in many countries, including Spain, France, Italy, Ireland, England, Japan and China. The OIP promotes these programs and acts as a central information point, providing pre-departure orientation and guidelines for safe travel. Students are encouraged to make study abroad part of their college experience and to participate in exchange agreement opportunities.

2. International Student Services

The Office of International Programs assists international students and visiting scholars who wish to study or do research at Seton Hall. This includes issuing the initial documentation required to obtain a student visa or an exchange visitor visa, as well as providing immigration counseling to all international students regarding maintaining visa status, employment, traveling, changing status, etc. The OIP also provides assistance and guidance to the International Student Association (ISA).

3. Cultural Activities

The OIP promotes awareness and understanding of other cultures throughout the campus and assists international students with integration into the Seton Hall community through social and cultural events. The International Celebration in the fall highlights cultures and customs from around the world.

For further information, contact the Office of International Programs at (973) 761-9072 or visit www.shu.edu/offices/oip-index.cfm

Seton Hall Sports Poll Conducted by the Sharkey Institute

Richard Gentile, B.A., Director

The Seton Hall Sports Poll conducted by the Sharkey Institute, a new initiative of the Center for Sport Management within the Stillman School of Business, officially launched in the Fall 2006 semester. The Institute will serve as a source of polling services and survey research dedicated to sport, placing the University in a domain unoccupied by any other university in America.

Founded with a generous donation from Thomas J. Sharkey and his wife Ruth, the Seton Hall Sports Poll serves as a barometer of public opinion on the important issues confronting sports today. The distinction of the Seton Hall Sports Poll is that it will be strictly focused on current sport issues. Since no other polling institute centers itself on sport, the Sharkey Institute will occupy a unique niche with immense traction in the marketplace. The dynamics of the sport industry provide an ideal opportunity for the Institute to present newsworthy findings on a regular basis, on topics such as: the NCAA final four, commercialization of the Olympics, the steroid issue in Major League Baseball, and sports gambling.

The Sharkey Institute will also impact the broader curriculum within the Stillman School and throughout the University. Among the numerous educational opportunities, marketing courses will have the benefit of a live market research center, and students in their core statistics classes can analyze real-time data. Management students can develop planning and organizing competencies required to run a polling center, and students in communication can craft news releases.

Seton Hall University Parents' Association

Parents and family members are an integral part of the Seton Hall community and play an important role in enhancing the student experience. The goal of the Parents' Association is to educate and inform parents and family members about the University's goals and programs, and to engage and involve them in events and activities that demonstrate the value of a Seton Hall University education. Annual activities include the Parents' Association Reception for undergraduate parents and families during University Day in October, the Parents' Association Reception and activities during New Student Orientation in June and August, and the Parents' Association Men's Basketball Pre-Game Dining event at Continental Airlines Arena. The Parents' Association web site at www.shu.edu/parentsassn.html is a valuable source of information for parents and family members. Visit the web site to learn more about the association and to subscribe to the new Parents' Association email newsletter.



Cultural and Community Programs

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

Seton Hall Arts Council

Dena Levine, D.M.A., Director

The Seton Hall University Arts Council supports the integral role of the arts in higher education and their universally recognized status as a hallmark of an educated and humane culture. The Council contributes to the cultural vitality of the campus and to the University's role in the greater community by fostering and promoting the visual, literary and performing arts, enhancing communication and collaboration among its members.

The Arts Council serves as the umbrella organization for the Arts Council Classical Concert Series, Jazz 'n the Hall, Joseph A. Unanue Latino Institute, Poetry-in-the-Round, Seton Hall Theatre. It also supports the efforts of and works in collaboration with the Walsh Gallery, the Seton Hall Touring Choir and other arts and cultural groups on campus. The Council is committed to increasing the visibility of University arts and cultural events on and off campus.

In 2010-2011, the Arts Council continues its unique partnership with the South Orange Performing Arts Center (SOPAC). Classical and jazz concerts and the Seton Hall Theatre productions are performed in SOPAC's intimate performance space. Walsh Gallery exhibitions and Poetry-in-the-Round are offered on Seton Hall's beautiful 58-acre campus.

Visit www.shu.edu/go/arts-council or call (973) 313-6338 for event information.

Jazz 'n the Hall

Gloria Thurmond, D.Min., Director

The Jazz 'n the Hall program brings prominent jazz musicians to Seton Hall University several times a year for public performances. Recent performers have included the Count Basie Jazz Orchestra, West Point Jazz Knights U.S. Army Band, and the Dick Hyman and Ray Kennedy Jazz Piano Duo. For more information, call (973) 313-6338 or e-mail artscouncil@shu.edu

Arts Council Classical Concert Series

Dena Levine, D.M.A., Director

For more than 25 years, Seton Hall's Arts Council has sponsored the Arts Council Classical Concert Series, presenting more than 400 compositions of more than 100 composers performed by soloists and large and small ensembles from 25 countries around the world.

Students, faculty and guests from the local community 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, Ruth Laredo and Emanuel Ax, pianists; Ransom Wilson, flutist; Ruggiero Ricci, Jaime Laredo, Robert McDuffie and Elmar Olivera, violinists; Kim Kashkashian, violist; Janos Starker and Nina Kotova, cellists; the Romeros, Sharon Isbin and the Assad Brothers, guitarists; Fusako Yoshido, koto player; and many others.

All events are available at a reduced price to students, faculty and staff with valid Seton Hall I.D. To receive information about the series, call (973) 275-2450.

Seton Hall Theatre

Dena Levine, D.M.A., Director

The Seton Hall Theatre program runs throughout the academic year. Shows are presented September to May. Three productions take place at the nearby South Orange Performing Arts Center (SOPAC), a state-of-the-art facility that features a new and fully equipped 415 seat proscenium theatre. Student actors in these shows are directed by a department faculty member. Shows vary in style from classical to modern. The program strives to give students a practical and historical approach to the dramatic arts. Performance credit can be earned for participation. All students are eligible to audition.

For more information, call (973) 761-9474, or visit www.shu.edu/academics/artsci/seton-hall-theatre/

Poetry-in-the-Round

Nathan Oates, Ph.D., Director

Poetry-in-the-Round invites the world's most compelling and celebrated writers to Seton Hall University 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 Azar Nafisi, Billy Collins, Thomas Lynch, Amy Tan, George Plimpton, Harold Bloom, Adrienne Rich, Jonathan Franzen, 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) 761-9000 Ext. 5105, or visit www.shu.edu/academics/artsci/arts-council/poetry-in-the-round.cfm

Walsh Gallery

Jeanne Brasile, M.A., Director

The Walsh Gallery is the primary exhibition space on the Seton Hall University's South Orange campus. Since its inception in 1994, The Walsh Gallery has presented dynamic exhibitions with a broad range of appeal and subject matter. Serving both the University and surrounding communities, the Walsh Gallery hosts six to eight exhibitions annually that range in topics from fine art to the historical, with an emphasis on interdisciplinary themes. The Walsh Gallery welcomes over 9,000 visitors each year. Students and faculty utilize the gallery as a laboratory for experiential learning, with exhibitions designed to complement the University's curriculum. Graduate students in the Museum Professions Program receive practical education in all facets of exhibition production while earning credit toward their degrees. Undergraduate students may earn credit for internships and special projects. The Gallery produces a number of programs each year including: artist talks, gallery lectures, workshops and educational seminars to enhance the learning potential of the exhibitions. All programs are free and open to the public. For further information contact the director at (973) 275-2033, jeanne.brasile@shu.edu or visit the website at <http://academic.shu.edu/libraries/gallery/>

Seton Hall University Touring Choir

Jason Tramm, D.M.A., Director

The Seton Hall University Touring Choir is an auditioned group of students, faculty, alumni and community singers. The choir has toured in Canada, Italy, and Washington, D.C., in addition to performing concerts at Carnegie Hall in New York City, and the New Jersey Performing Arts Center in Newark with the New Jersey Symphony Orchestra. For more information, call (973) 761-9417.

28 University Overview

Seton Hall University Gospel Choir

Reverend Forrest Pritchett, Ph.D., Program Director

The Seton Hall University Gospel Choir started in 1972 as a small group called "Jus Us." This group initially consisted of six individuals, whose primary purpose was joining in fellowship through the singing of gospel songs. Later the group changed its name to "Voices United." During the mid-1970s The Center for Black Studies began official sponsorship of the choir, and it became the Seton Hall University Gospel Choir. The center also offered academic credit for participation with the choir. During the late 1970s, a highlight of the choir's itinerary involved performing with the Dance Theatre of Harlem on Broadway in New York City. During the 1990s, the choir's emphasis began to focus on ministry.

Today, the choir offers ministry in song, movement arts, spoken word and instrumental renditions. The choir has given weekly performances in the community at homeless shelters, community centers, churches, schools and colleges. The Gospel Choir, approximately 60 students and musicians, offers motivational and spiritual workshops to community churches and organizations. The choir performs a fall and a spring concert on campus each year.

For more information, please contact Reverend Forrest Pritchett, Program Director, at (973) 275-2760, or e-mail pritchfo@shu.edu

Archbishop Peter L. Gerety Lecture Series

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

Through a grant received from Archbishop Emeritus Peter L. Gerety, Immaculate Conception Seminary 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, or by visiting <http://www.shu.edu/academics/theology/gerety-lectures.cfm>

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.

Enrollment Services



Provost and Executive Vice President:
Larry A. Robinson, Ed.D.

Vice President for Enrollment Management:
Alyssa McCloud, Ph.D.

Bayley Hall - First floor
400 South Orange Avenue
1-800-THE-HALL (843-4255)
(973) 761-9332
thehall@shu.edu

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

The following areas comprise the Office of Enrollment Services:

Admissions
Financial Aid
Registrar
Student Financial Services

Please visit <http://admin.shu.edu/enrollmentservices> for current information.

The following areas are administered by the Vice President for Enrollment Management:

Admissions

Phone: (973) 313-6146
Fax: (973) 275-2321
thehall@shu.edu

Registrar

Phone: (973) 761-9374
Fax: (973) 761-9373
Transcript Fax: (973) 275-2050
registrar@shu.edu

Financial Aid

Phone: 1-800-222-7183
Fax: (973) 275-2040
financialaid@shu.edu

The Vice President for Finance and Technology oversees Student Financial Services.

Vice President for Finance and Technology:
Dennis J. Garbini, M.B.A.

Student Financial Services

Bursar/Student Accounts
Phone: 1-800-222-7183
Fax: 973-761-9371
bursar@shu.edu

Admission

Student Classification

Seton Hall University classifies undergraduate students as listed below:

Matriculated Students

Those students 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.

Non-matriculated Students

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

30 Enrollment Services

Credit Limits

Non-matriculated students may enroll for a maximum of 9 credits per semester and may pursue no more than 18 credits total. If a non-matriculated student wishes to apply for matriculation, that student must apply with the Office of Undergraduate Admissions no later than the term in which the 18-credit maximum will be reached. The University recognizes that some students may legitimately seek to enroll for more than 18 credits. Accordingly, 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 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 Office of Admissions, scores on either the Scholastic Assessment Test (SAT) or the American College Test (ACT) must be submitted by all applicants. A writing test on either the SAT I or ACT assessment is also required. Waivers of test scores generally are granted only to those students who graduated from high school at least five years prior to applying.

Every application is reviewed individually. The Office of 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 for First-Year Students

All applicants should submit the following by March 1 for the fall semester and December 1 for the spring semester:

1. Completed application;
2. Counselor report;
3. Teacher recommendation;
4. Application fee;
5. Official copy of high school transcript; and SAT or ACT scores.

Decisions are made by the Office of Admissions on a rolling basis as applications become complete. Fall semester notification begins in December; Spring semester notification begins in November. Completed applications submitted by March 1 for the fall semester and December 1 for the spring semester will receive priority. The University requires accepted students to confirm their intention to enroll by May 1.

No applicant is permitted to register for any undergraduate course until a letter of acceptance has been received. Freshman applicants who are denied 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. The University reserves the right to dismiss students who knowingly mislead or present false information on the application.

Home Schooled Students

Students who have been home schooled are required to submit a completed application, essay, recommendation letter, application fee, SAT or ACT scores. Standardized test scores must be sent directly from the testing agency. All home schooled students are required to meet their home state requirements and must submit supporting documentation demonstrating that they have done so.

Students must submit one of the following:

1. Transcript from a home school program or primary teacher. If any of the high school education was completed in a conventional public or private school, Seton Hall University requires that the transcript of that academic work be sent directly from the registrar of that school. Additionally, if the student has completed any college-level course work while in high school, or to satisfy graduation requirements, all transcripts must be submitted. OR
2. Portfolio of academic work completed to include syllabi, list of text books used, academic curriculum outline and any other documentation of academic work completed. The portfolio must also include grade evaluations by the primary teacher.

All students who apply to Seton Hall University must demonstrate that they have completed the following Carnegie units: four units of English, three units of mathematics, two units of foreign languages, two units of social sciences, one unit of laboratory sciences, four units of approved electives.

Transfer Students

Candidates for admission must submit official transcripts of all college-level work taken at other institutions. Additionally, candidates with fewer than 24 credits of college-level work at the time of application are also required to submit:

1. Official high school transcript; and
2. 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. Accelerated Nursing students should have all credentials submitted by April 15 for the Fall semester.

Decisions are made by the Office of Admissions on a rolling basis. Seton Hall normally does not enroll transfer applicants who recently were dismissed or placed on probation by other institutions within the previous year. Transfer applicants who are denied 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 regionally 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 may, depending upon the area of concentration, accept up to 90 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. In addition, the University may disqualify other courses from transfer eligibility based on course content and other factors.

The Office of the Registrar, 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. Upon completion of this process, the Office of Undergraduate Admissions will notify accepted students

of advanced standing granted. In recognizing courses for transfer credit, the schools/colleges of the University must observe the regulations of their accrediting agencies.

The University reserves the right to refuse to accept credits from a previously attended institution that was not listed on the application for admission. The University also reserves the right to dismiss students who knowingly mislead or present false information on the application.

Students who transfer to Seton Hall University with A.A. or A.S. degrees from accredited two-year colleges and who are accepted into the College of Arts and Sciences or the College of Nursing may be considered for a partial waiver of the school or college core curriculum, depending upon the date and sequence in which the associate's degree was earned. To be eligible for this waiver, students must have completed the associate degree prior to their admission to Seton Hall. Students earning an A.A.S. degree or an A.A.A. degree are not eligible for a core waiver.

Transfer students who have fewer than 30 credits are responsible for the new University Core Curriculum, including the 120-credit minimum requirement. Depending upon the student's major and other factors, some students will need to complete more than the 120-credit minimum in order to complete the University, school or college, and major requirements.

In general, degree requirements are determined by the date of admission, the number of transfer credits and the college/department curriculum as approved by the faculty. Students who have a question about their degree requirements may contact their department chair or their dean. Returning students are required to follow the Core Curriculum requirements in the catalogue under which they were admitted.

Transfer students may seek advisement in the Academic Success Center in Mooney Hall. The Academic Success Center advises both transfer students, as well as students who are continuing their studies at Seton Hall, who may have questions about the new University Core Curriculum.

International Students

Seton Hall welcomes applications from international students for either full-time degree programs or the English as a Second Language (ESL) Program. International students interested in applying to Seton Hall University may contact the Office of Undergraduate Admissions, Seton Hall University, 400 South Orange Avenue, South Orange, NJ 07079; (973) 313-6146; fax (973) 275- 2321; or visit the 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.

32 Enrollment Services

The University requires that all transcripts be original. Transcripts in languages other than 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 or Canada evaluated by one of the following agencies:

- Evaluations Service, Inc. www.evaluationservice.net
- Global Credential Evaluators, Inc. www.gceus.com
- Educational Credential Evaluators www.ece.org
- Center for Applied Research, Evaluation and Education, Inc. www.iescaree.com
- World Education Services www.wes.org

All evaluations must be course-by-course evaluations, with confirmation of course level and degree equivalency. Applications submitted without credential evaluations will not be considered for admissions or transfer credit evaluation. Students are responsible for all costs associated with credential evaluations.

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 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.

International Students will be assessed a one-time International Student Fee of \$400.00.

English as a Second Language

Applicants for the English as a Second Language (ESL) Program are required to submit the appropriate application. Applicants who need a student visa to attend the ESL Program 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 Program. Upon successful completion of the prescribed course of study, students will be awarded a certificate of proficiency by the ESL Program.

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

For further information on the English as a Second Language Program visit education.shu.edu/esl

Visas

Seton Hall University is permitted by United States Citizenship and Immigration Services to admit non-immigrant students. Upon admission to a degree program, the student is issued an I-20 A/B, which is used to pursue a student visa through the American Embassy or Consulate in the student's home country. This 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.

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.

Returning students are required to follow the Core Curriculum requirements in the catalogue under which they were readmitted.

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 established by 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 the Office of Undergraduate Admissions.

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 a placement test in English to all first-year and transfer students who have not taken college-level introductory English courses. This test measures a student's reading and writing skills. The Department of Mathematics and Computer Science places students in the appropriate mathematics course based upon the placement test result and the mathematics SAT score.

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. 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 placement test and the mathematics assessments are prerequisites to the college-level sequence of courses in English, mathematics and science.

Students who do not perform satisfactorily on these tests will be required to take developmental coursework. In English, one of the following courses or workshops may be required: ENGL 0150, ENGL 0160, ENGL 0180. In mathematics, MATH 0012 may be required. 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 advanced courses in the area(s) in which they qualify. No more than 30 credits may be obtained through examination. Students may contact the Office of Undergraduate Admissions for the list of Advanced Placement Examinations for which Seton Hall awards credit and for the Seton Hall course equivalents of the examinations. The University reserves the right to modify the course equivalents of Advanced Placement examinations based on departmental review.

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

will be considered for credit, and no CLEP credit will be granted in a student's major. CLEP credits in English are limited to 6 credits (ENGL 1201 for the composition exam and ENGL 1202 for the literature exam). 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). Advanced placement credit will only be considered for higher-level passes above grade 5.

Campus Tours

Campus tours are offered regularly throughout the academic year by the Office of Undergraduate Admissions. 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) available at www.fafsa.ed.gov. This form is used to determine a student's eligibility for federal, state and institution financial aid. Students completing the FAFSA must include Seton Hall's Title IV School Code: 002632. Students requesting financial aid must complete the FAFSA as soon as possible after January 1 each year. Seton Hall's financial aid filing deadline date is March 1st for consideration for institutional need-based grants. Limited financial aid funds require that all applications will be considered on a first-come, first-serve basis.

34 Enrollment Services

Federal Programs Administered by Seton Hall University

Federal Pell Grant

A federal grant program of up to \$5,550 per academic year.

Federal Perkins Loan

A 5 (five) percent interest loan based on financial need.

Federal Supplemental Educational Opportunity Grant

A grant to students from low-income families, on a funds available basis, not guaranteed from year to year.

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. Information is available at <http://www.shu.edu/offices/student-employment-index.cfm>

Community Service Learning Program

Seton Hall participates in the Community Service Learning Program. Community Service jobs are available to interested students. Information is available at <http://www.shu.edu/offices/student-employment-index.cfm>

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, scholarships are awarded, in addition to an allocation for books and an annual stipend. Contact ROTC for additional information.

New Jersey State Grants

New Jersey Tuition Aid Grants (TAG)*

Full-time New Jersey residents may qualify for the TAG grant of up to \$10,980 (maximum grant for the 2011-2012 academic year) 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 \$2,500 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. The State of New Jersey has eliminated this program for 2011-2012, but will honor prior year recipients.

Urban Scholars Programs

Awards of \$1,000 are available to qualified New Jersey residents living in New Jersey'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. The State of New Jersey has eliminated this program for 2011-2012, but will honor prior year recipients.

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

Student Loans

Federal Stafford Loans

Seton Hall participates in the Federal Direct Stafford Student Loan Program. The program consists of Federal Stafford Loans (both subsidized and unsubsidized) and Federal Direct PLUS loans. Loan proceeds are delivered to the student through the school and repaid to the loan provider. Before loan proceeds are credited to a student's account, the promissory note must be electronically signed and entrance counseling must be completed with the Department of Education.

Unsubsidized Federal Stafford 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 the Office of Financial Aid for more information.

The following limits apply to subsidized and unsubsidized Stafford loans:

<i>Stafford</i>	
Freshman	\$3,500
Sophomore	\$4,500
Junior	\$5,500
Senior	\$5,500
Graduate	\$8,500

Please note: In addition to the previously stated amounts, independent students and dependent students who are denied a PLUS loan 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, \$12,000.

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 the second disbursement of the loan unless the deferment option is chosen. Interest rates for Federal Stafford and PLUS loans are set annually by the United States Department of Education. More information about these loan programs may be obtained from the Office of Financial Aid or from the United States Department of Education at www.studentloans.gov

University-Funded Programs

Regent's, Chancellor's, Provost's and University Scholarships

These are academically competitive, full-tuition scholarships offered to outstanding incoming freshmen. Regent's Scholarships are given to the most qualified incoming student and pay for full tuition and fees. The Chancellor's Scholarships are limited to graduates of Catholic high schools. Provost's Scholarships are limited to graduates of non-Catholic high schools and pay full tuition. University Scholarships are partial-tuition scholarships. These scholarships do not have a special application or application process. 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. Graduate and/or summer tuition charges will not be paid for by University funded scholarship programs. University funded scholarship programs only cover undergraduate student tuition and/or fee charges for a maximum of eight semesters. Students who are receiving institutional merit awards will have their merit scholarship prorated based on the other eligible tuition aid programs. Students must maintain full time status in undergraduate courses in order to receive the scholarship.

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 Jr. Students must maintain full time status. The scholarship is renewed based on evidence of continued high academic achievement at the University.

Seton Hall Need-Based Grants

These grants are awarded to students who demonstrate financial need and above-average academic achievement. Renewal is based on continued need, satisfactory academic performance of at least 2.0, meeting the March 1 filing deadline, and available funds. These grants are not guaranteed each year. Students must maintain full time status in order to receive the grant. All eligible students selected for the process of Federal Verification must have a completed file by October 1 in order to receive the grant. Undergraduate students who are eligible for need-based grant funding after completing 8 semesters may be eligible for one additional semester of funding. The need-based grant may be reduced if additional scholarships and/or grants are received after it was awarded.

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. Information is available at <http://www.shu.edu/offices/student-employment-index.cfm>

Phi Theta Kappa Scholarship

These scholarships are awarded annually to students who transfer from community colleges and who are members of the Phi Theta Kappa honor society. No scholarship application is required to receive this scholarship; however, students must provide proof of Phi Theta Kappa membership. Funds are limited and are awarded on a first-come, first-served basis.

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. Scholarships are for 4 semesters and students must maintain full-time status in undergraduate course work and a 3.0 cumulative GPA.

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. The Sibling Tuition Grant is for the incoming sibling of a family with two or more children enrolled in degree-seeking programs at Seton Hall University. The incoming sibling can apply for a grant for a 10 percent tuition discount and, if approved, receive it for each semester in which two or more siblings are enrolled and meeting all eligibility requirements. The Sibling

36 Enrollment Services

Tuition Grant Application must be completed each year by the last day of the add/drop period. View the application and eligibility requirements on the Financial Aid Department website.

Second Degree Students

Second degree-seeking undergraduate students should apply for financial aid by following the same procedures as other undergraduate students. Second degree-seeking undergraduate students must have declared majors different from the major in which they have already earned a degree. Second degree-seeking undecided majors are considered undeclared for financial aid purposes, and are not eligible for aid. Generally, second degree-seeking undergraduate students may be eligible for Federal Work Study and Federal Stafford Loans. Second degree-seeking undergraduate students are NOT eligible to receive grants, such as Pell, SEOG, New Jersey TAG, SHU Need and the Seton Hall Institutional Scholarships and Grants.

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.

Accounting Endowment Scholarship

Founded in 1994. Awarded annually to undergraduate accounting majors.

Licia Albanese Scholarship*

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

The Charles and Joan Alberto Scholarship

Founded in 2003 by Charles and Joan Alberto.

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.

Gerald Buccino Scholarship

Founded in 1997. Awarded annually to a student in the Stillman School's Leadership Development Program.

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 Taxation.

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.

John Deehan Scholarship

Founded in 1999 by the family and friends of John P. Deehan to honor his retirement after 40 years of service in the Department of Accounting and Taxation. Awarded annually to Stillman School students.

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.

Entrepreneurship Hall of Fame Scholarship

Founded in 2006. Awarded to Stillman School students.

Farenholtz Scholarship

Established in 2007 by Kenneth and Susan Farenholtz for students in the SEED Program who are majoring in chemistry or biochemistry. Restricted to sophomores, juniors or seniors from an under-represented minority.

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.

David B. Gerstein Scholarship

Founded in 2003 by David B. Gerstein. Awarded annually to a Stillman School student.

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.

Anthony P. Infante Memorial Scholarship

Founded in 2001 in memory of Anthony P. Infante.

Mary Jennings Memorial Scholarship

Founded in 2007 in memory of Mary Jennings, a senior soccer player and secondary education/history major.

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.

38 Enrollment Services

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.

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, CPA, and Jerome M. Fien, CPA, of Samuel Klein and Company, Newark, in honor of the Apostolic Delegate to the United States, the Archbishop Egidio Vagnozzi. Awarded annually to accounting majors.

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.

The Joseph M. And Geraldine C. La Motta Chair Scholarship

Founded in 2004 by Joseph M. And Geraldine C. La Motta in honor of Dominick F. And Christine F. La Motta.

Donald N. Lombardi Scholarship

Established in 2002 by the family and friends of Donald N. Lombardi. Awarded to a psychology major who has a minimum grade point average of 3.40 and has completed at least 75 credits by the beginning of the spring semester of the junior year. Recipient must demonstrate exceptional service to the department and community, and participate in scholarly activities.

Carmella A. Macaluso Endowed Scholarship

Founded in 2007 with a gift from the Estate of Carmella A. Macaluso.

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.

RJR Nabisco Scholarship

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

National Starch and Chemical Company Scholarship

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

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.

John M. Pocher Memorial Scholarship

Funded in 2002 in memory of John M. Pocher, Stillman alumnus of the class of 1988. Awarded annually to a Stillman School undergraduate student.

Mary A. Potts Scholarship

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

Edward and Jane Quinn Endowed Scholarship

Founded in 2004 by Edward and Jane Quinn.

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.

D.J. Pat Reilly Scholarship

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

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.

Lawrence J. Truncale Scholarship

Founded in 1994. Awarded annually to sophomores in the Stillman School of Business.

Helen and Ruth Warrin Scholarship

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

Charles J. Weiss Scholarship

Founded in 1983 in honor of Charles J. Weiss. Awarded annually to undergraduate accounting majors.

40 Enrollment Services

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, pre-dental, physician assistant, or physical therapy majors.

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, Music and Design.

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 January 15.

Mobil Scholars Grant

Sister Agnes Reinkemeyer Nursing Scholarship

Caroline Schwartz Scholarship

Thomas J. and Ruth Sharkey Endowed Academic Scholarship Fund

Established for graduates of Seton Hall Preparatory School in West Orange, NJ, and for graduates of St. Mary's High School in Elizabeth, NJ, who enroll in a program in the College of Arts and Sciences.

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.

Switzer Foundation Scholarship

University Affairs/Regents Scholarship

Van Houten Scholarship for Nursing Majors

Student Eligibility

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

- have financial need as determined by the information reported on the FAFSA;
- be a high school graduate;
- be enrolled at least half-time at Seton Hall in an eligible 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. In order to be eligible for federal financial aid, students must conform to the standards of academic progress.

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 CFR 668.43) require Seton Hall University, Enrollment Services, to review the academic progress of students who apply for and/or receive financial assistance. This regulation applies to every financial aid applicant.
- 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 term prior to the evaluation of Satisfactory Academic Progress. At the end of the first semester of attendance at 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 • Robert Byrd Teacher Scholarship • Federal Stafford Loan • Parent Loan for Undergraduate Students • ACG Grant • SMART Grant

State Programs: • Tuition Assistance Grants • Distinguished Scholars • Urban Scholars • Educational Opportunity Fund

Institutional Programs: • University Scholarships

Academic Requirements

Grade Point Average

- Undergraduate students must have a cumulative GPA of at least 1.75 for Freshmen; 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 72 percent of credit hours attempted for each academic year (i.e., Fall 2011; Spring 2012; Summer 2012) at Seton Hall University.
- Students attending the University for a portion of an award year will be evaluated on that portion of the academic year.
- Students who leave the University for an award 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 based on need, 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 (use Federal ID number 002632).

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 federally calculated 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, scholarships, loans and employment). 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 SHU Need-Based 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. Federal PLUS and/or alternative loans may be awarded to cover any remaining gaps between financial aid, family resources and the total cost of attendance.

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 pages 30 and 31 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 provider. 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 provider. 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 specified in federally mandated Entrance Counseling at www.studentloans.gov

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 provider 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 provider of anything that affects the ability to repay the loan or changes the students’ eligibility for deferment or cancellation.
- student borrowers must complete both Entrance and Exit Counseling requirements.

Estimated Federal Stafford Loan Monthly Payments

Estimated Federal Stafford Loan Monthly Payments (at a 10-year Loan Term)

Loan Balance at Repayment	Interest Rate of 6.8%	Maximum Interest of 8.25%
\$2625	\$50.00	\$50.00
\$5500	\$63.20	\$67.46
\$10000	\$115.08	\$122.65
\$15000	\$172.62	\$183.98
\$22625	\$260.37	\$277.50

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 Financial Aid. Generally, a student must be enrolled and matriculated at Seton Hall and be making progress toward a degree as defined by the University. 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 for the program;
- interview and be hired for a position;
- 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 electronically into the computer system at Seton Hall. After proper certification, the student's account is credited for the specific award for which he or she is eligible, determined by the New Jersey Higher Education Student Assistance Authority (NJHESAA).

Federal and Institutional Aid

The remainder of financial aid programs are disbursed through Seton Hall's 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 account with credit for each award for which the student is eligible. The disbursement program is run for both the current term and any previous terms in which adjustments need to be made. Contact the Office of Financial Aid in Bayley Hall for more information, (800) 222-7183.

Repayment Policy

Students receiving Title IV federal financial aid, who 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 aid 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. The Return of Title IV calculation is separate from the University Refund Policy. The complete policy can be found in the Financial Aid Handbook.

44 Enrollment Services

Tuition and Fees

The most recent information on tuition and fees can be found on the Seton Hall University web site:
<http://www.shu.edu/offices/bursar/tuition-and-fees.cfm>

Payment

Seton Hall University utilizes electronic billing as the official means of distributing student bills. Students are required to monitor their accounts through the online self-service access and make on-time payments. (Pre-registration is required of continuing students.) Charges are assessed for all course reservations, regardless of class attendance. Courses must be officially dropped online or in the Office of the Registrar before the applicable due dates. Details are available online at the Seton Hall Website. All checks and money orders should be made payable to Seton Hall University. Payments made by mail should be sent to the address listed on the eBill. The University encourages online payments through the student PirateNet portal. Electronic checks, echecks, are accepted with no charge. MasterCard and American Express payments can only be made online, and a 2.3% convenience fee is applied to the amount paid.

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.

Deferred Payment Plans

Seton Hall University works with TuitionPay to provide students and their families with no-interest payment plans. A nominal fee is charged by TuitionPay. Please contact TuitionPay at 1-800-635-0120 or www.tuitionpay.com for more information. Students cannot use the deferred payment plan for past due balances.

Late Fees and Collection Costs

Any amounts unpaid after the semester's due date are subject to late fees. The late fee is up to \$250 each semester. The University reserves the right to pursue legal action in a court of law for any outstanding account balances. If legal action is pursued, the student will be responsible for all collection costs, including reasonable attorney fees, collection agency fees and court costs, in addition to such amounts owed to the University.

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 immediately following the student's decision to cease attendance at the University.

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 or American Express), 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 for each returned check.

Tuition, Room and Board

The most recent information on tuition and fees can be found on the Seton Hall University Web site, www.shu.edu

Seton Hall utilizes a flat rate tuition plan for full-time undergraduate students. For Fall 2011 and Spring 2012, all full-time students who enroll in more than 18 credits in a term will be charged the applicable basic flat amount for their first 18 credits with an additional \$958 for each undergraduate credit above 18. Undergraduates who enroll in fewer than 12 undergraduate credits will be assessed \$958 per credit. Undergraduates who enroll in a graduate course will be assessed graduate tuition charges for that course.

Additionally, University and mobile computing fees are charged each semester:

University Fee

Full-time	\$375
Part-time	\$110
Mobile Computing Fee	\$650

Technology Fee

Full-time (non-participant in mobile program)	\$200
Part-time	\$100

Detailed information on tuition and a complete list of fees with supplementary information is available at the web site cited above.

Estimates of Non-Tuition Costs

Books and Supplies	\$1,300
Transportation (resident)	\$1,800
Transportation (non-resident)	\$2,200

Tuition Discounts

Priests, brothers, and sisters of the Roman Catholic Church are eligible for a 50 percent religious reduction in the undergraduate tuition rates. Application, accompanied by verification of eligibility, must be submitted to the Office of Student Financial Aid in Bayley Hall prior to registration. This office will provide written guidelines upon request. Senior citizens also receive a discount when they register

for courses on a space-available basis; they are asked to present proof of age (65 or older) each semester. Tuition waiver forms are available from the Office of the Registrar in Bayley Hall, at the time of registration.

Online courses or those taught under comprehensive fee-based structures are not eligible for tuition discounts.

Withdrawal from the University

General University policy for refund/credit of tuition for registered students who wish to withdraw from the University is based on prorated charges keyed to the date of actual withdrawal after the end of the add-drop period:

1 week	80%
2 weeks	60%
3 weeks	40%
4 weeks	20%
more than 4 weeks	none

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.

Adjustments will be made only if the official withdrawal forms are properly filed by the student and processed by the University. Fees remain payable.

During Summer Session, no refunds are made after the second class, and no prorated refund/credit for withdrawal is granted.

If a student is dismissed or withdraws because of prolonged illness, the account will be rendered strictly 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. Students will not receive clearance from the University until all financial obligations have been met.

Any refund that is necessary as a result of withdrawal from the University will be made only by mail.

Charges for Course Changes

Course schedules may be modified through the online self-service access or with an Adjustment to Schedule Form by the add-drop deadline for the semester or summer term. The payment due date for additional tuition incurred by a student as a result of such a change is immediate; details regarding payment deadlines appear online. If changes are made after the initial registration, payment is due immediately. Students are required to monitor their accounts through the online self-service access and make on-time payments.

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 individual courses dropped after the change in program period.

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, a resident student may be released from the housing license and relieved of Spring Semester housing charges.

The student must notify the Department of Housing and Residence Life in writing by November 15. Such requests are granted if 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.

Requests not meeting one of the above criteria will be considered, however, there is no guarantee that the student will be released from the housing license and relieved of Spring Semester housing charges.

Please note: Withdrawal from the residence hall is a separate request from withdrawal from the University and as such, a student withdrawing or transferring from Seton Hall University must complete both processes.

Academic Policies and Procedures



Office of the Registrar
Bayley Hall - First Floor
Monday- Friday : 8:45 a.m.- 4:45 p.m.
Phone: (973) 761-9374
Fax: (973) 761-9373
Transcript Fax: (973) 275-2050
registrar@shu.edu

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, John C. Whitehead School of Diplomacy and International Relations, the Stillman School of Business, and the Immaculate Conception Seminary School of Theology.

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.

Students admitted as freshmen must complete the catalog/degree requirements in effect as of the term of their admission. Students admitted as transfer students are also subject to the catalog/degree requirements in effect as of the term of their admission, but they will qualify for a

waiver of University Core courses based on the number of transfer credits awarded. Transfer students with fewer than 30 transfer credits must complete the entire University core; those with 30 to 59 transfer credits will qualify for a waiver of CORE 1001 and CORE 1101; those with more than 60 transfer credits will qualify for a waiver of CORE 1001, CORE 1101 and CORE 2101.

The University reserves the right to close, cancel or modify any academic program and to suspend admission to any program.

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 66). 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, graduate school options 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 their 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 judgment of the instructor, are causing performance below reasonable expectations may be referred to their dean for appropriate action. Students who are recipients of federal or state aid for a given term may compromise their eligibility to retain that aid if they fail to attend class and/or do not earn academic credit for their courses.

Transfer Between Schools

Students who wish to transfer from one University school or college to another 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 signature(s) on a Curriculum Adjustment Form, which then must be filed with the Office of the Registrar.

Tracking a Major

Students who seek admission to a major for which they are not initially eligible may track that major under advisement until they qualify for admission by completing required courses and earning required grades within the stipulated time frame. In the event that they do not qualify for admission to their preferred program after earning 60 credits, they will need to work with their adviser to evaluate other options. A final major must be officially declared by the point that the student has earned 75 credits.

Students should consult the applicable section of this catalogue for specifics regarding admission standards for various programs. They can also follow the guidelines below:

- Pre-major students who seek admission to the School of Business should follow the guidelines in “Standards for Admission to and Continuance in the Stillman School of Business” within this catalogue (p. 234). These students should seek advisement in the Stillman School’s Student Advisement Office. Students should complete MATH1303 Quantitative Methods for Business before taking any accounting or economics course.

- Pre-science majors who seek admission to a science major must successfully complete the required introductory courses in mathematics and science to be considered for acceptance into biology, chemistry, mathematics and physics majors. Pre-major students who seek admission to a communication major must achieve a minimum GPA of 2.5 after their first semester of study,
- Pre-nursing majors who seek admission to the nursing major must achieve a minimum GPA of 3.0 after their first semester of study,
- Pre-major students seeking admission to the Whitehead School of Diplomacy and International Relations must achieve a minimum GPA of 3.0 both overall and in their diplomacy courses after earning 30 credits.

Freshmen who are tracking majors should work with their Freshman Studies mentors and meet with an academic adviser in their desired major to determine eligibility and to investigate thoroughly the specific requirements for acceptance into that major.

Declaration of Second Major

Students may declare a second major with the permission of the chair of the department offering the second major. Students in the College of Education and Human Services are required to declare a second major.

Students who declare a second major will follow the core curriculum and overall degree requirements of their primary major, as they will earn the degree that is linked to that program. The declaration of the second major does not qualify a student for a second baccalaureate degree.

Declaration of Minor

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

Course Transfer Policies

Students matriculated at the University may not take courses at any other college or university without the prior permission of their chair, the dean of their school/college and the chair of the department offering the equivalent course at Seton Hall. In order to secure this authorization, students must submit an Application to Study at Another Institution with all required signatures. 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 the Office of the Registrar, 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; courses with “Pass” grades will not be accepted in transfer. Grades for transfer courses are not used in computing the major GPA or the overall cumulative GPA.

48 Academic Policies and Procedures

Students who wish to study abroad must complete the Application to Study at Another Institution to secure advance approval of the courses they plan to take. Students studying abroad in fall or spring semesters will be registered for a study abroad course so that their student status remains active.

Continuing Seton Hall students may be granted permission to take a maximum of 12 credits of general electives 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 90. 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 Seton Hall 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.

Students must be matriculated in a degree program and must complete a minimum of 30 credits at Seton Hall in order to be eligible for a degree.

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 the Office of the Registrar.

Academic Integrity

Faculty, students, administrators and staff of Seton Hall University both recognize and cherish academic integrity as the cornerstone of our shared academic enterprise. As a

Catholic institution we are particularly bound to personal values and self-discipline and seek to combine that reality within the context of a trusting and caring academic community. All individuals in the University community have an obligation to attend to the highest degree of personal integrity while in the pursuit of knowledge and the service of one another. In particular, the pursuit of knowledge requires honesty. Students must do their own work. A student who hands in work that is not his or her own, or who cheats on a test, or who plagiarizes an academic assignment is doing harm to himself or herself and taking advantage of others. Any dishonesty threatens the individual standards of the person committing the act and the other members of the Seton Hall community as well.

As we continue to seek for what is best and authentically human, each member of this University community must commit himself or herself to service of the truth. A student should refer to the Policy on Academic Integrity Policy of his/her major department/school/college. This University Policy of Academic Integrity shall apply to all students. The Procedures for Handling Violations of Standards of Academic and Professional Integrity are contained in the Student Handbook.

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 year prior to the completion of degree requirements, students are required to file an application for degree with the Office of the Registrar. This form is available at the Seton Hall Web site in the Registrar's forms library and in Bayley Hall. Students should consult their degree audit as a guide to course selection and to assure that they meet degree requirements. Students must declare any curriculum change at least six weeks prior to the end of the semester in which they plan to complete 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.

Undergraduate degree candidates must also be formally accepted into their degree program. Transfer students must complete a minimum of 30 undergraduate credits at Seton Hall in order to be eligible for a degree at Seton Hall. Graduate courses which apply to a graduate degree cannot be counted toward this 30-credit requirement.

Participation in the commencement ceremony is restricted to those students whom the Office of the Registrar 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.

The Office of the Registrar determines eligibility for participation in commencement.

Diploma Policy

Diplomas are normally available by late July 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 with the Office of the Registrar by April 1 in order to have their diploma reflect that change. Changes in first or 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 that obligation has been fully resolved.

Graduation Rate

Of the students who entered Seton Hall University in Fall 2004 as first-time, full-time freshmen, approximately 65 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. Students can check on-line for important information pertaining to registration, including the schedule of courses, the details of preregistration procedures for the semester, the academic calendar, and information about academic regulations and procedures.

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.

Preregistration dates are generally scheduled during November for Spring Semester and late March and early April for Fall Semester and Summer Session. On-line registration is available for all students. Students are encouraged to use this convenient method of registration after consulting their adviser to select their courses and 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 pre-register may register during the registration period, although they may be required to pay tuition at the time of registration.

Academic and Financial Responsibility

The University reserves seats in classes for all students who pre-register. The students then incur academic and financial responsibility for any pre-registered course(s). Accordingly, students who pre-register must pay their tuition bills by the due date. Students who decide not to continue their studies must drop their courses on-line or notify the Office of the Registrar in writing by the payment due 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 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 tuition charges when the student withdraws from all classes within the refund period.

Students who have a prior outstanding balance and/or 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.

Students are required to complete their semester registration prior to the end of the semester add-drop deadline. Students may not attend any class unless they are officially registered for that class section for the semester.

In extraordinary circumstances, students may petition the Office of the Registrar in Bayley Hall for permission to register after the add-drop period. If authorization is granted, the student will be required to pay tuition, fees and a late fee of \$250 before being allowed to register.

50 Academic Policies and Procedures

The University reserves the right to drop from classes any students who are in default of their payment arrangement. The University may also require students with a prior balance to prepay the tuition/fees for the semester prior to being allowed to register.

Schedule Changes

Adjustments to the semester schedule are permitted through the end of the add-drop period. For fall and spring semesters, the add drop period ends at midnight on the next occurring day of the week within which classes begin. For example, if the semester begins on Monday, then the add-drop period ends at midnight of the following Monday. This pattern is altered if the end date falls on a University holiday in which case the end of the period would be midnight on the next occurring business day. For summer courses, the add-drop period ends on the day of the second class meeting.

To add or drop a course, the student must login to Student Self Service to make the schedule change or submit a Schedule Adjustment to the Office of the Registrar in Bayley Hall by the add/drop deadline. When a student has properly dropped a course, the course is removed from the student's semester schedule.

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-line 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

Full-time, matriculated students may enroll for a maximum of 18 credits in any Fall or Spring semester. However, with the permission of the dean of the school/college, a student whose GPA in the preceding semester is 3.0 or higher may be allowed to take additional credits. Non-matriculated students 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 Summer Session (inclusive of Intersession, Summer I and Summer II). Students in the College of Arts and Sciences are restricted to a maximum of 3 credits in Intersession.

Undergraduate Grading System

Effective with the Fall 2004 semester, the University modified its grading policy to include minus grades. This change is not retroactive to any prior semester. 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	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Poor but Passing	1.00
F/Fail	Failure	0.00
P/Pass	Pass	0.00
PR	Pass with reservation (undergraduate field courses)	0.00
I	Incomplete	0.00
IW	Incomplete Withdrawal	0.00
AU	Audit	0.00
NR	No Record/Not Reported	0.00
WD	Withdrawal	0.00
FI	Failure-Unresolved Incomplete	0.00

Institutional Credit Courses Only:

SP	Satisfactory Performance	0.00
RR	Retake Required	0.00

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. Effective with Fall 2007 courses, if a grade of "I" is not resolved within the time allotted, this grade will be

changed automatically and permanently to “FI” which is a failing grade. 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 the Registrar for approval. The grade “I” is not counted in determining class standing, eligibility or grade point average. An unresolved “I” grade will count in the calculation of the grade point average when it changes to “FI” after the one-year period.

An “I” grade disqualifies a student from the Dean’s List. If the “I” grade is changed to a grade of “C” or higher, the student’s record will be reviewed for Dean’s List eligibility. 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. An unresolved “I” grade may also impact the student’s eligibility for financial aid and academic standing when it changes to a failing grade, as an “FI” grade affects both the grade point average and the credit completion ratio.

IW – Incomplete Withdrawal: If, within 12 months or by graduation (whichever comes first), a grade of “NR” 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 “NR” was received. An “IW” grade is not reversible; it does not count in determining class standing, eligibility or GPA. For courses taken prior to Fall 2007, a grade of “I” will also change to an “IW” if not resolved within 12 months.

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 of the semester without faculty or dean signature during Fall and Spring semesters. Students may request a course withdrawal by submitting a Course Adjustment Form to the Office of the Registrar. After the end of this initial period, course withdrawals will require the signature of the faculty member and dean. 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. A “WD” grade disqualifies a student from Dean’s List eligibility.

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. The academic calendar for each semester specifies these 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 – Failure: 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, the most recent “F” grade is excluded from 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,

52 Academic Policies and Procedures

graphics, studio television, writing, physical education activity, independent study, thesis or dissertation, on-line 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 may not rescind that declaration and 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 from their adviser or from the Office of the Registrar. 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 GPA but it does disqualify the student from eligibility for the Dean's List.

PR - Pass with Reservation: Completion of a field education course with reservation is indicated by the "PR" grade.

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 on a temporary or permanent basis should initiate the withdrawal process by completing the Request for Withdrawal and meeting with the Dean of Students and Community Development. This form, as well as other important information related to the withdrawal process, is available at <http://admin.shu.edu/enrollmentservices/withdrawalinfo.htm> The Office of Community Development will forward the withdrawal form to the Office of the Registrar. It is imperative that this notification be sent in writing as soon as possible after the decision to withdraw has been made.

When students file the Request for Withdrawal within the official withdrawal period, they will automatically receive "WD" grades in all their courses. If the request to withdraw is made after the eighth week of the semester, then the posting of "WD" grades is not automatic. In this case, the student must submit a Course Adjustment Form to each of his professors to request a "WD" grade. The only exception to this deadline is for documented cases of medical/health problems that preclude the student from completing the semester.

Students who withdraw for medical reasons must submit medical documentation with their withdrawal form to the Office of Community Development. Students who are recipients of federal financial aid should consult with Student Financial Services in Bayley Hall prior to withdrawing to confirm what, if any, impact their withdrawal may have on their financial aid eligibility. Non-attendance does not constitute official withdrawal; students who seek to withdraw from their classes must complete the official withdrawal process.

Students who are activated for military service should contact the University Registrar for assistance. If the activation date occurs late in a semester, students may qualify for an Incomplete grade in some or all of their courses. In this case, students should file a Course Adjustment Form on which the faculty member will specify the work that must be completed to resolve the Incomplete. In the event that the military activation date falls early in the semester, the student may be dropped from any course which he/she cannot complete. In this case, tuition charges for any dropped courses will be removed from the student's account.

Grade Point Average

To calculate weighted averages, quality points 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 2-credit course represents 6.66 quality points; a grade of "A" in a 3-credit course equals 12 quality points and so forth. The sum of the quality points 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 Reports

Effective Fall 2007, the University does not mail grade reports to students. Students will access their grades on-line through student self-service. Students who need written documentation of their grades should contact the Office of the Registrar for assistance.

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 the University Registrar 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 "E" to denote its exclusion from GPA calculation. 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 removed from 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 should inform their advisers 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 use Title IV funding to pay for a course that a student has taken and passed successfully more than twice. Students must factor this restriction into their academic and financial planning if they anticipate taking research, independent study or other courses more than twice.

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. In order to be eligible for the Dean's List, students must be enrolled for a minimum of 12 undergraduate credits. Students who receive a grade of "I," "WD," "NR," "RR" or "IW" in a semester are disqualified from Dean's List eligibility for that semester. Students who are ungraded in a course are ineligible for Dean's List consideration until such time as they are fully graded.

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. The Office of the Registrar 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 Delta Mu (Social Work)
 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)
 Eta Sigma Phi (Classics)
 Golden Key International Honour Society
 Kappa Gamma Pi (Catholic Women's Honor Society)
 Kappa Delta Pi (Education)
 Lambda Alpha Delta (Anthropology)
 National Honor Society of the Financial Management Association
 National Society of Collegiate Scholars
 Omicron Delta Epsilon (Economics)
 Phi Alpha Theta (History)
 Phi Sigma Tau (Philosophy)

54 Academic Policies and Procedures

Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Pi Sigma (Physics)
Sigma Tau Delta (English)
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 is considered a full-time equivalent 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 expulsion is automatic unless the dean grants an additional extension in writing.

Dismissal constitutes permanent removal from the University. Suspension constitutes removal from the University for a stipulated period of time. Dismissal and suspension are judgments based on the student's unsatisfactory academic process. Dismissed and suspended students are not in good standing with the University and are not eligible for financial aid.

The Office of the Registrar shall distribute lists of students placed on probation or in 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 the Office of the Registrar. 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. The Office of the Registrar answers all questions relating to right of access.

Transcripts

Transcript requests should be filed well in advance of any deadline. Normal processing time for transcripts ranges from three days to three weeks during peak demand periods at the end of each semester.

Complete information detailing the procedure and charges for transcript requests is available online at the Registrar web site: <http://www.shu.edu/offices/registrar-index.cfm>

Only student (unofficial) transcripts are released to students. Transcripts may be sent directly to third parties at the request of the student.

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 first 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. Students can view the course schedule on-line within student self-service. 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 course registration number (CRN) for use in on-line registration. Students should make note of the CRNs of the courses to facilitate on-line registration.

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 the Office of the Registrar on a priority basis. Requests for changes in first or 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.

The University uses official names on all records in compliance with federal guidelines and University identity management policies.

Students may update their personal information, including address, telephone, personal email, emergency contact on-line within student self-service.

Personal Identification Number (PIN)

Each student is assigned a PIN each semester for use in on-line registration. Students should keep their PIN confidential. Students should contact their adviser if they lose or forget their PIN.

Seton Hall Student Identification Number (SHU ID)

Upon admission to the University, every student is assigned an 8-digit student identification number. Students should use this number to access on-line student services and for general identification purposes.

Student Life



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:
Monsignor Thomas P. Nydegger, M.Div., Ed.D.

**Associate Vice President for Student Affairs and
Dean of Students:** Karen Van Norman, M.Ed.

Assistant Vice President for Student Affairs:
Jeffrey W. Hurrin, M.S.Ed.

Assistant to the Vice President for Student Affairs:
Andrew Brereton, Ph.D.

The Division of Student Affairs provides support and supervision to the following departments: The Career Center, Health Services, Counseling Services, Community Development, the Office of Disability Support Services, Campus ID Office, Parking Services, 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 directs and informs students concerning the various services and programs available to them.

For information, call (973) 761-9075, or visit the Vice President's office located on the second floor of the Bishop Dougherty University Center, Room 232.

Department of Housing and Residence Life

Director: Tara J. Hart, M.A.

Duffy Hall, Room 68
(973) 761-9172

Hours: Monday-Friday, 8:45 a.m.-5:00 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 2,400 students - nearly 50 percent of the undergraduate population. There are six on-campus traditional residence halls for undergraduate students and two apartment buildings, located in South Orange, for upperclassmen.

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 Sophomore Discovery Program, Honors and Servant Leader Hall for upperclassmen and academic based living learning clusters within each first year residence hall. In addition, residents are encouraged to be part of the decision-making process by participating in hall council and Resident Student Association (RSA).

All residence hall rooms are smoke-free environments and are furnished with twin beds, dressers, desks and wardrobe/closets. Additionally, each room is technologically ready with high-speed data connections in both wired and wireless connections. All rooms are air conditioned and have cable television service, as well as free on campus phone service with off campus calling through individualized student billing. All resident students have full access to SHUFLY, the campus shuttle service, as part of their room and board fees. Laundry and lounge facilities are available in each hall.

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

58 Student Life

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. The assistant director for housing services coordinates student room assignments and other business functions.

In addition, each residence hall and apartment building has its own staff. Six residence hall directors and six residence coordinators are responsible for all the activities and staff in a particular building or area. They are assisted by resident assistants (RAs) and tutors in residence (TIR). RAs are undergraduate students assigned to each wing or floor in the residence halls and apartments. RAs are programmers, mediators, policy enforcers and advisers for residents. TIRs are undergraduate students in designated majors who conduct programs aimed at promoting academic success in the first year residence halls.

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

Bishop Dougherty University Center, (973) 761-9559

Hours: Monday-Sunday, 7 a.m.-1 a.m.

E-mail: shu@gourmetdiningllc.com

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 is divided into two sections, the Galleon Food Court and the Pirate Dining Room. The Galleon Food Court accepts Pirate Dollars, Pirate's Gold, and cash. This section of the room allows students to purchase food on an "a la carte" basis from different stations in a food court setting (hours are listed below). The Pirate Dining Room is designed for traditional style dining and uses the meal per week portion of the meal plan, cash or Pirate's Gold to access the area. Once inside the student has the choice of several buffet selections with unlimited returns. Below are the hours of operation for both areas.

Pirate Dining Room

Monday - Friday

Breakfast 7 a.m. – 10:00 a.m.
Lunch 11 a.m. – 1:45 p.m.
Dinner 4:45 p.m. – 7:45 p.m.
M -Th, Late Night Light Dinner until 8:30 p.m.

Saturday & Sunday

Continental Breakfast 7:00 a.m. – 9:45 a.m.
Brunch 10:30 a.m. – 2:30 p.m.
Dinner 4:45 p.m. – 7:45 p.m.

Food Court

Pizzeria

Monday - Friday 11 a.m. – 1 a.m.
Saturday & Sunday 2 p.m. – 1 a.m.

Leafs & Grains

Monday - Thursday 11 a.m. – 1 a.m.
Friday 11 a.m. – 5 p.m.

Sandwich Shop

Monday - Friday 11 a.m. – 1 a.m.
Saturday & Sunday 2 p.m. – 1 a.m.

SHU C-Store Express

Monday - Thursday 7 a.m. – 1 a.m.
Friday - Sunday 7 a.m. – 9 p.m.

Nathan's

Monday - Friday 7 a.m. – 1 a.m.
Saturday & Sunday 2 p.m. – 1 a.m.

Hershey's Ice Cream

Monday - Friday 11:30 a.m. – 1 a.m.
Saturday 3:30 p.m. – 10 p.m.
Sunday 3:30 p.m. – 1 a.m.

Pirate's Cove

Monday - Thursday 8 a.m. – 11 p.m.
Friday 8 a.m. – 3 p.m.

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 Starbucks coffees, teas, smoothies, soda, specialty sandwiches and desserts in a relaxing coffeehouse atmosphere. It is open Monday - Thursday 8 a.m. - 11 p.m., Friday 8 a.m. - 3 p.m., and closed on Saturday and on Sunday when the University is in regular session.

Seton Hall University's Meal Plan Program allows students to select one of seven options. Once purchased, the student's ID card will have a set number of meals per week plus Pirate Dollars that can be used to purchase products from the Galleon Food Court and Pirate's Cove, or to enter the Pirate Dining Room. In the Pirate Dining Room portion of the meal program, students will have one meal deducted every time they enter. Once in the Pirate Dining Room, students are allowed to eat whatever they choose with unlimited returns. Each student's number of meals will be reset according to his or her meal plan every Monday morning unless on the Block Plan. A display at the register shows the amount being charged and the balance of meals

or points remaining. Additionally, there is a plan specially designed for commuters only which allows them access to the benefits of a meal plan. Plans are active during the entire Fall and Spring semesters, however, they are not active during breaks or summer. Meals remaining at the end of each week throughout the semester are not refundable.

Information concerning current Resident Meal Plans can be found at <http://studentaffairs.shu.edu/housing/mealplans0405.htm> or by calling (973) 761 9559.

Public Safety and Security

Assistant Vice President/Director: Patrick P. Linfante, M.A.

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

(973)761-9328

24-hour Security Service

Security Building, (973) 761-9300

E-mail: publicsafety@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 the University community, an escort service to anywhere on campus when requested to do so. Call ext. 9300 for this service; or, from a cellular telephone, call (973) 761-9300. Report a crime online at studentaffairs.shu.edu/security. Public Safety and Security administers Seton Hall University's Emergency Operation Plan (SHUEOP). 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 coop 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. - 5:45 p.m. (Monday-Thursday), 8 a.m. - 4:45 p.m. (Friday), or send an email to parking.shu.edu

SHUFLY

SHUFLY operates seven days a week, and is a safe and convenient way for all Seton Hall University community members to travel in and around the Village of South Orange as well as weekend trips to the Livingston Mall. Those wishing to use SHUFLY pay using Pirate's Gold. The cost to use the SHUFLY is included in the housing fees of all resident students. All other University members will continue to pay for SHUFLY through their Pirate's Gold account. Optional monthly and semester unlimited ride plans are offered for frequent SHUFLY riders who are not resident students.

Campus ID Office

Director: Ibiyemi Adesanya, M.S.

Duffy Hall, Room 63 (973) 761-9771

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

E-mail: CampusID@shu.edu

Identification Cards/Card Access

The Campus ID Office provides identification cards to University students, faculty and staff. The card is utilized for identification, access, meal plans, Pirate Dollars and Pirate Gold. 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. It is also used for access into many academic buildings and labs.

Pirate's Gold

Pirate's Gold acts as a debit card that is part of the ID card program. Seton Hall cardholders can add money to their cards to be used at various locations on and off campus. These locations are the bookstore, dining facilities, convenient printer stations, residence hall laundries and vending, as well as any participating merchant in the Township of South Orange Village.

The uses and locations for the ID card to be utilized are expanding. Town Hall Deli, Cluck U, Village Pizzeria, Pizza Hut, Eden Gourmet and others are some off campus merchants that accept Pirate's Gold. You may visit the Campus ID Office Web site at <http://www.shu.edu/offices/campus-id-index.cfm>

Campus Ministry

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

South Boland Hall, (973) 761-9545

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

E-mail: stanley.gomes@shu.edu

<http://www.shu.edu/catholic-mission/campus-ministry-index.cfm>

Campus Ministry provides a pastoral presence on campus and seeks 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

60 Student Life

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 Days
- 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.



Catechetics

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.

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.

FOCUS (Fellowship of Catholic University Students) is present on Seton Hall University's campus as a resource for students desiring to learn more about their faith and how to apply it to every facet of their lives. Through FOCUS, Bible studies are available on campus for all students, as well as other various activities and opportunities. For more information, e-mail FOCUS@shu.edu

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.Ed.

Bayley Hall, Suite 209

(973) 761-9355

Hours: Monday - Friday

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

E-mail: careers@shu.edu

PirateNet - Click on Career Center Resources in My Organization Memberships

The Career Center supports students in their career development and post-graduation pursuits. All students are assigned a career professional who provides career guidance and assistance in declaring an academic major, preparing for career-based experiential education or full-time professional positions and/or pursuing graduate school.

Experiential Education

Experiential Education at Seton Hall University is an educational strategy that makes active learning relevant for students in and beyond the classroom. Career-based programs include: internships, field experiences, practica, clinicals and student teaching. Service-based experiences involve service learning, service-related research projects and volunteer experiences. Leadership programs such as being a peer mentor, resident assistant or tutor and holding a leadership position within a student club/organization provide invaluable opportunities for students to become part of the Seton Hall community and develop leadership and teamwork skills that are highly sought by hiring employers.

The common element of these programs is that all provide the opportunity to combine classroom learning with “hands-on” learning in either a career, service or leadership experience.

Career-based Experiential Education

The Career Center supports students’ preparation for all career-based Experiential Education programs. All Internship programs are monitored by a Career Center professional in partnership with the academic department.

Internships

Seton Hall’s Internship program integrates substantive work experience with intentional learning and academic goals. All Internships are approved and monitored. Career Center professionals work closely with employers to ensure that students have a meaningful learning and work experience. Students are asked to reflect on what was learned during the Internship.

Internship experiences help students to focus career choices, hone professional skills, clarify work values and gain confidence in their post-graduation pursuits. Students can work 15-40 hours per week and earn money to offset educational expenses. Internships can be paid or non-paid and credit bearing or non-credit bearing. More than fifty percent of those graduating seniors who had participated in an Internship indicated that they received a full-time professional offer from their intern employer.

To be eligible to participate in an Internship, students must have declared an academic major and be in good academic standing at the University. Students who elect to earn academic credit for their Internship experience must obtain approval from a faculty advisor. Faculty advisors 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 internships.

Students not interested in obtaining academic credit for the 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 an Internship, should make an appointment with a professional at The Career Center and review the Internship Tutorial in their Career Center Resources module in My Organization Memberships in PirateNet.

Career Counseling and Assessment

National trends indicate that more than seventy percent of college students will change their academic major at least once. The Career Center’s career assessments, such as the Strong Interest Inventory, FOCUS and Myers-Briggs Type Indicator (MBTI), offer students insights into how one’s interests, personality, values and motivations impact academic and lifelong career goals and decisions.

Vocation and Career Workshops

Each year, more than 2500 students and alumni attend The Career Center’s workshops and career events. Career education seminars and hands-on workshops assist students with seeing their lives as a vocation/calling, resume and cover letter writing, 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 and alumni. Each year, hundreds of organizations attend on-campus career networking events, and/or recruit students and alumni for internship and full-time professional opportunities. Employers and alumni serve as career mentors and participate in networking events throughout the year to identify talent for their organizations.

Career events target specific industry areas and include: the Communications Networking Forum, Careers in Business Networking Event, the annual Career Fair, the Education and Healthcare Professions Career Fair, a Science Networking Forum, and the Public Service and Nonprofit Career Fair. Through collaboration with colleges/universities of the Big East Conference, an annual Big East Career Fair and eFair are also available to Seton Hall students and alumni.

eCareer Resources

The Career Center’s Navigator system provides access to employment postings (e.g. internships, part-time jobs and full-time professional employment opportunities). Navigator is a web-based job posting board for internship and full-time professional opportunities. Navigator also offers e-Resume books and the opportunity for students to network with alumni through the Pirate Mentoring Program. All students must register and construct a resume online with The Career Center.

Career Center Resources within the My Organization Memberships of PirateNet offers additional career tools and services such as Optimal Resources which includes a resume writing tool, interview videos and tutorials and a portfolio development system. Additional web based resources include Vault and *Internships.com*

Alumni

The Career Center provides career transition guidance to alumni and invites their involvement in professional networking events. As a member of the Seton Hall University community, alumni stay involved by serving as industry experts at various career forums and recruiting students for internships and full-time professional employment opportunities. The Pirate Mentoring Program also offers alumni an opportunity to stay connected to students and fellow alumni by serving as career mentors.

Department of Athletics and Recreational Services

Richie Regan Recreation and Athletic Center, Second Floor
(973) 761-9498

Hours: Monday-Friday, 8:45 a.m.-6 p.m.

E-mail: athletics@shu.edu

www.shupirates.com

Mission Statement

The Seton Hall Department of Athletics and Recreational Services embraces its mission to promote the positive character-building attributes and life skills gained through intercollegiate athletics and recreational programs and demonstrate an on-going commitment to competitiveness in the BIG EAST Conference and on the national scene. The Department mirrors the University's commitment to servant leadership and operates in conjunction with its overall mission, which focuses on academic and ethical development while enriching the mind, heart and spirit.

As part of an institution where the Catholic faith and intellectual tradition are celebrated, the Department of Athletics is dedicated to embolden the lives of its student-athletes, recognizes no gender, racial or ethnic barriers and provides quality opportunities and programs, which ensure that every student-athlete reaches their maximum potential.

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 14 sports, with approximately 230 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 the last 25 years alone, the men's basketball team has made nine NCAA Tournament appearances and advanced to four "Sweet-16's," two "Elite-8's" and the 1989 National Championship game. The program also 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-16" in 1994. The baseball, golf, men's and women's track, men's soccer, softball 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. Most recently, Seton Hall's first Rhodes Scholarship was awarded to a former student-athlete. Seton Hall also has had a substantial impact in international competition. The University has been well-represented in recent Olympic Games, as coaches and athletes from the University participated in the 1992, 1996, 2000 and 2008 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.

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, and volleyball.

The offices of the Department of Athletics and Recreational Services are located in the Richie Regan Recreation and Athletic 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

Associate Vice President and Dean of Students:

Karen Van Norman, M.Ed.

Bishop Dougherty University Center, Room 237

(973) 761-9076

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

E-mail: vannorka@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. 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

Over 100 student club and organizations and more than 25 fraternities and sororities are recognized by the University. All of these groups are student-led and determined by student interest and activity. Details on each organization and its leadership are available on the Campus Life section of the University's web site.

Counseling Services

Director: Katherine Evans, Ph.D.

University Counseling Services

Mooney Hall, Second Floor

(973) 761-9500

Hours: Monday-Friday, 8:45 a.m.-5 p.m.

Evenings and Early morning sessions by appointment

Counseling Services promotes student well being by helping students overcome obstacles that may otherwise prevent them from attaining academic, personal and professional goals. Toward this mission, our trained professional staff of Licensed Psychologists, Counselors and our Consulting Psychiatrist provides a variety of psychological services as well as education, and general support to the campus community. All services are free and strictly confidential. Counseling Services is accredited by the International Association of Counseling Services. Services are consistent with the University's Catholic mission.

Crisis Services

In the event of a personal crisis, students may contact 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 at any time.

Therapeutic Services

Psychological services are available to all matriculated undergraduate, graduate, seminary and law students. Services offered include but are not limited to the following: Short-Term Individual Counseling, Group Counseling, Crisis Intervention, Psychiatric consultation, Psychological evaluation and assessment, and Sexual assault/trauma survivor support services. Referrals for longer term treatment in the larger community are also provided. The office is open from 8:45 a.m. to 5 p.m., Monday through Friday; evening hours and early morning 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. Usually students will have their first appointment within a few days of when they call or come in. Students in crisis are seen immediately. 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 skill 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), social skills development, adult incest survivors, and eating and food concerns. On-line mental health screenings are available through our website. Also available through our website is a variety of information and helpful tools and tips about a number of mental health related issues.

Health Services

Director: Mary Elizabeth Costello, M.S., F.N.P.s, B.C.

Health Services

303 Centre Street

Phone (973) 761-9175; Fax (973) 761-9193

Hours: Monday-Friday, 8:45 a.m.-4:45 p.m. by appointment
studentaffairs.shu.edu/health

The Health Services staff assists students in achieving and maintaining optimal health. The staff of nurses, physicians and Advanced Practice Nurses provides primary medical care emphasizing health 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, 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 are available at low cost. Referrals to off-campus specialists are available as necessary. Health Services collaborates with the College of Nursing to provide training opportunities for Advanced Practice Nurse graduate students.

In the event of a health emergency after-hours, the 911 system activates an immediate emergency response.

Required Health Records and Immunizations

Health Services complies with New Jersey laws, the recommendations of the Centers for Disease Control and University policy by requiring all matriculated students to meet specified health requirements as noted on the appropriate health form. The Health Forms are accessed via the department website. All students must download and return this completed form. Failure to complete the form will result in a registration hold.

Mandatory Health Insurance

In compliance with New Jersey law, all full-time students must carry health insurance. Full-time students who do not submit an electronic waiver form (located on the Health Services website) about alternative 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 or review information on our website.

Disability Support Services

Director: Karen Marbury, M.S.Ed.

67 Duffy Hall

(973) 313-6003

Hours: Monday-Friday, 9 a.m.-5 p.m., and evening hours by appointment

E-mail: DSS@SHU.edu

Disability Support Services (DSS) is committed to providing students with disabilities equal access to all university programs and activities. Policy and procedures have been developed to provide students with as much independence as possible, to promote self-advocacy, and to provide students with disabilities the same exceptional opportunities available to all Seton Hall students. DSS collaborates closely with other University resources to provide a unique, integrated model to serve the needs of students with disabilities

Academic Accommodations

All accommodations are determined on an individual basis for qualified students with documented disabilities in compliance with University policy, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the New Jersey Law against Discrimination (NJLAD) including but not limited to:

- Attention Deficit/Hyperactivity Disorder
- Learning Disabilities
- Chronic Medical Conditions
- Psychological Disabilities
- Traumatic Brain Injuries
- Mobility Impairments
- Hearing Impairments
- Vision Impairments
- Temporary Injuries & Medical Conditions

Further information and specifics for all of these items are contained within the DSS Web site: <http://studentaffairs.shu.edu/dss/>

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:

Larry A. Robinson, Provost and Executive Vice President,
Presidents Hall, (973) 761-9655

Enrollment Services:

Alyssa McCloud, Vice President for Enrollment Management,
Bayley Hall, (973) 275-2577

Student Records:

Mary Ellen Farrell, University Registrar,
Bayley Hall, (973) 275-2293

Student Services:

Karen Van Norman, Associate Vice President for Student
Affairs and Dean of Students, 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

Recreation Center

WSOU Studios & Listener Request Line: (973) 761-9768

WSOU Student Manager's Office: (973) 313-6110

WSOU General Manager: (973) 761-9546

General Manager: Mark Maben

E-mail: wsou@shu.edu

WSOU is the No.1 college radio station in the New York metro area. WSOU's signal on 89.5 FM reaches New Jersey's most populous counties of Bergen, Essex, Hudson, Middlesex and Union, the five boroughs of New York City and parts of Westchester, Rockland, Passaic, Morris, Somerset and Monmouth counties. Each week, WSOU reaches tens of thousands of listeners with a mix of modern active rock, Seton Hall athletics, and public affairs and community cultural programming.

WSOU, which is housed in the College of Arts and Sciences, is operated by Seton Hall students, under the supervision of a professional general manager. Although a noncommercial station, WSOU's management and staff structure is modeled on commercial radio, which provides students with enriching career-oriented educational experiences right on campus. Opportunities for student staff members include on-air hosting (DJ), production, promotion, newscasting, sportscasting, programming, sales and marketing, and engineering. WSOU draws students from all university colleges and programs, including communication, business, biology, education, nursing, sports management and diplomacy.

WSOU staff members benefit from working in WSOU's state-of-the-art facilities. The station's studios provide hands-on learning experiences with industry standard equipment. WSOU celebrated 60 years of broadcasting on April 14, 2008.

WSOU has been nationally recognized for its programming by the National Association of College Broadcasters, the Gavin Seminar, the College Music Journal (CMJ), the Album Network, Billboard Magazine and Guitar Magazine, among others. The station has received 50 platinum record awards for its role in the music industry. WSOU is administered by the College of Arts and Sciences, and the general manager reports to the dean of the College. A council consisting of alumni, friends, students and University administrators serves as an advisory body. For more information, visit the WSOU Web site: www.wsou.net

Special Programs

College Seminary Program

Marshall Hall, Suite 14

(973) 761-9420

collegeseminary@shu.edu

Rector: Monsignor Joseph R. Reilly, S.T.L., Ph.D.

Spiritual Director: Monsignor David Hubba, M.A.

Assistant to the Rector: Deacon Pat Quagliana, M.A.

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

The College Seminary – St. Andrew’s Hall takes seriously the Gospel invitation to “come and see.”

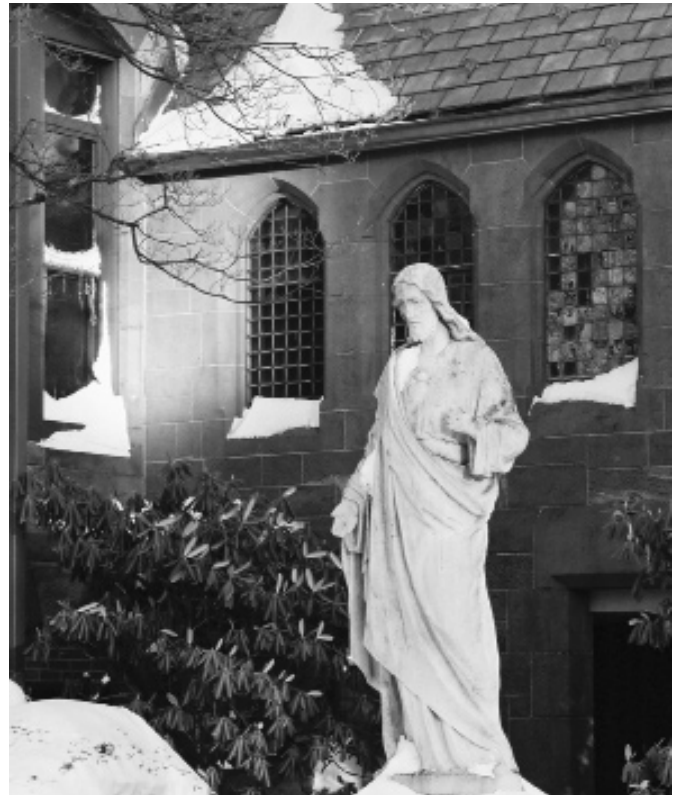
A College Seminary exists to provide students who experience a desire to be priests with an environment conducive for discerning the Lord’s will for their lives. This is done through a program of spiritual formation within community and ongoing guidance and direction.

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 United States Catholic Conference of Catholic Bishops, most notably the Fifth Edition of the Program of Priestly Formation (USCCB, 2006).

The College Seminary is affiliated with the Seminary Department of the National Catholic Education Association and with the National Association of College 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 to 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. All college seminarians are expected to major in Catholic Theology through the University’s School of Theology. Please see page 311 of this catalogue.



Freshman Studies Program

Mooney Hall

(973) 761-9740

<http://www.shu.edu/offices/freshman-studies-index.cfm>

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

Associate Provost and Dean: Tracy Gottlieb, Ph.D.

Associate Dean: Robin Cunningham, Ed.S.

Operations Manager: Maggie Kwiatkowski

Freshman Studies Mentors: Joan Brennan; Marisa Case; Elizabeth Hoehn; Hezal Patel; Forrest Pritchett; Majid Whitney

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, beginning its 26th year in Fall 2011, 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 University Life course.

Mentors

During the University's Pirate Adventure 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 teach the University Life 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. 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 "firsthand" 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 University Life Course

Each first-year student is enrolled in a 1-credit academic course that meets during the first semester. This University Life 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 University Life Course. Because most courses meet three times a week for 50 minutes or twice a week for 75 minutes and the University Life 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 <http://www.shu.edu/offices/freshman-studies-index.cfm>

Special Academic Programs

Educational Opportunity Program

Associate Dean/Director: Hasani C. Carter, Ph.D.

Alfieri Hall

(973) 761-9161

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

<http://www.shu.edu/offices/eop-index.cfm>

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 first-year and upperclass student summer programs, mini-courses, learning center enrichment, tutoring, individualized counseling, information technology, and community service/service-learning initiatives 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 from New Jersey. 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.

Military Science Department/Army Reserve Officer Training Corps (ROTC)

Professor of Military Science/Department Chair:

LTC Edwin Diaz

Mooney Hall, 4th Floor

(973) 761-9446 or 313-6251

Hours: Monday-Friday, 7 a.m.-5 p.m.

<http://armyrotc.com/edu/setonhall/index.htm>

Army ROTC

The Department of Military Science contributes to Seton Hall University's mission of developing and educating global, adaptable, strategic thinking and flexible servant leaders of tomorrow by administering the Army Reserve Officers' Training Corps (ROTC) Program. Through the ROTC Program's coursework and practical experience, students will develop decision-making, team-building, and time-management skills—leadership qualities that are essential to success in any field and are highly valued in the private sector. The program provides an opportunity to examine service in the Army while earning a baccalaureate degree. A student who completes the program may earn a commission in the Regular Army, Army Reserve, or National Guard. Students may participate in the first two years of Army ROTC with no commitment to military service. Completing the program guarantees a student a job upon graduation serving in career fields such as the Nurse Corps, Aviation, Engineer, Infantry, Military Intelligence, and Signal Corps to name a few. Students may choose to major in any academic discipline as long as it leads toward a baccalaureate or graduate degree.

Cross-Enrollment

Students attending one of the 23 affiliated universities in the northern New Jersey area may cross-enroll, participate and complete the ROTC program through Seton Hall University. Classes are held on the campus of Seton Hall University. Cross-enrolled students may take ROTC courses for credit or no credit. However, in order to transfer credits from Seton Hall to their respective academic colleges, students must pay for the credits at Seton Hall.

The Army ROTC program is divided into two parts, the Basic Course and the Advanced Course.

Basic Course

The basic course consists of the first two years of the program, typically completed in the freshman and sophomore years. The first year focuses on the Army profession, basic leadership and officership. The second year concentrates on the experiential examination of managing, decision-making, and group dynamics. Students are placed in a wide variety of group exercises designed to emphasize various professional leadership competencies and insights. These events are held both inside the classroom and in outdoor settings.

The instructor, acting as a facilitator, helps guide student processing, or after-action reviews of the events to derive the leadership, group dynamics, and problem-solving lessons that the exercises offer. Practical "life skills" are emphasized throughout the two years. By the end of the Basic Course, students should possess a basic understanding of the unique aspects of leading, individual physical fitness, and a healthy lifestyle. The lessons are designed to explore leadership principles and theories, inspire intellectual curiosity, and stimulate self-study. Upon completion of the course, students are eligible to enter the advanced course.

The basic course imposes no military obligation on the part of students. Basic course requirements also can be fulfilled through attendance at ROTC Leadership Training Course or LTC (a twenty-eight day training course held each summer) or by having prior military service. LTC can count as an internship awarding a student with credits applicable toward a degree with prior approval by the student's academic advisor. Basic course requirements also can be waived, on a case-by-case basis, by the Professor of Military Science for students who participated in a Junior ROTC High School Program.

Advanced Course

The advanced course is for students in their junior and senior years, or with four semesters of graduate school remaining. Course work includes military history and ethics, leadership development, tactics and national security issues and concerns. The advanced course also includes a requirement to attend a five-week Leadership Development Assessment Course (LDAC), held during the summer between the junior and senior years, in which the student is further trained and evaluated for leadership potential. While at LDAC, students receive pay, travel expenses and benefits. LDAC can count as an internship awarding a student with credits applicable toward a degree with prior approval by the student's academic advisor.

In keeping with the military's demanding challenges, physical fitness is an important part of the ROTC experience. All Cadets participate in supervised physical training designed to gradually bring individuals to a high level of health and fitness.

Four-, Three-, or Two-Year Programs

Graduate or undergraduate students can complete the ROTC requirements through a four-year, three-year, or two-year program. The four-year and three-year programs involve the basic and advanced courses; the two-year program involves only the advanced course. The core coursework includes 16 to 26 credits in topics such as the art and science of leadership, ethics, values, integrity, honor, problem solving skills, military history, physical training, and adventure training. Depending on the student's degree program, a maximum of 26 credits in ROTC courses may be applied to the bachelor's degree, with the approval of the student's academic adviser.

Four-Year Program

The four-year program is divided into two parts, the basic course and the advanced course. The basic course is typically completed in the first two years of college. Unless a student has accepted a scholarship, the basic course is voluntary and all students are eligible. After completing the basic course, students who meet the physical and academic standards, and have demonstrated leadership potential, contract into the advanced course. The advanced course includes four consecutive semesters of coursework and completion of the Leader Development Assessment Course (LDAC). LDAC is a paid six-week leadership course conducted at Fort Lewis, Washington. Typically students attend LDAC during the summer after the first year of the advanced course.

Three-Year Program

The three-year program is designed for students who want to start ROTC as sophomores or graduate students with six semesters remaining required to complete their degree. Students complete the basic course in one year instead of two then complete the advanced course in due course. This method is referred to as compression. Students completing the basic course as compression students go on to contract in the advanced course.

Two-year Program

The two-year program enables eligible students to contract in the advanced course at the time they are academic juniors or seniors, or graduate students with four semesters remaining before graduation. Eligible students are those with one or more of the following:

- Prior service in the military
- Member of the National Guard or Reserve with basic training completed
- Completion of three or more years of Junior ROTC in high school
- Completion of the Army ROTC Leader's Training Course (LTC)
- Qualified, selected, and completed an accelerated commissioning program.

Students who are members of the National Guard or Army Reserve can participate in the Simultaneous Membership Program (SMP), which provides additional income and the opportunity to serve in a leadership position in the student's unit of choice.

Students eligible for the two-year program may complete requirements for their commission in two years. Students in the two-year program are fully eligible for financial assistance and may apply for an Army scholarship.

Benefits

The ROTC Program offers the best leadership course to college students with or without military experience.

Personal Development

The program allows students to gain the confidence to lead and manage while improving self-discipline, physical fitness, and mental and physical endurance. Learning how to lead effectively and efficiently is a marketable asset.

Scholarships

A wide variety of scholarships are available and application can be made at anytime during the year. Scholarships range from two to four years in duration with extensions possible for high demanding majors, such as nursing or engineering. Scholarships provide full coverage of either tuition and mandatory fees or room and board. Scholarship recipients choose to apply their scholarship toward tuition *or* room/board (not both). It also includes \$1200 per year for books and fees. Two-year scholarships are available for members of the National Guard and Army Reserve. These scholarships feature continued reserve duty after commissioning and guaranteed branching in the student's unit. Scholarships for two to four years are also available and include duty in the Active Army after commissioning.

For Students Majoring in Nursing

Students who accept an Army Nurse Scholarship and are pursuing a Nursing degree through Seton Hall University can receive a room and board incentive. Seton Hall University provides this incentive to qualified Army Nurse Scholarship students who are in good standing with the ROTC Program and Nursing Program.

Guaranteed Job after Graduation

Upon commissioning, students have a full time job in the Active Army or part time job in the National Guard or Army Reserve. The military obligation of service is eight years after commissioning (four years Active Army or eight years in the National Guard or Army Reserve). The type of obligation is determined at the time of contracting in the advanced course and based on the type of scholarships a student selects. Students are selected for a specific branch depending on factors such as their interest, academic achievement, Leader Development Assessment Course (LDAC) performance rating, and the needs of the Army.

Income

All contracted students receive a monthly stipend: \$300 for freshmen, \$350 for sophomores, \$450 for juniors or first year advanced course students, \$500 for seniors or second year advanced course students. Contracted students receive a stipend for ten months of the year. Students with prior service, SMP Cadets, and members of the National Guard or Army Reserve may be eligible for the Montgomery GI Bill (MGIB) benefits, financial assistance or reimbursement for tuition, and an additional monthly incentive.

Please contact the Department of Military Science for more information concerning the program or Army scholarships: (973) 761-9446; 313-6255/6256; 699-0325 or on the web at <http://armyrotc.com/edu/setonhall/index.htm>

70 Special Programs

Courses

Basic Course

ROTC 1010/0110 Leadership and Personal Development* 2/0

ROTC 1012/0112 Introduction to Tactical Leadership* 2/0

ROTC 2020/0220 Innovative Team Leadership* 3/0

ROTC 2022/0222 Foundations of Tactical Leadership* 3/0

Advanced Course

ROTC 3030/0330 Adaptive Tactical Leadership* 3/0

ROTC 3032/0332 Leadership in Changing Environments*3/0

ROTC 4040/0440 Developing Adaptive Leaders* 3/0

ROTC 4042/0442 Leadership in a Complex World* 3/0

ROTC 5500-5507/0550-0557 Leadership Laboratory:

Applied Leadership and Management* 1/0

ROTC 1115-1185/0115-0185 Physical Fitness:

Developing Personal and Organizational Physical Fitness Programs* 1/0

**Note: All qualified enrolled students must take ROTC Leadership Laboratory and ROTC Physical Fitness as these are corequisites to all ROTC courses.*

Course Descriptions

Basic Course

ROTC 1010 or ROTC 0110 Leadership and Personal Development

Introduces students to the personal challenges and competencies that are critical for effective leadership. Instructors explain and illustrate how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership (in both the civilian and military environment), officership, the Army profession, and daily life. Leadership principles within the current context of a university are emphasized. Application is also made to leadership in military and civilian settings that include government, corporate, and non-profit organizations. Corequisite: ROTC 5500 or ROTC 0550 Leadership Laboratory and ROTC 1115 or ROTC 0115 Physical Fitness. 2/0 credits

ROTC 1012 or ROTC 0112 Introduction to Tactical Leadership

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises and scenarios. Students apply learning to their immediate university context as well as to a variety of military, government, corporate, and non-profit situations. Corequisite: ROTC 5501 or ROTC 0551 Leadership Laboratory and ROTC 1125 or ROTC 0125 Physical Fitness. 2/0 credits

ROTC 2020 or ROTC 0220 Innovative Team Leadership

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of much of modern leadership frameworks (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Students study historical leaders from a variety of backgrounds: from Lincoln, Grant, and Lee to Gandhi, Kennedy, and Mother Theresa. Corequisite: ROTC 5502 or ROTC 0552 Leadership Laboratory and ROTC 1135 or ROTC 0135 Physical Fitness. 3/0 credits

ROTC 2022 or ROTC 0222 Foundations of Tactical Leadership

Examines the challenges of leading teams in complex contemporary operating environments. Instructors highlight course of action development, analysis, the execution of orders, and the achievement of mission success. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills while studying the theoretical basis of situational and contingent leadership. Students analyze recent and historical military case studies to gain insight into the importance and practice of teamwork and techniques in real-world scenarios. Parallels are drawn to the competitive and cross-cultural environments of most modern corporations. Corequisite: ROTC 5503 or ROTC 0553 Leadership Laboratory and ROTC 1145 or ROTC 0145 Physical Fitness. 3/0 credits

Advanced Course

ROTC 3030 or ROTC 0330 Adaptive Tactical Leadership

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with complex scenarios related to the contemporary operating environment and across the full spectrum of military, corporate, and civic operations. Instructors and fellow students give students systematic and specific feedback on their leadership attributes and actions as they are applied in a variety of situations. Self-evaluations also allow students to develop their leadership skills and critical thinking abilities. Corequisite: ROTC 5504 or ROTC 0554 Leadership Laboratory and ROTC 1155 or ROTC 0155 Physical Fitness. 3/0 credits

ROTC 3032 or ROTC 0332 Leadership in Changing Environments

Presents increasingly intense situational leadership challenges to build student awareness and skills in leading small teams of people. Students explore, evaluate, and develop skills in decision-making, persuading, and motivating team members across a full spectrum of military, corporate, and civic operations. Apply principles and techniques of effective written and oral communication. Instructors review aspects of military operations as a means of preparing students for the ROTC Leader Development and Assessment Course (LDAC). Corequisite: ROTC 5505 or ROTC 0555 Leadership Laboratory and ROTC 1165 or ROTC 0165 Physical Fitness. 3/0 credits

ROTC 4040 or ROTC 0440 Developing Adaptive Leaders

Strengthens student proficiency in planning, executing, and assessing complex operations while functioning as a member of a staff and providing performance feedback to subordinates. Students assess risk, make ethical and moral decisions, identify responsibilities of key staff members, coordinate staff roles, and use situational opportunities to lead, teach, train, and develop junior ROTC Cadets. Apply leadership and problem solving principles to a complex case study and simulation. Lessons on military and civil justice and personnel processes prepare students to make the transition to their initial leadership assignments. Prerequisite: ROTC 3030 or ROTC 0330. Corequisite: ROTC 5506 or ROTC 0556 Leadership Laboratory and ROTC 1175 or ROTC 0175 Physical Fitness. *3/0 credits*

ROTC 4042 or ROTC 0442 Leadership in a Complex World

Explores the dynamics of leading in the complicated situations of current operations in the contemporary operating environment (COE) of the global village. Students examine differences in customs and courtesies, culture, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, engaging in civil duties, and host nation support. Instructors place significant emphasis on preparing Cadets for their first unit of assignment. Case studies, scenarios, and exercises prepare Cadets to face the complex ethical and practical demands of leading organizations of varied sizes to succeed in a global and complex world. Prerequisite: ROTC 3030 or ROTC 0330. Corequisite: ROTC 5507 or ROTC 0557 Leadership Laboratory and ROTC 1185 or ROTC 0185 Physical Fitness. *3/0 credits*

ROTC 5500-5507 or ROTC 0550-0557 Leadership Laboratory: Applied Leadership and Management

Leadership Laboratory is designed to provide students the environment and scenarios to lead organizations of varied sizes (from team to company size). It offers the opportunity to apply leadership and management principles, theories, and techniques explored in the formal classroom military science courses. By design, the Leadership Labs are progressive and sequential, where students are placed in increasing complex scenarios. This is a 2-hour session. All students accepted as Cadets in the ROTC program are required to enroll in this course. *1/0 credit*

ROTC 1115, 1125, 1135, 1145, 1155, 1165, 1175, 1185 or ROTC 0115, 0125, 0135, 0145, 0155, 0165, 0175, 0185 Physical Fitness: Developing Personal and Organizational Physical Fitness Programs

This is a one-hour physical fitness session focused on building the physical and mental strength and endurance of each student. While it uses the Army Physical Fitness Standard to develop fitness goals, the program concentrates on developing, sustaining, and continually improving each student's cardiovascular, upper body, and abdominal strength. The program also provides opportunities for students to lead and manage their own and their assigned

organization's fitness program toward fitness excellence. All students accepted as Cadets in the ROTC program are required to enroll in this course. Prerequisite: Medical evaluation and clearance. *1/0 credit*

Independent Study and Elective Courses**ROTC 1600 or ROTC 0600 Applied Leadership**

Independent study of applied leadership through internships and special projects. Offered: Fall. Prerequisite: Department approval. *4/0 credits*

ROTC 1620 or ROTC 0620 Leadership in the 21st Century

Independent study of the demands of leadership in today's Army and the Army of the future. Offered: Spring. Prerequisite: Department approval. *4/0 credits*

ROTC 5412 Seminar Leadership/Ethics

Designed to explore the legal aspects of moral decision making and ethical leadership. Cadets learn to explore leadership theories that foster an ethical behavior and command climate, develop confidence and leadership competencies, recognize leader responsibility to accommodate subordinate spiritual needs, and apply principles and techniques of effective written and oral communication. Prerequisite: Department approval. *3 credits*

For Nursing Majors Only**NUCL 4210 Nurse Summer Training Program Clinical**

This elective course is offered through the College of Nursing. See course description and prerequisites in the College of Nursing section of this catalogue. *3 credits*

Office of Federal TRIO Programs

Student Support Services Program

Associate Dean/Director of TRIO:

Cassandra Davis-Blanks, M.A., M.S.M.

Presidents Hall

(973) 275-9230

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

www.shu.edu/sss

The Student Support Services Project is funded by the United States Department of Education and is an academic program that increases the retention and graduation rates of eligible students. The intent is to foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.

72 Special Programs

The Project provides a variety of services including, but not limited to:

- tutoring;
- academic advice;
- exposure to cultural events and academic programs not usually available to disadvantaged students;
- activities designed to secure admission and financial assistance for enrollment in graduate and professional programs;
- grant aid and book awards;
- other activities such as leadership development, and preparation for licensing examinations and financial management designed to meet the purposes of the Student Support Services program.

The Project works in tandem with existing University programs and offices to identify and support low-income, first-generation, and disabled students.

Upward Bound

Associate Dean/Director of TRIO:

Cassandra Davis-Blanks, M.A., M.S.M.

Associate Director: Abena Douglas

Mooney Hall

(973) 761-9419

Hours: Monday - Thursday, 9:00 a.m. - 6:00 p.m.

Friday, 8:30 a.m. - 5:00 p.m.

(Saturday, 8:30 a.m. - 1:15 p.m.)

www.shu.edu/ub

Mission:

“To Challenge, Build, Develop, Expose and Assist.”

The Upward Bound Project at Seton Hall University is a Pre-College program that provides the skills necessary for post secondary success.

The Project assists students with participation in:

- enriching skill proficiency in key component areas (English, reading, writing, mathematics and science);
- enhancing the development of skills needed in studying, writing, critical thinking, research, use of computers, and test preparedness;
- increasing motivation to learn and achieve academic excellence;
- developing career goals and increasing the awareness of career options;
- thinking positively about themselves;
- fostering growth and ability as student leaders; and
- working toward acceptance and completion of a four-year college or university.

The Project combines federal, state, and private funding to offer a variety of academic, counseling, and cultural enrichment activities for low income first generation students in grades 9-12. The academic curriculum is a Competency Based Initiative and conforms to High School Proficiency Assessment, as well as the New Jersey Core Curriculum Content Standards. The Project offers a six-week non-residential summer program and a 22-week (Saturday and after school) academic year program for 120 students from the cities of Elizabeth, Newark, Irvington, Orange and East Orange, New Jersey. In addition to student programming, the Project promotes parental involvement through its Parents Association. This group is an independent body and operates in an advisory capacity. The Association meets monthly during the academic year.

Funding sources include the U.S. Department of Education, the United States Department of Agriculture (New Jersey Summer Foods Program), and the Mayor's Office of Employment in Newark, NJ.

Seton Summer Scholars

Director: Robin Cunningham, M.A., Ed.S.

Associate Director: Majid Whitey, M.S.W.

Mooney Hall

(973) 761-9740 or (973) 275-2159

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

The Seton Summer Scholars Program is a year-long college success program that is built around a highly structured, intensive five-week summer program. Students invited to join this program are required to attend the summer program, where they spend the weeks after high school graduation honing the skills and work habits of successful college students. Students also receive developmental support, tutoring and one-on-one contact with academic advisors. Students invited to participate in this program do not meet the traditional parameters for admission, but experience has shown that with support and structure these students can flourish. Students who successfully complete the summer program with a minimum 2.75 grade point average are invited to join the incoming freshman class. During the school year, students attend regular study hall and tutoring sessions and meet regularly with the program director to plan and promote their success.

Institute of Interdisciplinary Studies



Department of University Core Curriculum

Fahy Hall Room 323
973-275-5847

Director: Anthony Sciglitano, Ph.D.

Assessment Coordinator: Roseanne Mirabella, Ph.D.
www.shu.edu/academics/core-curriculum.cfm

Faculty Fellows: Faithful; Stockdale; Valdez

Full-time University faculty from many disciplines teach courses in the University Core Curriculum.

Department of Catholic Studies

Fahy Hall Room 318
(973) 275-2175
Walsh Library Room 429
(973) 275-2525

www.shu.edu/academics/artsci/catholic-studies/

Director: Monsignor Richard Liddy, S.T.L., Ph.D.

University Core Curriculum

The University's Core Curriculum is the official curriculum for students admitted since Fall 2008. This Core is composed of unique signature courses and a system of proficiency distributions ensuring that each graduating student has encountered key skill sets (such as numeracy, writing, and critical thinking) in a minimum number of courses. The University Core Curriculum requirements are in addition to individual school or college curriculum requirements.

First-time, full-time freshmen entering the University in Fall 2008 and subsequently, expecting to graduate in Spring 2012 and later, will be held to the graduation requirements listed in this catalogue, including the 120-credit minimum requirement. Depending upon the student's major and other factors, some students will need to complete more than the 120-credit minimum in order to complete the University, school or college, and major requirements. Transfer students entering the University in Fall 2011 will participate in the new University Core Curriculum and will be responsible for the requirements in the 2011-2012 catalogue, including the 120-credit minimum requirement.

Transfer students who have completed fewer than 30 credits are responsible for the entire University Core Curriculum, including all three signature courses. Note: Transfer students should register for the sections of Journey

74 Institute of Interdisciplinary Studies

of Transformation, CORE1101 specifically designated for transfer students. The first signature course will be waived for transfer students who have completed at least 30 credits but fewer than 60 credits; these transfer students will be required to take the second and third signature courses. Transfer students who have completed at least 60 credits or have an Associates Degree will have the first two signature courses waived. The third-year signature course and the major capstone are required of all students.

Returning students are required to follow the Core Curriculum requirements in the catalogue under which they were admitted.

Students may seek advisement from the Director of the Core Curriculum or from the Academic Success Center in Mooney Hall. The Academic Success Center advises both transfer students and students who are continuing their studies at Seton Hall.

The Signature Courses are to be taken in sequence, CORE 1101 is a prerequisite for CORE 2101, and CORE 2101 is a prerequisite for CORE 3XXX. The first two courses, Journey of Transformation and Christianity and Culture in Dialogue, are University-wide common courses taken by all Seton Hall undergraduates. The third course, CORE 3XXX Engaging the World, continues the conversation of the first two courses, but is offered within the departments. Students are not required to take the third course in their major, but may do so if they prefer.

Note: All CORE 3XXX courses are cross-listed with the department offering the course. Students can register for either the CORE section or the department section to receive credit within the department. However, they must register for the course with the CORE 3XXX designation if they want the course to fulfill the University Core requirement.

The “core proficiencies” are an integral part of the core curriculum experience at Seton Hall, providing students with the tools for lifelong learning and equipping them for life beyond college. The proficiencies are infused into all University core courses and further developed in additional infused courses throughout a student’s time at Seton Hall. The core proficiencies are: Critical Thinking, Information Fluency, Numeracy, Oral Communication, and Reading/Writing.

Students entering the University in Fall 2011 and later will be required to take a total of 10 infused courses by the time they graduate; this total includes the University core courses (Signature I and II, Core English I and II). Students are not required to have had a course with each proficiency by graduation, although this is strongly recommended.

Transfer students entering the University in Fall 2011 with fewer than 30 credits must complete the core proficiency requirement. Transfer students entering the University in Fall 2011 and later who have completed at least 30 credits will have the proficiency requirement waived.

The following courses are required of all entering freshmen starting in Fall 2011 and later:

CORE 1001 University Life

Each first-year student is enrolled in a 1-credit academic course that meets during the first semester. The University Life 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.”

Corequisite: CORE 1101. *1 credit*

CORE 1101 Journey of Transformation

This first signature course in the University Core Curriculum, generally taken by first year students in the fall semester, seeks to forge a community of conversation inspired to explore perennial questions central but not exclusive to the Catholic intellectual tradition. People throughout the different cultures and traditions of the world strive to understand the transcendent mysteries of the human journey that are addressed by the world’s religions, philosophies, art, music and literature. The first signature course invites students into this conversation via some of the great texts and other cultural artifacts that focus on transformative journeys as they are portrayed in Catholic, Greek, Islamic, Hindu and other traditions. Students are asked to reflect upon their own transformative experiences and envision their personal journeys. Classes meet twice a week for 75 minutes. Corequisite: CORE 1001. *3 credits*

CORE 2101 Christianity and Culture in Dialogue

This course is taken by second year students in the spring semester as part of the University Core Curriculum. CORE 2101 considers the relationship between Christianity and culture through an approach based on principles of dialogue, development, and community. Texts from the Christian tradition paired with texts from non-Christian traditions demonstrate direct connections across cultures that influence the development of the Catholic intellectual tradition. The course seeks to foster the development of a community of conversation through a focus on key questions and significant texts that address these questions. Prerequisites: 30 credits, CORE 1101, ENGL 1201, ENGL 1202. *3 credits*

CORE 3XXX Engaging the World

Course numbers are specific to departmental offerings. See course descriptions below. The third signature courses are discipline-specific and link the general principles of the Catholic intellectual tradition to the various disciplines. In this way, questions emerging from the first two signature courses find applications to the disciplines and professions taught at the University. Students generally take this course in either the fall or spring semester of the junior year. Prerequisites: 60 credits and CORE 2101. *3 credits*

Core English

Coordinator: Nancy Enright, Ph.D.

ENGL 1201 Core English I

Structured exercises in writing and revising short essays based on themes suggested by representative readings. Prerequisite: satisfactory score on required placement test or ENGL 0100 or 0150 as appropriate. *3 credits*

ENGL 1202 Core 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*

Engaging the World – CORE 3XXX

<http://academic.shu.edu/core/coreIII/coreIII.htm>

Catholic Studies**CORE 3745 (CAST 3320) Chesterton, Lewis and the Sacramental Tradition**

This course examines the works of two of the most prominent 20th century British Christian writers. Although both authors are renowned as apologists, the course focuses upon their imaginative writings and how these served as invaluable expressions of their thought and spiritual vision. Works considered include Chesterton's novel, *The Man Who Was Thursday* and Lewis' novels, *Out of the Silent Planet* and *Till We Have Faces*. *3 credits*

CORE 3746 (CAST 3940) Catholic Classics and Interiority

This course flows from the new Seton Hall University core curriculum and endeavors to flesh out the meaning of "the Catholic intellectual tradition." Its aim is to analyze the Catholic classics in the light of human interiority, particularly the human passion for meaning, for the good and for God. *3 credits*

CORE 3747 (CAST 2011) Catholicism and Art

This course will study the role of art in Christian history as well as contemporary Catholic attitudes towards artistic creation and appreciation. It will consider various examples of early Christian, Byzantine, medieval, Renaissance and Baroque art. It will also consider the relationship between Catholicism and "modern" art and what recent cultural studies have called "the Catholic imagination." Visiting speakers will address the class on various aspects of Catholicism and art through the centuries. We will also try to arrange some class trips. *3 credits*

CORE 3748 (CAST 3994) Foundations of Christian Culture

Drawing from a variety of sources (historical, literary, philosophical and theological) this course examines the origins and nature of Christian culture, exploring in particular the value of culture itself as an aspect of revelation and incarnation. Looking at figures such as the historian Christopher Dawson, the poet-philosopher-playwright G.K. Chesterton, the novelist-philologist J.R.R. Tolkien, the

theologian Bernard Lonergan and the novelist-Christian apologist C.S. Lewis, it offers some answers from the contemporary Christian tradition to the ancient questions: How am I meant to understand the world? How am I meant to understand myself? This course is part of the Catholic Studies foreign study tour program. *3 credits*

CORE 3749 (CAST 4291) The Philosophy and Theology of Bernard Lonergan

This course will treat the life and work of the Canadian philosopher/theologian Bernard Lonergan from his early days to his later manuscripts on economic theory. It will outline the early influences on his thought – Newman, Plato, Augustine, Aquinas – as well as the influence of the modern sciences and historical scholarship. It will present the broad outlines of his theory of consciousness with an emphasis on self-appropriation. The relevance of his thought to the fields of education, philosophy, history, economics and theology will be highlighted. *3 credits*

College of Arts and Sciences**Chemistry and Biochemistry****CORE 3250 (CHEM 3103) Foundations of Modern Science**

This course is concerned with the development of the experimental sciences (viz., physics, chemistry and molecular biology) within the western tradition, and the influence that the church and science have exerted upon each other since the beginning days of Christianity. *3 credits*

Communication and The Arts**CORE 3130 (ARTH 3101) The Art of Saint Peter's**

The course explores the physical fabric and artistic embellishment of Saint Peter's and the Vatican from early Christian times through the twentieth century as a way of assessing the development of Catholicism's distinctive and powerful visual language. Among the topics to be considered: the transformation of the legacy of classical antiquity into one of the first Christian basilicas at Old Saint Peter's; Michelangelo's Sistine Ceiling, and the Vatican within the urban context of Rome as the capital of modern Italy. *3 credits*

CORE 3131 (MUHI 3131) Music and Theology: Historical Debates within the Catholic Church

The change in sacred music over several centuries (c. 750-1750) prompted debates within the Catholic Church as to the identity of religious music. Traditionalists often felt that the importance of sacred music was related to its devotional characteristics – that is, that sacred music should be a form of sung prayer. Others thought it to be a religious art form that could become increasingly complex. Traditionalists objected to the latter definition by believing that this diluted the original intent of the music. Many of these disputes over changes with regard to sacred music paralleled theological and social disagreements within the church over the mission of Catholicism. The Counter-Reformation, for example, was, in part, a discussion about developments in sacred music that paralleled many social and theological practices that

76 Institute of Interdisciplinary Studies

many within the church felt needed reform. This class will discuss these ideas and developments within the church in relationship to music as well as theology. *3 credits*

CORE 3320 (COST 3101) Propaganda, Religion, & War

The course entails a political, historical, and ethical exploration of discursive and visual propaganda. As a form of mass persuasion, propaganda has long been a vital constituent of both religious discourse and the rhetoric of warfare. The course begins with an examination of the emergence of propaganda as a strategic concept in the 17th century Vatican's response to the Protestant Reformation. It then combines analytical and ethical perspectives on propaganda with a detailed examination of propaganda-like practices throughout history. Such perspectives enable an ethical evaluation of war-related propaganda efforts, such as those enacted by governments in World War I and World War II, as well as more recent propaganda relating to the 9/11 attacks and to the conflicts in Iraq and Afghanistan. Ultimately, students will be able to assess propaganda as a political practice, with an emphasis on communication ethics. *3 credits*

CORE 3321 Great Contemporary English and American Literary Apologists

Excerpts of readings from the works of John Henry Cardinal Newman, G. K. Chesterton, Hilaire Belloc, Ronald Knox, Bishop Fulton J. Sheen, and C. S. Lewis will be examined in order to inform a dialogue conducted among students and professor regarding the arguments of each writer. Two measurements will be kept in mind. First, Apologetics is defined as "the affirmation that it is not irrational to believe." Second, the criteria for evaluating the effective communication of each of the writer's arguments will be measured against Aristotle's theory of civic discourse, *On Rhetoric*. *3 credits*

CORE 3322 (COTH 3628) The Religious Experience on Stage

An examination of religious traditions, values and beliefs as expressed through theatrical performance. The course centers on examining aesthetic texts and using performance as a method of inquiry. *3 credits*

English

CORE 3370 (ENGL 3370) Illness and Literature

This course will explore representations of and responses to illness from the perspective of those suffering from it (the patients), those helping the sufferers (doctors, nurses, spouses, siblings, children, parents, and so on), and those living in a society ravaged by epidemic, such as the Black Death. We will read literature from three traditions – the Western secular literary tradition, the Catholic tradition, and the Jewish tradition – to deepen our understanding of what illness does to individuals and their society, and to strengthen our resources as future patients, caregivers (personal or professional), and individuals for dealing with the spiritual as well as practical crisis that illness generates. *3 credits*

CORE 3371 (ENGL 3371) Fantasy and Faith in British Literature

This course examines questions of meaning central to the Catholic intellectual tradition in connection with the study of literature. We will focus on works of fantasy, specifically the fiction of C. S. Lewis, J.R.R. Tolkien, and their predecessors. The course will examine the implications for social action, morality, heroism, and sacrifice in these works. *3 credits*

CORE 3373 (CAST 2422, ENGL 3422) Catholic Literature and Film

This course, which fulfills both a Catholic Studies and an English requirement, is concerned with the translation of specifically Catholic literature into film. We shall be examining seven texts in the course, all of which have been adapted for the screen. We shall be reading five novels, one play, and a collection of sermons. This collection of the sermons of the late Archbishop of San Salvador Oscar Romero is not directly parallel to the film bearing his name, Romero, but the spirit of the sermons is deeply reflected in the filmed depiction of the man. All the other works have been intentionally adapted into their filmed counterparts. *3 credits*

CORE 3374 (ENGL 3315) James Joyce's *Ulysses*

Ulysses is arguably the greatest novel of the 20th century, written by the greatest Catholic fiction writer of the 20th century, James Joyce. Modeled on Homer's *Odyssey*, the novel charts the modern odyssey of an Everyman through Dublin on one day, June 16, 1904. Reading Joyce's masterpiece provides students with a transformative journey that unites past and present, as Joyce explores the familial triad of father, son and mother, and develops the richly allusive cultural intersections of Bloom (father)/Odysseus/Moses/Parnell/Jesus/Hamlet/Stephen (son). Goals of this course include providing students with a detailed study of *Ulysses* and all of its challenging narrative innovations, as well as helping them contextualize the novel through exploring its classical, religious, political, and psychological themes. To facilitate entering the world of *Ulysses*, the course will begin with Joyce's first autobiographical novel, *A Portrait of the Artist as a Young Man*, and it will include excerpts from commentaries by major Joyce scholars. *3 credits*

CORE 3375 (ENGL 3211) Medieval Literature

This course will explore a literary world where religious piety includes visions of toads, lovers encountering magic ships and talking deer, madness means running around naked in the woods and eating food without salt, and not serving the good wine to guests means you might get vomited to death. We'll meet green knights, people with giant legs they use as umbrellas, berserkers, Chaucer, Dante, knights and ladies, carrier swans, and loyal pet lions. We'll explore manuscript making, whether they really ate nothing but mud and peas, and whether the sun actually ever shone in the Dark Ages. *3 credits*

CORE 3376 (ENGL 3319) Body in Early America

This course explores representations of the body in early American literature, including the place of the body in a variety of religious traditions. More than just its physical form, the body can be read sexually, scientifically/medically, religiously/spiritually, economically, legally, aesthetically, culturally, politically, and philosophically. Readings will begin with explorer and Native American oral narratives, will include texts from a variety of New World settlements, and will go through the literature of the early Republic. *3 credits*

History**CORE 3420 (HIST 3385) Catholic Social Engagement in U.S. History**

Through a close examination of primary and secondary source material, this course explores the history of Catholic social engagement in the American context. It examines how Catholics in the United States bore public witness to their faith and brought their influence to bear upon wider society. Particular attention will be given to four areas in which Catholicism has traditionally provided a counterpoint to dominant social values: church-state relations, education, healthcare and bioethics, and the social order. This course draws attention to how a particular tradition of Catholic social engagement emerged in response to Catholics' dynamic interaction with a distinctive American cultural, social, and political environment. *3 credits*

CORE 3422 (HIST 3387) 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. *3 credits*

CORE 3423 (HIST 3230) The High Middle Ages

Formation of medieval civilization in the so-called Dark Ages and its transformation between the 11th and 14th centuries. *3 credits*

CORE 3424 (HIST 3254) 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*

CORE 3425 (HIST 3264) Modern Ireland

Examination of the forces of Ireland's recent past that account for her present condition. *3 credits*

CORE 3426 (HIST 3234) Medieval Italy

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*

CORE 3428 (HIST 4291) Special Topics: Medieval Heresies

3 credits

CORE 3430 (HIST 3235, CAST 2235) Modern Italy

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*

CORE 3431 (HIST 4393) Topics in American History: 20th Century Catholic Social Activists

This course deals with activist priests who remained true to their calling and were successful advocates for social justice during the most turbulent days of the 20th century. Included are television personalities, Congressmen, community organizers, the man who led the largest march on Washington, DC before 1963, and another who fought gangsterism on the docks of New York who was immortalized in the film, *On the Waterfront*. During their heyday they may have challenged authority but remained faithful Catholics. Theirs is a story of high politics, violence, romance, and faith. *3 credits*

CORE 3432 (HIST 3229) The Early Middle Ages

This course surveys medieval European political, legal, social, economic, cultural and religious history from circa 300 to circa 100. Through discussion of a wide range of primary sources, student in this course will analyze the processes through which early Europeans amalgamated elements of Roman, "barbarian," and early Christian cultures to create a new civilization in western Europe. *3 credits*

CORE 3433 (HIST 3389) American Catholics and the Movies

Through selected readings and films this course chronicles the changing image of the Catholic Church, its practitioners and its parishioners, during that period of the mid-20th century when movies were the mass medium. *3 credits*

CORE 3434 (HIST 3420) Religion and Society in Latin America

Students will explore the ways in which religious ideas and practices have shaped political, social, cultural and economic experiences in the region of Latin America from the 16th through the 18th centuries. *3 credits*

CORE 3435 (HIST 3240) The Renaissance and Reformation

The 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*

Languages, Literatures and Cultures

CORE 3300 (CLAS 3300) Death and Afterlife in Antiquity

This course highlights some of the most fundamental and important concepts in the Catholic intellectual tradition, specifically death, the afterlife, and the nature of God. Classical texts will be compared with biblical texts. The heart of the course is to examine the way that the ancient texts have contributed to, or disagree with biblical ideas. *3 credits*

CORE 3301 (CLAS 3301) The Odysseus Theme

This course will begin with a close reading of Homer's *Odyssey*, focusing on the character of Odysseus and moral questions raised by the trickster figure. We will then examine the literary tradition inspired by the *Odyssey*, including adaptations made by classical, Christian and modern authors, such as Sophocles, Vergil, Dante, James Joyce and Margaret Atwood. *3 credits*

CORE 3540 (MOLG 3321) Journey of Emigration: Meeting the Other

How do we ethically deal with cultural and ethnic difference? Students will read excerpts from twentieth century philosophers whose theories explore how difference and identity may coexist. We will read numerous shorter literary writings describing the Immigrant and Outsider experience from different perspectives. *3 credits*

Mathematics and Computer Science

CORE 3490 (CSAS 3085, PSYC 3698) Robotics and the Mind

This course explores the relationship between Catholic theological reflection and scientific evidence on the question of what it means to be human. Theoretical discussion will be accompanied by physically constructing and programming a variety of robots. *3 credits*

Philosophy

CORE 3590 (PHIL 3590) Philosophy and Therapy

This course will critically investigate the ancient conception of philosophy as a way of life. According to this view, philosophy is therapeutic in the sense that it not only helps us to successfully address the daily challenges we face but ultimately tells us how to live a moral life. By taking up the conception of philosophy as a way of life, the discussion of the therapeutic function of philosophy can be based on a variety of philosophical schools (e.g. Platonic, Stoic, Epicurean, Jewish, Christian), all of which were either referred to or referred to themselves as practicing philosophy and elaborated on the metaphor of the philosopher as physician or healer of the soul. One central concern of this course will be to critically discuss whether philosophy can indeed claim to be therapeutic. The other concern will be to learn about some of the essential characteristics of ancient and modern "philosophical therapy" (e.g. asceticism) as well as exercises philosophers have used to care for soul and body (e.g. spiritual exercises). *3 credits*

CORE 3591 (PHIL 3591) Ancient Greek and Early Christian Conceptions of Love

This is a text-based seminar. Through an examination of key texts, we'll compare ancient Greek and early Christian discussions of love (esp. what the Greeks called eros) with the hope of attaining a better understanding of love and its role in life, and of the variety of approaches to these perennial issues. Topics include: the kinds of love; the (ir) rationality of eros; the role of eros in life; the relationship between eros and the other kinds of love, and their relative value. *3 credits*

CORE 3592 (PHIL 3592) Humans and the Natural World: Ideas that Matter

This course will explore the various paradigms of the natural world that have been developed over the course of the Catholic intellectual tradition, broadly understood. These paradigms have had enormous influences on the ways that we in the west have thought about, organized, and acted upon and in the natural world. We will explore stories of origin (especially Genesis) and other Biblical literature (Psalms and Proverbs), current theological debates about the status of the nature world in Catholic thought, philosophical discourses about nature, as well as the Christian discussions with representatives from other traditions (i.e. Buddhist, Hindu, Islamic, and Native American narratives). *3 credits*

CORE 3593 (PHIL 3593) Ethics, Religion, and Postmodernity

In this course we will begin by outlining the prominent features of the "postmodern condition" as they emerge from "radical" critiques of modernity. We will then examine and critically evaluate normative responses to the postmodern condition and highlight the impact of these movements on Christian ethics and the Catholic intellectual tradition. *3 credits*

CORE 3594 (PHIL 3590) Faith and Reason

To raise the question of the relationship between faith and reason is to ask about the relationship between theology and philosophy, religion and culture, revelation and natural knowledge. Do these pairings represent separate spheres that have little or nothing to do with one another? Do reason and faith complement each other, or are they opposed to each other? Is the option for faith reasonable? Can faith contradict reason? If so, which do we follow, and why? Such questions are of more than academic interest, since how we answer them can have a profound effect on how we live our lives. *3 credits*

CORE 3595 (PHIL 3595) 19th and 20th Century Catholic Thinkers

The course explores some of the ways in which the Catholic intellectual tradition has responded to cultural, social, economic, and political developments in the modern world, from the French Revolution to our contemporary situation. Focus will be on a few select thinkers rather than a survey. *3 credits*

CORE 3596 (PHIL 3010) St. Augustine

In this course, students will read and analyze some of the major works of Augustine in careful and rigorous ways with the goal of understanding Augustine's ideas on their own terms and in relationship to the times in which he lived and worked, appreciating Augustine's stature and influence in the western intellectual tradition, and developing philosophical ways of thinking about Augustine and his works. Students will have opportunities to improve their thinking, listening, speaking and writing through a consideration of Augustine's texts and major secondary works, and will discuss the relevance of Augustine's ideas for our lives in the 21st century. *3 credits*

CORE 3597 (PHIL 3015) St. Aquinas

Historical background; life and achievements of Aquinas, analysis of the main themes of his philosophy, development and influence of Thomistic philosophy, and its continuing relevance. *3 credits*

Political Science and Public Affairs**CORE 3640 (POLS 3101) Catholics in the Political Process**

This course is designed to examine the appropriate roles of the institutional Catholic Church, its citizens, and its political candidates within in the American political process today. It will explore traditional Christian political theory; the Church's relevant major social teachings, and the challenges that confront Catholicism and its adherents in the current, American public arena. In the long term, this course will encourage students to make judgments about both the moral agenda and political policies of the Church, particularly as they impact the behavior of Catholic citizens and political actors in their quest for the common good. *3 credits*

Psychology**CORE 3490 (CSAS 3085, PSYC 3698) Robotics and the Mind**

This course explores the relationship between Catholic theological reflection and scientific evidence on the question of what it means to be human. Theoretical discussion will be accompanied by physically constructing and programming a variety of robots. *3 credits*

CORE 3670 (PSYC 3695) Neuropsychology of Religious Experience

This course will explore the intersection between religious experiences and neuropsychology. We will discuss what the fields of neuroscience and theology can learn from each other based on current research on the neurobiology of religious experiences. *3 credits*

Religion**CORE 3470 (JCST 3480) Judaism and Other Religions**

This course will explore the major approaches to thinking about another religion. We will focus on Jewish texts as textual examples but we will also discuss in every lecture the parallel Christian material. Some of the lectures will focus on the Islamic, Hindu, or Buddhist parallels. The objective

of the course is to gain a sense of how Judaism might conceive its relationship to other religious traditions beyond the poles of pluralism or rejection. This is a crucial task in our era of globalization and post-secularism. *3 credits*

CORE 3720 (RELS 3102) The Bible, Film, and Popular Culture

The course examines the interaction of the Bible, film and popular culture by considering how stories, ideas, and themes from the Bible have been portrayed in Hollywood movies. Specific biblical texts will be analyzed in their historical context and in their depiction in popular films. The course will address such questions as: How has the Bible shaped the way the stories told in film? How has popular culture shaped the way the Bible is read or understood? In particular, the course will focus on ideas of how religion, faith, the God/human relationship, and gender roles are shaped in the intersection of the Bible and popular culture. The aim of the course will be to develop the students' ability to think critically about biblical interpretation and religious experience more generally, is shaped by cultural context, both past and present. *3 credits*

CORE 3721 (RELS 3201) Catholicism and Ecumenism

This course provides a great service to dialogical or ecumenical critical thinking. The course situates the Catholic modern ecumenical movement in the larger context of Christian history, allowing students to understand the contemporary dialogues in relation to the history of doctrine. *3 credits*

CORE 3722 (RELS 3522) Religion, Morality, and the Problem of Suffering

This course examines the relationship between religion and morality from three, interrelated angles of inquiry. First, we will examine whether religious belief is necessary for moral knowledge and action. Second, we will turn to the question of human suffering as a test case. Specifically, we will explore how various points within the Christian tradition have grappled with human suffering. Third, we take up the question of religion and morality through an interreligious or comparative theological exercise on the question of suffering. *3 credits*

CORE 3723 (RELS 3503) Race, Politics and Theology

This course explores questions of race, ethnicity, and political community. More specifically, is a multi-ethnic and multi-racial society viable? Alternatively, is a post-racial society more preferable? What might it mean to "recognize" and value one's ethnic or racial identity? Should one's ethnicity or race be recognized at all? If so, then how? What, then, are the political implications? Questions such as these underscore the larger question of difference and cultural pluralism: in what normative sense can difference and cultural pluralism be considered public goods — what is the limit and extent of these goods? We will pursue this question through a theological-ethical perspective that is in dialogue with contemporary issues in American politics, constitutional law, and moral philosophy. *3 credits*

CORE 3724 (RELS 2223) Modern Christian Thought

This course examines the development of Christian thought from the Reformation to modern times. Topics include: Early attempts at Church 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. We will explore the relation of free will and grace, clashes between religion and politics on a variety of fronts, including the Peasant Revolt and the French Revolution, the rise of nationalism, and Enlightenment and Romantic views of religion. The course will be grounded in close examination of theological texts, but will also include works of art, poetry, historical accounts, and film. *3 credits*

CORE 3727 (RELS 2222) Medieval Christian Thought

Tracks the 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*

CORE 3729 (RELS 2315) Theology of Marriage

The course traces the relationship between faith and commitment in a “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*

CORE 3730 (RELS 3180) Responses to Suffering in the Ancient World

The course invites students to reflect intellectually on the problem of human suffering. To facilitate this reflection we will survey a range of ancient religious, literary and philosophical texts that respond in different ways to suffering. We will read texts from the biblical, Buddhist, and Hindu traditions. Throughout the course, these ancient texts will provide an analytic framework for the student to reflect on responses to the problem of suffering in our contemporary world. *3 credits*

CORE 3731 (RELS 3280/CAST 4390) The Popes and the Modern Ecumenical Movement

The course traces the involvement of the Popes, especially after Vatican II, in the ecumenical movement. Because of this movement, which has been developing during the last century (since 1910), the relationships between the different Christian churches, long divided from one another, have changed and continue to change significantly. This course seeks to interpret the reasons why Christianity divided centuries ago, and the ways in which the churches are seeking to remedy those divisions today, seeking to restore the unity of the Church, showing especially the contributions of the Popes to that movement. *3 credits*

Sociology, Anthropology and Social Work

CORE 3790 (ANTH 3306, SOCI 3888) African Diasporic Religions in Dialogue

This course will examine the products of interrelations between West African religions and Catholicism as they met via the slave trade and forced relocation of Africans to the New World. It will also view contemporary versions of those interrelations. We will discuss continuities and changes, syncretism, resistance, and divergence between and among African derived religious practice and the religious and cultural forms that people of African descent encountered in the New World. The main focus will be social-scientific. Among the topics to be considered: Mexican, Cuban, Haitian, Trinidadian, Brazilian, and U.S. traditions, including discussions of Catholic Saints, slave Baptisms, the Inquisition, folk Catholicism, sacred drumming, trance possession, and Santería. *3 credits*

CORE 3791 (SOCI 3888) Thomas Merton, Religion, and Culture

Roman Catholic, Trappist Monk, civil rights and anti-war activist, cultural critic and poet, Thomas Merton (1915-1968) was among the first pioneers of a contemporary movement now referred to as “being religious interreligiously”. This course will provide a broad exposure to the writings of Thomas Merton in various genres; an appreciation for the continued relevance of his work in the first decade of the twenty-first century and beyond; an understanding of what it means to be religious interreligiously without having to abandon one’s native religious tradition; and a firsthand experiential appreciation of the value of contemplative practice (sacred silence) and its importance in the fast-paced and fragmented world of information overload in which they find themselves. *3 credits*

CORE 3792 (ANTH 3304) Anthropology of Mysticism

This course explores the lives of specific Catholic mystics (and also some Eastern Orthodox mystics) and the phenomenon of mysticism and mystical phenomena drawing on a sub-specialty of cultural anthropology: the anthropology of consciousness. The professor and students will strive to make meaningful sense out of the fascinating lives of these unusual personalities and of the firsthand nature of their experiences with the Divine or Ultimate Reality in a non-reductionist way. Special attention will be paid to the relationship between ascetic, ritual and devotional practice and mystical experiences. *3 credits*

CORE 3793 (SOCI 3886) Catholicism and the Human Sciences

Models of integration and tension between Catholicism and the various sciences of human behavior are examined in their historical contexts. Main controversies – the relationship between facts and values, essentialism vs. anti-essentialism, voluntarism vs. determinism, and relativism vs. objectivism – are examined from a Catholic perspective that emphasizes how theology and the human sciences “implicate” each other. A Catholic theology of the human sciences is applied to modern and postmodern conditions of life, and contrasted with other Christian as well as non-Christian theologies. *3 credits*

Stillman School of Business**CORE 3101 (BINT 3001) Global Business**

The thrust of this course is to develop “global business literacy” among students, with particular emphasis on the influence/impact of Catholic Social Thought and other religious traditions on the practice of global business. The focus is on trends and forces that shape international commercial activity and their impacts on business decisions. The topics covered stem from the broad viewpoint of international trade, economics, and finance, political and economic geography, risk management, marketing, ethics and international law. These topics are presented from the perspective of a generalist. (The faculty strongly recommends that students complete this course before taking other international business courses in the Stillman School curriculum). Prerequisite: Junior Standing or above, CORE 1101, CORE 2101, ECON 1402 and 1403, BACC 2103 and 2104, and BLAW 2301. *3 credits*

Whitehead School of Diplomacy and International Relations**CORE 3850 (DIPL 3850) Church, State, and Politics in Latin America**

This course has two central objectives: (1) to provide students with an understanding of the evolving role of religion in Latin American politics, with a primary emphasis on the role of Catholicism and the Catholic Church from the period of the Second Vatican Council until the present; and (2) to provide students an opportunity to reflect on the normative questions of how religious beliefs and religious institutions should affect politics and of how different political systems and state policies should affect the practice of religion. The major themes, to be examined through both Catholic and non-Catholic perspectives, include the institutional relationship between the Catholic Church and the state, the different political expressions of Catholicism (from those inspired by Liberation Theology to supporters of Christian Democratic or Conservative political parties), the persecution of the Church under certain authoritarian regimes and the Catholic response, the rise of religious and political pluralism, and the role of religion in contemporary politics and public policy. *3 credits*

CORE 3851 (DIPL 3851) Religion and War

This course will examine wars of religion and religious views of war. We are living through an era fraught with religious warfare – wars animated by religious conflict and wars that use religious abuse as weapons to demoralize and subdue the enemy. The course will focus on three major religious traditions (Christianity, Islam, and Buddhism) and set in dialogue their respective views of war, assess their contributions to the contemporary laws of war, and examine particular historical episodes of religious conflict – as well as contrary episodes of religious toleration. *3 credits*

College of Education and Human Services**CORE 3880 (CPSY 3300) Institutional Imperatives and Globalization: Competing Influences of Schools, Religion, Government and Media in Shaping and Changing Society**

In the United States, public schools have relatively recently been viewed as secular, with a heightened sensitivity to church/state separation. This secularization process may also be evident in both government and media. However, there never has been a complete separation given that most administrators, teachers, and students come from a Judeo-Christian background and their belief systems permeate every aspect of the schools’ social justice environment. The aim of the course is to explore the tensions that arise in these areas by means of a comparison between the US and the institutions of another society. Students will come to appreciate the impact of history on current political, educational and social policy as well as the influence of geography and geo-politics on social/cultural/religious development. This course involves travel. *3 credits*

CORE 3881 (CPSY 3105) Leadership through Service Learning

This course responds to contemporary calls for the development of more informed and civic minded citizenry. Themes (human dignity, economic justice) from documents (U.S. Catholic Bishops’ Letters, Papal Encyclicals, Councils, Biblical text) related to Catholic Social Teaching (CST) and from other religions will inform and illuminate the purposes and activities of this course as will readings from education concerning caring and social justice. Exploring principles, theoretical and social, that provide the basis for service to others, in discussions and writings, students will consider broad questions that have consequences for real people. Differing perspectives on purposes of and strategies for service will be discussed as well as service learning role models. Throughout the course, students will discuss and experience service as a social action designed to improve a situation in a setting or community by identifying, discussing, analyzing and acting on needs at a local site. *3 credits*

College of Nursing**CORE 3910 (NUTH 3020) Religious Values in Healthcare**

This course focuses on a discussion of major themes and precepts in Catholic and other intellectual and religious traditions and their application to contemporary health care issues. Emphasis is on how Catholic and other religious and cultural traditions affect and influence people facing various transformative health care issues in their lives. *3 credits*

Catholic Studies Program

The program in Catholic Studies aims at reflection on the relation of Catholicism to all areas of culture. It is open to all students of all tradition and is essentially interdisciplinary. While rooted in historical religious studies, it is also theological and seeks to link Catholic self-understanding to all areas of the curriculum and the professions. It is the perfect complement to and a deepening of the new University Core Curriculum. The program's interdisciplinary approach and opportunities for sustained reflection on current issues invite students to enter into a deeper understanding of the Catholic intellectual tradition in history.

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.

The Catholic Studies Program has recently revised its major that leads to a Bachelor of Arts (B.A.) degree as of fall 2009. Students who entered the program under the old major have the option of either completing the original requirements in effect when they first declared their major, or fulfilling the new requirements as outlined below.

Major in Catholic Studies

A. Core Courses (9 credits)

- CAST 1302 (RELS 1302) Introduction to the Catholic Vision
- CAST 3940 (CORE 3746) The Catholic Classics and Interiority
- CAST 3193 Integrating Seminar in Catholic Studies

B. Electives (21 credits, including one Signature III course)

Students take four 1000-2000 level courses and three 3000 level courses from the following four areas inspired by the document, *Gaudium et Spes (The Church in the Modern World)* from the Second Vatican Council.

1. The Catholic Intellectual Heritage

- CAST 1202 (RELS 1202) Christian Belief and Thought
- CAST 2153 (RELS 2153) Letters of Paul
- CAST 2160 (PHIL 3595) (CORE 3595) 19th & 20th Century Catholic Thinkers
- CAST 2223 (RELS 2223) Modern Christian Thought
- CAST 2224 (RELS 2224) Eastern Christianity
- CAST 3950 (PHIL 3950) Faith & Reason Seminar
- PHIL 2030 Medieval Philosophy
- PHIL 3010 St. Augustine
- PHIL 3015 St. Thomas Aquinas
- RELS 2111 Genesis and Exodus

- RELS 2151 Matthew, Mark & Luke
- RELS 2152 The Gospels and Letters of John
- RELS 2221 Early Christian Thought
- RELS 2222 Medieval Christian Thought

2. Catholicism and Human Dignity

- CAST 2520 (RELS 2520) Catholic Social Teaching
- CAST 2313 (RELS 2313) Christian Spirituality
- CAST 2514 (RELS 2514) Theology of Sexuality
- RELS 2160 Women in the Biblical Tradition
- RELS 2231 Jewish-Christian Relations
- RELS 2241 Introduction to Ecumenism
- RELS 2315 Theology of Marriage
- PHIL 1107/8 Self & Community: Philosophy in Theory & Practice I/II

3. Catholicism and Human Culture

- ARTH 2112 Medieval Art
- ARTH 2113 Italian Art of the Renaissance
- ARTH 2115 Baroque and Rococo Art
- CAST 2011 (RELS 2011) Catholicism and Art
- CAST 3015 (ENGL 3015) (CORE 3372) Catholicism and Literature
- CAST 2101/2 (LATN 2101/2) Intermediate Latin I/II
- CAST 2207/8 (GREK 2207/8) New Testament Greek
- CAST 3311 (ENGL 3311) Chaucer
- CAST 2292 Literature of Christian Conversion
- CAST 2410 Bible as Literature
- CAST 3422 (ENGL 3422) Catholic Literature and Film
- CAST 3428 (ENGL 3428) Contemporary Lit and Religion
- CAST 3150 (LATN 3150) Medieval Latin
- CAST 3320 (CORE 3745) Chesterton, Lewis and the Sacramental Tradition
- CAST 3994 Foundation of Christian Culture
- ENGL 3211 Medieval Literature
- ITAL 2311/2 Contemporary Italian Prose I/II
- MUHI 1137 Gregorian Chant

4. Catholicism and the Human Community

- CAST 2291 Roots of Catholic Ireland
- CAST 3233 (HIST 3233) Dante & His World
- CAST 2236 (HIST 2236) Catholicism, Tradition and Reform Since 1500
- CAST 3387 (HIST 3387) Catholic Church in the United States
- CAST 3264 (HIST 3264) Modern Ireland
- CAST 3230 (HIST 3230) Europe in the Middle Ages
- CAST 3234 (HIST 3234) Medieval Italy
- CAST 3354 (HIST 3235) Modern Italy
- CAST 3397 Latin American Catholicism
- CAST 3955 (SOCI 3881) Catholicism and Social Sciences

CAST 3999	Emergence of Christian Rome
HIST 3240	Renaissance and Reformation
SOCI 2412	The Sociology 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. The maximum number of credits that can be applied to the Catholic Studies major is six. The Center for Catholic Studies annually offers its own foreign study programs.

D. Service Learning

Students in the Catholic Studies Program regularly participate in service-learning programs with the Division of Volunteer Efforts (DOVE) and other agencies.

Minor in Catholic Studies

A minor in Catholic Studies consists of five courses:

	Credits
CAST 1302 (RELS 1302)	
Introduction to the Catholic Vision	3
Four electives at the intermediate or advanced level	12
Total: 15	

Certificate in Catholic Studies

A certificate in Catholic Studies consists of four courses:

	Credits
CAST 1302 Introduction to the Catholic Vision	3
Three electives at the intermediate or advanced level (CAST 2000-4000)	9
Total: 12	

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 who major or minor 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.

Course Descriptions

See cross-listed courses for additional course descriptions.

CAST 2011 (RELS 2011) Catholicism and Art

This course considers the relationship between the Catholic faith and artistic expression and why art is an inextricable aspect of Catholicism. Particular attention is paid to the various forms and ages of Catholic art, and the rich theological/spiritual messages conveyed through nearly two millennia of painting, sculpture and architecture. *3 credits*

CAST 2291 Special Topics: The Roots of Catholic Ireland

This course explores the distinctive experience of Christianity in Ireland from its beginnings in the 4th/5th centuries to the coming of the Reformation. It examines those one thousand years as a vibrant period that was characterized by monastic spirituality, ascetic practices, delight in the wonder of creation, love for the life of the mind as well as the spirit and a compelling missionary zeal that eventually re-energized the European Church and Western civilization. This course is part of the Catholic Studies foreign study tour program. *3 credits*

CAST 2292 Special Topics: Literature of Christian Conversion

The experience of conversion is central to Christianity, and throughout the millennia writers have recounted their paths to faith in Christ. The course examines a number of these accounts and authors from the Catholic and broader Christian tradition, including such figures as Saint Augustine, Saint Edith Stein and C.S. Lewis. *3 credits*

CAST 3193 Seminar in Catholic Studies

This course represents an integrating experience of the student's participation in the Catholic Studies Program, whereby theological understanding and lived experience of Catholicism become intertwined. Particular attention is paid to how Catholicism's incarnational theology necessarily applies to and acts within the specific setting of the student's life, parish and community. *3 credits*

CAST 3293 Special Topics: Catholic Faith/Resurrection of Poland 1795-1990

Few countries exhibit as strong a connection of its history, culture and identity with the Catholic Faith as does Poland, a factor which proved decisive in its return to freedom. The course examines how the Polish people and Church endured through the periods of partition and Nazi/Soviet tyranny until their resurgence in the epochal pontificate of Pope John Paul II and the collapse of Communism. This course is part of the Catholic Studies foreign study program. *3 credits*

84 Institute of Interdisciplinary Studies

CAST 3320 (CORE 3745) Chesterton, Lewis and the Sacramental Tradition

This course examines the works of two of the most prominent 20th century British Christian writers. Although both authors are renowned as apologists, the course focuses upon their imaginative writings and how these served as invaluable expressions of their thought and spiritual vision. Works considered include Chesterton's novel *The Man Who Was Thursday* and Lewis' novels *Out of the Silent Planet* and *Till We Have Faces*. *3 credits*

CAST 3940 (CORE 3746) The Catholic Classics and Interiority

This course flows from the new Seton Hall University core curriculum and endeavors to flesh out the meaning of "the Catholic intellectual tradition." Its aim is to analyze the Catholic classics in the light of human interiority, particularly the human passion for meaning, for the good and for God. *3 credits*

CAST 3994 Foundations of Christian Culture

Drawing from a variety of sources - historical, literary, philosophical and theological - this course examines the origins and nature of Christian culture, exploring in particular the value of culture itself as an aspect of revelation and incarnation. Looking at figures such as the historian Christopher Dawson, the poet-philosopher-playwright G.K. Chesterton, the novelist-philologist J.R.R. Tolkien, the theologian Bernard Lonergan and the novelist-Christian apologist C.S. Lewis, it offers some answers from the contemporary Christian tradition to the ancient questions: How am I meant to understand the world? How am I meant to understand myself? This course is part of the Catholic Studies foreign study tour program. *3 credits*

CAST 3997 Latin American Catholicism

Catholicism is not only an inextricable part of Latin America history and identity, but the region's experience of the Faith has a profound influence on the universal and future life of the Church. The course examines in particular Catholicism in Mexico, which embraces a rich ensemble of the humble and the heroic, the struggles for human dignity and the miraculous. The course culminates in an intensive immersion experience. This course is part of the Catholic Studies foreign study program. *3 credits*

CAST 3998 (HONS 4195, RELS 3998) Special Topics: Italy in the Footsteps of the Saints

Italy enjoys a pre-eminence as a spiritual center for the Christian world alongside its importance in the development of Western civilization's art, music, architecture and political thought. The course will examine the interplay between Italy's profound spiritual heritage and cultural achievements, focusing on the contributions of such key figures as the Apostles Peter and Paul, Saints Francis and Clare of Assisi, Saint Catherine of Siena and Saint Ignatius of Loyola. This course is part of the Catholic Studies foreign study tour program. *3 credits*

CAST 3999 Emergence of Christianity in Rome

The Church in Rome has manifested the greatest durability, adaptability and influence of all the early Christian communities mentioned in the New Testament. The course begins with the Roman Church's Jewish roots, the Apostles Peter and Paul and the age of persecutions and continues through its increasingly central role in shaping Western Christianity from the time of Constantine to the early Middle Ages. Special focus is given to the developing office of the papacy and the self expression of this vibrant community through its art and architecture. This course is part of the Catholic Studies foreign study tour program. *3 credits*

CAST 4290 - 4292; 4390 - 4392 Special Topics in Catholic Studies

Topics to be set by instructor. *3 credits each*

University Honors Program



Fahy Hall, Room 304
(973) 275-2011
www.shu.edu/academics/artsci/honors-program/
Director: Peter G. Ahr, Ph.D.
Administrative Assistant: Mary Mountcastle

The University Honors Program is a unique academic opportunity to develop an understanding of the formative ideas that have shaped the world as we know it, from reading and discussion of primary texts with other highly motivated students and teams of faculty members drawn from a variety of academic disciplines. It is structured around team-taught Honors Colloquia and multidisciplinary Honors Seminars that address perennial human questions posed across global cultures. Students study the great philosophical, religious, literary and visual texts of the past and present, to understand from this contact with primary sources how our world came to be. Going beyond the conventional “western civilization” model, the Program also explores the cultures of eastern and southern Asia and of the Muslim world. It takes as its scope the origins, the development and the interrelationship of ideas, art forms and social organizations from many cultures which together have formed our world. Students with this kind of global understanding are best prepared to be servant leaders in the world of the 21st century.

During the first two years of this certificate program, students meet twice a week for three hours and complete the four Honors Colloquia, HONS 1001, 1102, 2003 and 2105. These colloquia are taught in small discussion sections, with two faculty members in each section. These colloquia substitute for core curriculum requirements such as Core English, religion, philosophy, literature and history. The colloquia also include Honors sections of the University CORE 1101 and 2101 courses, taught by the colloquia faculty. During the third and fourth years, students complete two interdisciplinary Honors Seminars (3 credits each), choosing from a variety of topics that change from year to year. From time to time, the Honors Program offers a study tour abroad under one or more of its faculty, as one of its Honors Seminars. The Honors Thesis, completed in close collaboration with a member of the faculty, is a work of original research done in the senior year.

In order to continue in the Honors Program and to receive the Certificate of the Honors Program at its completion, students must maintain a B average in their Honors courses as well as an overall B average. The courses in the Honors Program are accepted by the several schools and colleges of the University in replacement of many of their core curriculum requirements. For more specific information on how the Honors Program counts in particular cases, please contact the Director of the Program.

86 University Honors Program

The Honors Program provides a coordinated liberal arts concentration for outstanding students of all schools and majors at Seton Hall University. The Certificate of the Honors Program demonstrates the completion of a uniquely broad education in the Humanities. In addition to course work, the Honors Program provides opportunities for students to attend opera, theater, museums, concerts and other cultural events in the metropolitan area. Several of the colloquia include class visits to museums and galleries in the New York area for first-hand study of artifacts from the period they are studying. Honors Program students work together on class assignments, and resident Honors students live together in the residence halls. Honors students and faculty form a cohesive academic community that lasts throughout a student's career at Seton Hall University and beyond.

Course Descriptions

HONS 1001 Special Topics: Colloquium on Classical Civilizations

This course examines the origins of the modern world in the ancient civilizations of Asia, North Africa, and Europe through reading and discussion of their literatures, art, history, philosophy and religions. This team-taught course also examines the origins of Christianity as part of this story. This course is taught from 2007 forward, together with special small Honors sections of the University's CORE 1101 course, by the same professors. Corequisites: CORE 1001, CORE 1101 Honors section. *3 credits*

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 in this semester. The course examines the social and political structures that emerge across Europe and Asia from the fourth through the fifteenth centuries, and studies texts which articulate the philosophical, religious, scientific, literary and esthetic expressions of those societies, and discusses how these developments led in turn to the world we live in today. *6 credits*

HONS 2003 Special Topics: Colloquium on Early Modern Civilizations

This semester examines the emergence of modern philosophy, literature, politics and sciences through the sixteenth, seventeenth, and eighteenth centuries, and the expansion of European cultures with the growth of global trade, commerce and settlement. This course is taught, from 2008 forward, together with Honors sections of the University's CORE 2101 course, by the same professors. Co-requisite: CORE 2101 Honors section. *3 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 2105 Colloquium on Contemporary Civilizations

This semester-long course focuses on the emergence of global civilization through the worldwide spread of industrialization, urbanization, popular movements, and wars. It examines texts illustrating the development of the social and natural sciences, and the social, philosophical, esthetic and political consequences of these developments. The class also discusses texts illustrating contemporary implications of these developments in our society and globally. *6 credits*

HONS 5101 Honors Thesis

The Honors Thesis is a substantial project of independent research, undertaken with the collaboration of a University faculty member, whether in the student's major department or in another appropriate field. A departmental thesis or senior project may be accepted as the equivalent of the Honors Thesis with the agreement of the Program Director. *3 credits*

Most of the Honors Seminars are offered under departmental course numbers; some are also offered as CORE 3101 as well. Occasionally, additional seminars may be offered under one of the following numbers:

		Credits
HONS 3180	Topics in Religion and Society	3
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 4190	Honors Reading Course	2
HONS 4191	Honors Reading Course	3
HONS 4192	Honors Independent Study	3

See the Honors Program Website at www.shu.edu/academics/artsci/honors-program/ and its links for further information on faculty, courses, syllabi and other information.

College of Arts and Sciences



Fahy Hall, Room 118
(973) 761-9022
(973) 275-2564
artsci.shu.edu
www.shu.edu/academics/artsci

Interim Dean: Joan F. Guetti, Ph.D.

Associate Dean for Academic Affairs and Planning:
Charles E. Carter, Ph.D.

Associate Dean for Undergraduate Student Services and Enrollment Management:
Christopher A. Kaiser, Ed.D.

Assistant Dean for Finance and Administration:
Sheila F. Riley, M.P.A.

Executive Director, CAS Online Education: T.B.A.

Director, Ruth Sharkey Academic Resource Center and Project Acceleration: Peter Hynes, M.B.A.

General Manager of WSOU-FM: Mark Maben, B.A.

Assistant Director, Graduate Recruitment:
Michael T. Dooney, M.A.

Departments and Chairs:

Biological Sciences: Jane Ko, Ph.D.

Chemistry and Biochemistry: Stephen P. Kelty, Ph.D.

Communication and The Arts: Thomas Rondinella, M.F.A.

English: Mary McAleer Balkun, Ph.D.

History: Nathaniel Knight, Ph.D.

Languages, Literatures and Cultures:
Anne Mullen-Hohl, Ph.D.

Mathematics and Computer Science:
John T. Saccoman, Ph.D.

Philosophy: Yvonne Unna, Ph.D.

Physics: M. Alper Sahiner, Ph.D.

Political Science and Public Affairs: Jeffrey Togman, Ph.D.

Psychology: Susan A. Nolan, Ph.D.

Religion: Anthony Scigliitano, Ph.D.

Sociology, Anthropology and Social Work:
C. Lynn Carr, Ph.D.

Programs and Special Studies:

Asia Center: T.B.A.

Criminal Justice: Christopher A. Kaiser, Ed.D.

Economics: Jeffrey Togman, Ph.D.

Environmental Studies: Judith C. Stark, Ph.D. and
Marian G. Glenn, Ph.D.

Gerontology: Emma G. Quartaro, D.S.W.

Health Professions: Roberta Moldow, Ph.D.

Italian Studies: David Bénéteau, Ph.D.

Liberal Studies: Mark Couch, Ph.D.

Pre-Law Advising: Robert Michael Pallitto, Ph.D., J.D.

Pre-Medical/Pre-Dental Plus: Hasani Carter, Ph.D.

Project Acceleration: Peter Hynes, M.B.A.

88 College of Arts and Sciences

Russian and East European Studies:

Maxim Matusевич, Ph.D.

Social and Behavioral Sciences: Joan Brennan, M.P.A.

University Honors Program: Peter Ahr, Ph.D.

Women and Gender Studies: Vanessa May, Ph.D. and
Ines Murzaku, Ph.D.

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 Healthcare Administration, Master of Public Administration and Doctor of Philosophy.

Through its core courses, the College of Arts and Sciences provides students with a foundation in the liberal arts and training in essential skills such as writing and oral communication; through its majors and minors, the College prepares students for professional careers or graduate education. A vibrant and dynamic community of learners, the College of Arts and Sciences has foundational roots in a rich intellectual tradition rooted in the liberal arts, is served by a committed and nationally recognized faculty, and offers courses and programs which provide students with multiple pathways to success.

Undergraduate Programs of Study in the College of Arts and Sciences

Major Fields of Study Leading to the Bachelor of Arts Degree

Africana Studies *
Anthropology *
Art History *
Asian Studies*
Biology
Broadcasting, Visual and Interactive Media*
Catholic Studies *
Classical Studies
Communication Studies *
Comprehensive Music/Music Education
Creative Writing
Criminal Justice *
Economics *
English *
Environmental Studies *
Fine Arts *
French *
Graphic, Interactive and Advertising Design *
History *
Italian *
Journalism and Public Relations*
Latin American and Latino/Latina Studies *
Liberal Studies
Modern Languages
Music Performance *
Philosophy *
Physics *
Political Science *
Psychology *

Religious Studies *

Social and Behavioral Sciences

Social Work *

Sociology *

Spanish *

Theatre and Performance *

**A minor in this program is also available.*

Major Fields of Study Leading to the Bachelor of Science Degree

Biochemistry

Biology

Chemistry *

Computer Science * (Admission to major suspended for new students; accepting students for minor.)

Mathematics *

Physics *

Psychology*

** A minor in this program is also available.*

Pre-Professional and Special Programs

University Honors Program

Pre-Dental

Pre-Law

Pre-Medical

Pre-Optometry

Pre-Veterinary

Accelerated and Dual Degree Programs

B.A. or B.S./M.B.A. with the Stillman School of Business

B.A./M.A. in English

B.A./M.A. in History

B.A./M.A. Museum Professions

B.A. Political Science/Master of Public Administration

B.A. Sociology/Master of Public Administration

B.A. Psychology/M.A.E. Psychological Studies

B.A. Psychology/M.S. Experimental Psychology

B.A. Social and Behavioral Science/M.S. Athletic Training

B.A. Social and Behavioral Science/
M.S. Occupational Therapy

B.S. Biology/Doctoral Physical Therapy

B.S. Biology/M.S. Physician Assistant

B.S. Biology/M.S. Athletic Training

B.S. Chemistry/B.S. Chemical Engineering with New Jersey
Institute of Technology

B.S. Physics/B.S. Biomedical, Industrial, Civil, Electrical
or Computer Engineering with New Jersey Institute of
Technology

Certificate Programs

Catholic Studies

Computer Graphics

Digital Media and Video

Digital Media Production for the Web

Gerontology

Honors Program

Russian and East European Studies

Web Design

Additional Minors

Archaeology
 Classical Culture
 Classical Languages
 Environmental Sciences
 Ethics and Applied Ethics
 Italian Studies
 Latin
 Musical Theatre
 Nonprofit Studies
 Russian
 Russian and East European Studies
 Women and Gender Studies
 Writing

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 and Tutoring

Students who have declared majors within the College of Arts and Sciences are advised by experienced faculty in their chosen academic departments within the College. This faculty adviser assists the student in the determination of educational objectives commensurate with his/her interests, talents and abilities. Course selection, particularly the sequencing of courses, is also accomplished in these advising sessions. Appropriate advising is a shared responsibility; both the faculty person and the student are engaged to seek the best possible experience for the student. As adults, it is the responsibility of each student to familiarize themselves with all academic policies and to understand all academic requirements. Included in these discussions is information about academic policies and procedures, curricular and co-curricular programs, and exposure to the full range of services and opportunities available for all Seton Hall students. Students follow the requirements listed in the Undergraduate Catalogue for the year in which they entered Seton Hall University.

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. It is recommended that students declare their majors by the time they complete 60 credits. 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 pre-register for any further courses at Seton Hall University without formally declaring an academic major. A hold will be placed on the student's record, which can only be removed with permission of the dean and by filing a declaration of major.

Ruth Sharkey Academic Resource Center

The Ruth Sharkey Academic Resource Center (ARC) is part of the College of Arts and Sciences and is located in Arts and Sciences Hall. The ARC serves all Seton Hall University students, regardless of their year of study, in several ways. ARC tutors conduct regular review sessions in disciplines such as mathematics, science, physics, and modern languages. Tutoring schedules are posted on the ARC web pages and students are encouraged to take advantage of these opportunities for increased and supplementary instruction.

Students interested in applying for nationally competitive scholarships will find resources, online information and guidance on submitting applications in the ARC.

Faculty advisors are also available to assist students interested in pursuing inter-departmental or pre-professional majors. In addition, advisors are available to help those undeclared students choose a major, or transfer from one program to another.

The ARC is a resource for students who wish to participate more fully in their own academic development. Students can supplement their classroom learning or prepare themselves for future opportunities by engaging with a learning community that consists of peers, graduate teaching assistants, faculty, administrators and alumni.

For more information, call (973) 761-9108, e-mail ARC@shu.edu or visit www.shu.edu/academics/artsci/arc

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

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 (MCAT, DAT). The MCAT is administered January through September of the prospective students' junior year in college. The DAT given year round.

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 in order to advise the student/applicant in his/her choice of a health profession.

The University participates in several dual degree programs (Physical Therapy, Physician Assistant, Athletic Training, Occupational Therapy) and in the early admission program, AccessMed with Robert Wood Johnson Medical School. Interested students should contact the director of health professions for details about these programs. For additional information, visit the health professions' web site at <http://www.shu.edu/academics/artsci/health-professions-advising>

Pre-Medical/Pre-Dental Plus Program

The Pre-Medical/Pre-Dental Plus Program (PMPDPP) is a four-year undergraduate degree program for students pursuing a science major in the College of Arts and Sciences. The program provides a supportive environment for historically underrepresented and economically disadvantaged students to prepare for study in a medical, dental, or other health related field. PMPDPP provides students with the necessary tools and resources required for a smooth transition to medical, dental or graduate study in an allied health field.

Potential candidates must be full-time residents of New Jersey, demonstrate the desire to pursue a career in the sciences and satisfy academic and need-based financial criteria. Financial assistance is offered through New Jersey's Educational Opportunity Fund (EOF). University scholarships are also available to eligible students.

Entering freshmen attend a six-week summer program offering courses in college-level chemistry, mathematics and writing to help them make the transition to studying at the college level. Students earn up to six undergraduate credits during the summer program.

Pre-Med/Pre-Dental Plus students receive academic, career, and personal counseling as well. They work with the university's health adviser to plan course work in preparation for advanced level science courses as well as the student's own academic interests. Tutoring in key science disciplines is offered at least two times a week. A sense of community is fostered through meetings with the PMPDPP student counselor and monthly student meetings.

An additional feature of the program is Access Med. Access Med is a program offered, through an affiliation with Seton Hall University and Robert Wood Johnson Medical School, at the University of Medicine and Dentistry of New Jersey. Selected students begin taking first-year medical courses in their senior year and receive credit toward both the Seton Hall University Bachelor of Science degree and the M.D. at Robert Wood Johnson Medical School. Access Med offers a Medical College Admissions Test (MCAT) preparation course for selected junior-level PMPDPP students. This intense preparation class offers diagnostic and review sessions as well as several simulations of the MCAT examination. Students admitted to this phase of the Access Med program can achieve superior results on the MCAT exam.

For additional information visit the program's website at www.shu.edu/academics/artsci/pmpdpp or call (973) 761-9648.

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, philosophy and economics, 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.

The St. Thomas More Pre-Law Society is an organization for students interested in pursuing a career in law.

For additional information, visit www.shu.edu/academics/artsci/pre-law/index.cfm or contact Robert Michael Pallitto, Ph.D., J.D., pre-law adviser, at pallitro@shu.edu

Project Acceleration

Project Acceleration provides high school students the opportunity to earn college credit for successfully completing courses at their local high schools. Courses are offered at significantly reduced tuition rates, and are available in all fields, including the physical and biological sciences, languages, English, mathematics, education, art, music, economics, philosophy, religious studies, and social sciences. Upon completion of these courses, the credits earned are entered on to an official Seton Hall transcript. Project Acceleration credits can then be applied towards a Seton Hall degree, or can be transferred to many other colleges and universities.

For more information call (973) 761-9224, send an e-mail to projectacceleration@shu.edu or visit www.shu.edu/academics/artsci/project-acceleration/index.cfm

Internships

Internships are offered as an optional educational program available to students in the College of Arts and Sciences. Internships integrate classroom study with supervised learning through productive work experiences. Employer partners work closely with The Career Center and the College of Arts and Science internship faculty advisers to provide students with supervised, “hands-on” working and learning experiences that have relevance to their academic major and career goals. All internship positions are carefully screened to insure that they provide a quality work and learning experience.

To be eligible, students must have completed 30 credits and maintain an overall GPA of 2.5. (Some academic departments may have additional requirements.) Transfer students need to complete at least one semester at Seton Hall to be eligible. Internships can be paid or non-paid and credit bearing or non-credit bearing.

All students interested in either a credit-bearing or non-credit internship experience should schedule an appointment with career professional at The Career Center. Upon approval from an internship faculty adviser, internship credits will satisfy general elective requirements. At the discretion of the College and/or the academic department, internship credits may be used to fulfill major elective credits. Students are eligible to earn 3 credits per semester for an internship experience and a maximum of 9 credits. Students pursuing multiple semesters with the same employer must demonstrate increased level of responsibilities in their internship experience. Students who elect a non-credit internship experience are closely monitored by The Career Center.

Courses in the Internship Program include:

Internship I - Pre-professional exploratory experience in a field. Assignments will be made in an entry-level position of employment. Taken only with the written permission of a co-op faculty adviser.

Internship II - Intermediate professional experience in a field. Taken only with the written permission of a coop faculty adviser.

Internship III - Professional experience in the field specifically oriented to the academic major and career objectives. Taken only 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 Biological Sciences (BIOL)
 Department of Chemistry and Biochemistry (CHEM)
 Department of Communication and The Arts (AART, ARTH,
 COBF, COGR, COJR, COMM, COPA, COST, COTC,
 COTH, MUAP, MUHI, MUTH)
 Department of English (ENGL)
 Department of History (HIST, GEOG)

Honors Program (HONS)

Interdisciplinary Programs and Courses (ARCH, CRIM,
 DAVA, ECON, ENVL, IDIS, ITST, WMST)

Department of Languages, Literatures and Cultures (AFAM,
 ARAB, ASIA, CHIN, CLAS, FILI, GREK, JAPN, LALS,
 LATN, FREN, GERM, ITAL, MOLG, PORT, RUSS,
 SPAN)

Department of Mathematics and Computer Science
 (CSAS, MATH)

Department of Philosophy (PHIL)

Department of Physics (PHYS, EARTH)

Department of Political Science and Public Affairs
 (POLS, PSMA)

Department of Psychology (PSYC)

Department of Religion (RELS, JCST)

Department of Sociology, Anthropology and Social Work
 (ANTH, SOCI, SOWK)

To locate course descriptions, please 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 University and the College, the requirements of their major fields and a sufficient number of electives. A minimum of 120 credits is required for first time/full time students entering in Fall 2011. 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.

Core Curriculum of the College of Arts and Sciences

The hallmark of a liberal education is that it entices a student to examine the tree of knowledge, to see both the distinction and interdependence of its branches. Through its program, the College of Arts and Sciences offers students the opportunity to examine areas of the humanities and sciences in depth, while exposing them to the breadth of the related disciplines.

The following core curriculum is the basis of the education of all students in the College of Arts and Sciences. 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.

The College of Arts and Sciences recognizes the value of the distinctive and complementary perspectives of humanities, physical and biological sciences, and the social and behavioral sciences in understanding our world and the human condition. Its core curriculum is designed to enable students to be conversant with the goals, methods, and values

92 College of Arts and Sciences

of these perspectives and to acquire the habits of mind to appreciate and contribute to the constantly evolving body of knowledge.

In order to understand and place in personal perspectives the world in which they live:

1. Students will grasp the relationship between themselves as individuals and their communities, and develop an appreciation for the past's influence on the present and the cultural differences and challenges posed by increased globalism.
2. Students will display the ability to write clearly and effectively, to read texts critically, to articulate ideas, to reason quantitatively and to use appropriate technology.
3. Students will develop the analytical tools required for an appreciation of the strengths and limitations of scientific methodologies and their applications to the natural world as well as human behavior.
4. Students will acquire basic interpretive tools to develop an appreciation of human creativity in its many forms, and understand its central place in people's daily lives and rituals.
5. Students will appreciate and understand diverse human existence including its spiritual dimension and critically assess their values.

In addition to these broad liberal education objectives, students will develop competence in an academic discipline or area of study.

The A&S 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 for students required to complete 120 credits to obtain a Bachelor's degree from Seton Hall University. The A&S Core Curriculum focuses on the following seven areas:

- **Aesthetics.** To acquire the interpretive tools to understand its place in people's daily lives and rituals, students will explore human creativity in its many forms.
- **Humanities.** To better understand the world in which they live, and how it developed, students will examine the human story through time and place, using history and literature, while equipping themselves with the critical skills to analyze and evaluate evidence, and to understand race, gender, and power.
- **Language.** To increase awareness of cultural roots and traditions, students will demonstrate understanding and appreciation of classical or modern language.
- **Rhetoric.** To be prepared to speak in public, and to understand the varieties of speech discourse, students will study and practice presentations and other forms of spoken influence.
- **Philosophy and Religion.** To examine different ethical or spiritual worldviews, students will use the principles of sound reasoning to critically evaluate fundamental moral or spiritual values in making well-informed decisions about the issues of faith or moral issues.

- **Science and Mathematics.** To sharpen abilities to use and interpret quantitative information and utilize the power of mathematical reasoning to solve problems, students will study mathematical methodologies, modeling and their applications; and to better understand the natural and physical world around them, including the challenges and impacts of discovery, students will examine the scientific principles and practices.
- **Social Science.** To provide a sound basis for understanding and appreciating human institutions and behavior and to create the capacity for civic engagement, students will explore the foundations of society, culture, and government.

A course taken to fulfill one core requirement may not be used to fulfill another core requirement.

Bachelor of Arts (B.A.) 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 for students required to complete a minimum of 120 credits to obtain a Bachelor of Arts degree from Seton Hall University.

UNIVERSITY CORE (16 credits)

All students must demonstrate college-level competence in the following courses

CORE 1001	University Life (1 credit)
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue
CORE 3101	Engaging the World
ENGL 1201	Core English I
ENGL 1202	Core English II

COLLEGE OF ARTS AND SCIENCES CORE FOR B.A. STUDENTS (38-39 credits)

As of Fall 2009, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Arts in the College of Arts and Sciences must demonstrate college-level competence in the following areas.

A. Aesthetics/Creativity (3 credits)

Students must complete at least one aesthetics/creativity course:

ARTH 1001	Art and Human Needs
ARTH 1101	Art of the Western World
ARTH 2107	American Art
COBF 2212	Introduction to Visual Theory and Technique
MUHI 1102	Music & Civilization
MUHI 1108	Music of America
MUHI 2010	Topics in World Music
COTH 2621	Introduction to Theatre
COTH 2626	Acting I

B. Humanities (9 credits)

Students must complete 9 credits, including one two-semester sequence. All 9 credits may not come from the same department.

AFAM 1111	Introduction to Africana Studies
AFAM 1201-1202 (HIST 1501-1502)	History of African Civilization I-II
AFAM 1213-1214 (HIST 2375-2376)	African American History I-II
AFAM 2411-2412	Early African American Literature Modern African American Literature
ASIA 2101-2102	Asian Literature in English Translation I-II
ASIA 1601-1602 (HIST 1601-1602)	History of Traditional Asia/ History of Modern Asia
CLAS 2301-2302	Epics and Novels of Greece & Rome/Greek & Roman Drama
CLAS 2303-2304	Politicians in Antiquity/ Historians of Greece & Rome
ENGL 2101-2102	Great Books of the Western World I-II
ENGL 2103-2104	American Literature I-II
HIST 1101-1102	World History I-II
HIST 1201-1202	Western Civilization I-II
HIST 1301-1302	American History I-II
HIST 1401-1402	History of Latin America I-II
IDIS 1501-1502	Peoples and Cultures of America I-II
IDIS 1101-1102	Traditional Cultures of the Nonwestern World I-II
PHIL 1102-1103	Philosophy & the Classical Mind/ Philosophy & the Modern Mind

C. Language: Modern and Ancient (6 credits)

**Can be waived by a test. Please contact the department for more information.*

Bachelor of Arts (B.A.) students must complete 6 credits at the intermediate level or higher, selecting from the following courses:

ARAB 2101-2102	Intermediate Modern Standard Arabic I-II
CHIN 2101-2102	Intermediate Chinese I-II
FILI 2011-2012	Intermediate Filipino I-II
FREN 2001-2002	Intermediate French I-II
GERM 2001-2002	Intermediate German I-II
GREK 2205-2206 (CAST 2205-2206)	Intermediate Greek I-II
GREK 2207-2208 (CAST 2207-2208)	New Testament Greek I-II
ITAL 2001-2002	Intermediate Italian I-II
JAPN 2101-2102	Intermediate Japanese I-II

LATN 2101-2102	Intermediate Latin I-II
PORT 2103-2104	Portuguese for Luso-Brazilians I-II
RUSS 2001-2002	Intermediate Russian I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 2003	Accelerated Intermediate Spanish I-II (6 credit course)
SPAN 2103-2104	Intermediate Spanish for Native Speakers I-I

D. Oral Communication/Rhetoric (2 credits)

All students must demonstrate competence in spoken communication.

COST 1500	Foundations in Oral Rhetoric
-----------	------------------------------

E. Philosophy and Religion (6 credits)

Take one course from each department. One course must be an Ethics course, but not both.

AFAM 2516	African Cultural Philosophy
PHIL 1101	Introduction to Philosophy
PHIL 1104	Logic
PHIL 1105	Ethics*
PHIL 1107	Self & Community: Philosophy in Theory & Practice I
PHIL 1108	Self & Community: Philosophy in Theory & Practice II*
PHIL 1204	Symbolic Logic
RELS 1010	Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1103	Introduction to the Old Testament/ Hebrew Bible
RELS 1104	Introduction to the New Testament
RELS 1202	Christian Belief & Thought
RELS 1302	Introduction to Catholic Theology
RELS 1402 (ASIA 1101)	Religions of the World
RELS 1403 (ASIA 1403)	History of Asian Religious Reflections
RELS 1502	Contemporary Moral Issues*
RELS 1503	Christian Ethics*
RELS 1504	Faith and Justice*
RELS 2261 (AFAM 2417)	The Black Church
RELS 2411	Jewish Beliefs and Practices
RELS 2415	Introduction to Islam
RELS 2418 (ASIA 2118)	Buddhist World of Thought and Culture
RELS 2513	War, Peace and Theological Ethics

* *Ethics course*

94 College of Arts and Sciences

F. Science and Mathematics (6-7 credits)

Students must complete two courses, of which one must be a mathematics course. Bachelor of Arts (B.A.) majors can take a science course with or without a laboratory component.

MATH 1101	Statistical Concepts & Methods
MATH 1102	Mathematical Perspectives
MATH 1202	Mathematical Models in the Social Sciences
MATH 1203	Statistical Models for the Social Sciences
MATH 1205	Finite Mathematics with Calculus for Business
MATH 1401	Calculus I
MATH 1501	Honors Calculus I
BIOL 1101	Introduction to Biology
BIOL 1102	Human Anatomy & Physiology I
BIOL 1103	Human Anatomy & Physiology II
BIOL 1104	Biology in the World Around Us
BIOL 1105	Human Structure & Function I
BIOL 1106	Human Structure & Function II
BIOL 1201	General Biology/Organisms
BIOL 1202	General Biology/Cell
CHEM 1001	Chemistry & the World Around Us
CHEM 1123	General Chemistry I
CHEM 1125	General Chemistry Lab I*
CHEM 1124	General Chemistry II
CHEM 1126	General Chemistry Lab II*
CHEM 1107	Principles of Chemistry I
CHEM 1108	Principles of Chemistry II
CHEM 1301	Elements of Organic Chemistry & Biochemistry
PHYS 1001	Introduction to Physical Science
PHYS 1007	Introduction to Astronomy
PHYS 1701	General Physics I
PHYS 1702	General Physics II
PHYS 1705	Principles of Physics I
PHYS 1706	Principles of Physics II
PHYS 1811	Physics Laboratory I*
PHYS 1812	Physics Laboratory II*
PHYS 1815	Physics Laboratory & Data Analysis I*
PHYS 1816	Physics Laboratory & Data Analysis II*

* Lab must be taken with appropriate lecture.

G. Social Science (6 credits)

Courses must be from two different departments.

ANTH 1201	Physical Anthropology
ANTH 1202	Cultural Anthropology
ARCH 1001 (IDIS 1201)	Archaeology for Liberal Arts
ECON 1402	Principles of Economics I*
ECON 1403	Principles of Economics II*
ECON 1411	Introduction to Economics
ENVL 1011	Introduction to Environmental Studies
POLS 1211	United States Politics
POLS 1401	Western Political Thought
POLS 1611	Comparative Politics
POLS 1711	International Relations
PSYC 1101	Introduction to Psychology
PSYC 1222	International Psychology
PSYC 1223	Psychology of Religion
SOCI 1101	Introduction to Sociology
SOCI 2601	Social Problems
SOCI 2701	Social Change
SOWK 1111	Introduction to Social Work
SOWK 2201	Social Problems and Programs
SOWK 2301	Social Policy Analysis
WMST 1401	Women, Culture and Society

* Both ECON 1402 and 1403 must be taken to count for 3 credits in this section.

Total: 54-55 credits

Bachelor of Science (B.S.) 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 for students required to complete a minimum of 120 credits to obtain a Bachelor of Science degree from Seton Hall University.

UNIVERSITY CORE (16 credits)

All students must demonstrate college-level competence in the following courses

CORE 1001	University Life (1 credit)
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue
CORE 3101	Engaging the World
ENGL 1201	Core English I
ENGL 1202	Core English II

**COLLEGE OF ARTS AND SCIENCES CORE
for B.S. Students (41-42 credits)**

As of Fall 2009, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Science in the College of Arts and Sciences must demonstrate college-level competence in the following areas.

A. Mathematics and Science (15-16 credits)

A-1) All students must take at least two mathematics courses at the level of MATH 1401 or higher, or one such mathematics course and one computer science course. Only one of MATH 1401/1501 can be used to satisfy this requirement.

CSAS 1113	Computing for Science Majors
CSAS 1114	Introduction to Program Design I
MATH 1401	Calculus I
MATH 1411	Calculus II
MATH 1501	Honors Calculus I
MATH 1511	Honors Calculus II
MATH 2111	Statistics for Science Majors

A-2) All students must take two courses designed for science majors, with laboratory. Only one of CHEM 1123/1107, and only one of PHYS 1701/1705, can be used to satisfy this requirement.

BIOL 1201	General Biology/Organisms
BIOL 1202	General Biology/Cell
CHEM 1123/1125	General Chemistry I with Lab
CHEM 1124/1126	General Chemistry II with Lab
CHEM 1107	Principles of Chemistry I
CHEM 1108	Principles of Chemistry II
PHYS 1701	General Physics I
PHYS 1702	General Physics II
PHYS 1705	Principles of Physics I
PHYS 1706	Principles of Physics II
PHYS 1811	Physics Laboratory I**
PHYS 1812	Physics Laboratory II**
PHYS 1815	Physics Laboratory & Data Analysis I**
PHYS 1816	Physics Laboratory & Data Analysis II**

** Lab must be taken with appropriate lecture.

B. Oral Communication/Rhetoric (2 credits)

All students must demonstrate competence in spoken communication.

COST 1500	Foundations in Oral Rhetoric
-----------	------------------------------

C. Philosophy and Religion (6 credits)

Students must complete one course from each department. One course must be an Ethics course.

AFAM 2516	African Cultural Philosophy
PHIL 1101	Introduction to Philosophy
PHIL 1104	Logic

PHIL 1105	Ethics*
PHIL 1107	Self & Community: Philosophy in Theory & Practice I
PHIL 1108	Self & Community: Philosophy in Theory & Practice II*
PHIL 1204	Symbolic Logic
RELS 1010	Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1103	Introduction to the Old Testament/ Hebrew Bible
RELS 1104	Introduction to the New Testament
RELS 1202	Christian Belief & Thought
RELS 1302	Introduction to Catholic Theology
RELS 1402	Religions of the World
(ASIA 1101)	
RELS 1403	History of Asian Religious Reflections
(ASIA 1403)	
RELS 1502	Contemporary Moral Issues*
RELS 1503	Christian Ethics*
RELS 1504	Faith and Justice*
RELS 2261	The Black Church
(AFAM 2417)	
RELS 2411	Jewish Beliefs and Practices
RELS 2415	Introduction to Islam
RELS 2418	Buddhist World of Thought and Culture
(ASIA 2118)	

* Ethics course

D. Historical/Aesthetics/Literature (6 credits)

Students must complete two of the following courses.

AFAM 1111	Introduction to Africana Studies
AFAM 1201-1202	History of African Civilization I-II
(HIST 1501-1502)	
AFAM 1213-1214	African American History I-II
(HIST 2375-2376)	
AFAM 2411-2412	Early African American Literature/ Modern African American Literature
ARTH 1101	Art of the Western World
ARTH 2107	American Art
ASIA 1601-1602	History of Traditional Asia/ History of Modern Asia
(HIST 1601-1602)	
ASIA 2101-2102	Asian Literature in English Translation I-II
CLAS 2301-2302	Epics and Novels of Greece & Rome/Greek & Roman Drama
CLAS 2303-2304	Politicians in Antiquity/ Historians of Greece & Rome
ENGL 2101-2102	Great Books of the Western World I-II
ENGL 2103-2104	American Literature I-II

96 College of Arts and Sciences

HIST 1101-1102	World History I-II
HIST 1201-1202	Western Civilization I-II
HIST 1301-1302	American History I-II
HIST 1401-1402	History of Latin America I-II
HIST 1501-1502	History of African Civilization I-II
IDIS 1501-1502	Peoples and Cultures of America I-II
IDIS 1101-1102	Traditional Cultures of the Nonwestern World I-II
MUHI 1102	Music & Civilization
MUHI 1108	Music of America
MUHI 2010	Topics in World Music
PHIL 1102-1103	Philosophy & the Classical Mind/ Philosophy & the Modern Mind

E. Language/Multicultural (6 credits)

Based upon the results of the language placement test, students will complete one of the following two sets of options:

E-1) Complete one of the following two-course elementary language sequences

ARAB 1011-1012	Introductory Modern Arabic
CHIN 1102-1103	Elementary Chinese I-II
FREN 1001-1002	Elementary French I-II
GERM 1001-1002	Elementary German I-II
GREK 1205-1206	Elementary Greek I-II
ITAL 1001-1002	Elementary Italian I-II
JAPN 1102-1103	Elementary Japanese I-II
LATN 1101-1102	Elementary Latin I-II
RUSS 1001-1002	Elementary Russian I-II
SPAN 1001-1002	Elementary Spanish I-II
SPAN 1003	Accelerated Elementary Spanish I-II (6 Credit course)

E-2) Place into intermediate language or above, and take one of the following:

(a) Complete a two-course intermediate language sequence from among those listed below,

ARAB 2101-2102	Intermediate Modern Standard Arabic I-II
CHIN 2101-2102	Intermediate Chinese I-II
FILI 2011-2012	Intermediate Filipino I-II
FREN 2001-2002	Intermediate French I-II
GERM 2001-2002	Intermediate German I-II
GREK 2205-2206 (CAST 2205-2206)	Intermediate Greek I-II
GREK 2207-2208 (CAST 2207-2208)	New Testament Greek I-II
ITAL 2001-2002	Intermediate Italian I-II
JAPN 2101-2102	Intermediate Japanese I-II
LATN 2101-2102	Intermediate Latin I-II
PORT 2103-2104	Portuguese for Luso-Brazilians I-II

RUSS 2001-2002	Intermediate Russian I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 2003	Accelerated Intermediate Spanish I-II (6 credit course)
SPAN 2103-2104	Intermediate Spanish for Native Speakers I-II

OR

(b) Complete two additional courses from among those eligible for requirements found in C. Philosophy or Religion, or D. Historical/Aesthetic/Literature in this B.S. Core Curriculum,

OR

(c) Complete two advanced language courses (courses taught in a foreign language), with Intermediate Language II as a prerequisite, and counting toward a major in the given language.

F. Social Science (6 credits)

Students must complete two courses. Courses must be from different departments.

ANTH 1201	Physical Anthropology
ANTH 1202	Cultural Anthropology
ARCH 1001 (IDIS 1201)	Archaeology for Liberal Arts
ECON 1402	Principles of Economics I*
ECON 1403	Principles of Economics II*
ECON 1411	Introduction to Economics
ENVL 1011	Introduction to Environmental Studies
POLS 1211	United States Politics
POLS 1401	Western Political Thought
POLS 1611	Comparative Politics
POLS 1711	International Relations
PSYC 1101	Introduction to Psychology
PSYC 1223	Psychology of Religion
SOCI 1101	Introduction to Sociology
SOCI 2601	Social Problems
SOCI 2701	Social Change
SOWK 1111	Introduction to Social Work
SOWK 2201	Social Problems and Programs
SOWK 2301	Social Policy Analysis

* Both ECON 1402 and 1403 must be taken to count for 3 credits in this section.

Total: 57-58 credits

Department of Biological Sciences

Science and Technology Center (McNulty Hall)

(973) 761-9044

www.shu.edu/academics/artsci/biology

Faculty: Bentivegna, Bitsaktis; Blake (*Director of Graduate Studies*); Chang; Chu; Glenn (*Co-Director of Environmental Studies Program*); Klaus; Ko (*Chair*); Moldow (*Director of Health Professions*); Rawn; Zhang; Zhou

Faculty Associates: Rabacchi; Ruscigno (*Director of Dual Degree Programs*); Tall

Faculty Emeriti: Ahmad; DeProspero; Hsu; Katz

The Department of Biological Sciences offers programs of study leading to the following degrees: Bachelor of Arts, Bachelor of Science, Master of Science in Biology, Master of Science in Biology with a Business Administration minor, Master of Science in Microbiology, and Doctor of Philosophy in Molecular Bioscience. The Department of Biological Sciences also offers 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.) with the School of Health and Medical Sciences. At the undergraduate level, the Department of Biological Sciences also offers an interdisciplinary minor program in environmental sciences.

Biology 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 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 14 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 4 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 or BIOL 1111. These two courses are not part of the requirements for biology majors.

Transfer Credits

The department of Biological Sciences welcomes transfer students. The department accepts General Biology I/II, General Chemistry I/II, General Physics I/II and Calculus I/II or Statistics for science majors with a grade of C or better.

Students are required to complete BIOL 2211 Genetics, BIOL 2229 Cell Biology (B.S.) or Ecology (B.A. only), BIOL 4199 Senior Seminar and at least two courses of biology electives in order to graduate with the biology major from Seton Hall. All requirements for the major must be met.

Academic Requirements and Declaring the Biology Major

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.

Students entering as Pre-Science Majors may declare the Biology Major after completing the following courses with a science GPA of 2.0 or better: BIOL1201 General Biology I, CHEM1123/1125 General Chemistry I with lab, and MATH1015 Pre-calculus or MATH1401 Calculus I. If students have completed additional courses toward the major, their science GPA must be 2.0 or better in order to declare the biology major.

Student academic records will be reviewed each year. To continue as a biology major after earning 30 or more credits, a student must have earned a minimum 2.0 GPA in the departmental requirements (biology, chemistry, math, and physics courses). Students whose GPA is less than 2.0 will be counseled about an alternate major. Students may continue to take biology courses for which they have satisfied the prerequisites, and may request reinstatement in the biology major at a later time. Note that the university requires a 2.0 GPA (minimum "C" average) in the major and overall in order to graduate.

Major Program

The undergraduate major in biology provides a strong background in the 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.

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, and 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.

Professional Programs

For information on Health Professions see the Health Professions/Pre-Medical and Pre-Dental Advisory Committee section of the catalogue.

Bachelor of Science (B.S.) Degree

The Bachelor of Science degree (B.S.) is intended for those students interested in pursuing careers in science and considering application to graduate programs in science or medicine. 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 65 credits in biology, chemistry, mathematics and physics. Students majoring in biology with the intent to earn the B.S. degree follow the College of Arts and Sciences B.S. Core Curriculum. This includes all students pursuing dual degree programs in the Department of Biological Sciences.

B.S. Degree Requirements

Credits

The following courses must be completed:

BIOL 1201-1202	General Biology Organism/Cell	8
BIOL 2211	Genetics	4
BIOL 2229	Cell Biology	4
BIOL 4199	Senior Biology Seminar	3
BIOL xxxx	Elective courses in Biology	14
CHEM 1123-1124	General Chemistry I-II	6
CHEM 1125-1126	General Chemistry Lab I-II	2
CHEM 2321-2322	Organic Chemistry I-II	6
CHEM 2315-2316	Organic Chemistry Lab I-II	2
MATH 1401	Calculus I	4
and		
MATH 1411	Calculus II	4
or		
MATH 2111	Statistics for Science Majors	4
PHYS 1701-1702	General Physics I-II	6
PHYS 1811-1812	Physics Laboratory I-II	2

A Model 4-Year Plan for the B.S. in Biology

First Year

Fall Semester

Credits

BIOL 1201	General Biology/Organism	4
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry Lab I	1
CORE 1101	Journey of Transformation	3
CORE 1001	University Life	1
MATH 1015	Pre-Calculus Mathematics Algebra & Trigonometry	4
or		
MATH 1401	Calculus I	4

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry Lab II	1
ENGL 1201	Core English I	3
MATH 1401	Calculus I	
or		
MATH 1411	Calculus II	4
or		
MATH 2111	Statistics for Science Majors	4

Second Year

Fall Semester

BIOL 2211	Genetics	4
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry Lab I	1
ENGL 1202	Core English II	3
MATH 1411	Calculus II	4
or		
MATH 2111	Statistics for Science Majors	4

or

Arts & Sciences Core*		3
-----------------------	--	---

Spring Semester

BIOL 2229	Cell Biology	4
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry Lab II	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts & Sciences Core*		3

Third Year

Fall Semester

PHYS 1701	General Physics I	3
PHYS 1811	Physics Laboratory I	1
BIOL	Biology Elective	3-4
COST 1500	Foundations in Oral Rhetoric	2
Arts & Sciences Core*		6

Spring Semester

PHYS 1702	General Physics II	3
PHYS 1812	General Physics Lab II	1
BIOL	Biology Elective	3-4
CORE 3101	Engaging the World	3
Arts & Sciences Core*		3
General Elective		3

Fourth Year

Fall Semester

BIOL 4199***	Biology Senior Seminar	0-3
BIOL	Biology Elective	3-4
or		
Any graduate level biology course**		

Arts & Sciences Core*	6
General Electives	3-6
Spring Semester	
BIOL 4199*** Biology Senior Seminar	0-3
BIOL Biology Elective	3-4
or	
Any graduate level biology course*	
Arts & Sciences Core*	3-6
General Electives	0-8

*Consult the College of Arts and Sciences core curriculum for information regarding these courses.

** See Graduate Catalogue for course listings.

*** Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December. Approval from academic adviser and departmental chair is required.

Bachelor of Arts (B.A.) Degree

The B.A. in Biology (major code BIOA) is a program that provides a solid foundation in laboratory-based life science for students who are interested in integrating their study of biology with other related areas including law, ethics, psychology, history, computer science, writing or journalism. The program is of interest to students majoring in education, for students interested in science writing, and for general understanding of this area of study, that is increasingly important for informed citizenship, intelligent parenting, and life-long learning.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the B.A. in Biology must complete a minimum of 31 credits in biology, chemistry, and mathematics as well as 15 credits from the major elective course list below for a total of 46 credits. At least two major elective courses must be in Biology (BIOL), and no more than 4 credits of Biology electives may be in research, independent study or Co-op courses.

Students pursuing the B.A. in Biology will follow the College of Arts and Sciences Core Curriculum requirements for B.A. students.

B.A. Degree Requirements	Credits
<i>The following courses must be completed:</i>	
BIOL 1201-1202 General Biology Organism/Cell	8
BIOL 2211 Genetics	4
BIOL 2341 Ecology	4
BIOL 4199 Senior Biology Seminar	3
CHEM 1123-1124 General Chemistry I-II	6
CHEM 1125-1126 General Chemistry Lab I-II	2
MATH 1401 Calculus I	4
BIOL Elective above 2000 level	
(Note: Some have pre-requisites.)	6-8

Select 7-9 credits from the following BIOA Electives:

ANTH 1201 Introduction to Physical Anthropology	3
CHEM 2321 & 2315 Organic Chemistry I and Lab I	4
CHEM 2322 & 2316 Organic Chemistry II and Lab II	4
ENGL 3513 Scientific and Technical Writing	3
CLAS 1314 Scientific Terminology	3
CSAS 1015 Computer Science Essentials	3
CSAS 1113 Computer Science for Science Majors	3
MATH 1411 Calculus II	4
MATH 2111 Statistics for Science Majors	4
PHIL 2700 Philosophy of Science	3
PHYS 1701-1702 General Physics	3-6
PHYS 1811-1812 Physics Laboratory I-II	1-2
PSYC 1101 Introduction to Psychology	3
PSYC xxxx Psychology courses by advisement	
SOCI 2224 Sociology of Health and Medicine	3
or	
ANTH 2224 Health and Medicine: An Anthropological Approach	3

A Model 4-Year Plan for the B.A. in Biology

First Year		Credits
Fall Semester		
BIOL 1201 General Biology/Organism		4
MATH 1015 Pre-Calculus		4
or		
MATH 1401 Calculus I		4
ENGL 1201 Core English I		3
CORE 1101 Journey of Transformation		3
CORE 1001 University Life		1
Spring Semester		
BIOL 1202 General Biology/Cell		4
MATH 1401 Calculus I		4
or		
General Elective		3
ENGL 1202 Core English II		3
Arts & Sciences Core *		3
COST 1500 Foundations in Oral Rhetoric		2
Second Year		
Fall Semester		
BIOL 2211 Genetics		4
CHEM 1123 General Chemistry		3
CHEM 1125 General Chemistry Lab I		1
CORE 2101 Christianity and Culture in Dialogue		3
Arts & Sciences Core *		3
Spring Semester		
BIOL Elective		3-4
CHEM 1124 General Chemistry II		3
CHEM 1126 General Chemistry Lab II		1

100 College of Arts and Sciences

Arts & Sciences Core*	3
General Elective	3
Third Year	
Fall Semester	
BIOL 2341 Ecology	4
BIOA Elective	3
Arts & Sciences Core*	6
CORE 3101 Engaging the World	3
Spring Semester	
BIOL Elective	3-4
BIOA Elective	3
Arts & Sciences Core*	6
General Electives	3
Fourth Year	
Fall Semester	
BIOL 4199** Biology Senior Seminar	0-3
BIOA Elective	3
Arts & Sciences Core*	6
General Electives	6
Spring Semester	
BIOL 4199** Biology Senior Seminar	0-3
BIOA Elective	3
Arts & Sciences Core*	3
General Electives	9

*Consult the College of Arts and Sciences core curriculum for information regarding these courses.

** Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December.

Minor in Environmental Sciences

The interdisciplinary minor in environmental sciences is designed for students majoring in biology, biochemistry, chemistry or physics. The environmental sciences minor teaches students scientific skills for practical use in this field of investigation.

Required Courses*

ENVL 1011 Introduction to Environmental Studies	3
BIOL 2341 Ecology	4
Two of the following:	
BIOL 3341 Environmental Toxicology	3
CHEM 2215 Analytical Chemistry 1	4
CHEM 2216 Analytical Chemistry 2	4
PHYS 3511 Environmental Physics	3
Choose other ENVL courses to make a total of 20 credits	

*The required courses have the following pre-requisites:

1. Prerequisites for Ecology and Environmental Toxicology: BIOL 1201 General Biology/Organism; BIOL 1202 General Biology/Cell; BIOL 2211 Genetics;
2. Prerequisites for Environmental Chemistry, Environmental Toxicology, and Environmental Physics: CHEM 1123/1125-1124/1125 General Chemistry I-II and CHEM 2313-2314 Organic Chemistry I-II;
3. Prerequisite for Environmental Physics: PHYS 1701-1702 General Physics I-II, MATH 1401 Calculus I

Physical Therapy Dual Degree Program

The Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) offer a 3 + 4 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy (B.S./D.P.T.). This seven-year program offers select students an opportunity to study in a traditional liberal arts environment as well as in various healthcare settings.

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 aging, injury or disease, the physical therapist assists in the recovery process making them stronger, relieving their pain, helping them to regain use of an affected limb, to improve posture and balance, or to relearn such daily living activities as walking.

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 (B.S./D.P.T.) 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 required 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./D.P.T. 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 without needing to take the Graduate Record Exam (GRE). 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 prerequisite courses (A&P I and II, Chemistry I and II, Physics I and II, English I , Oral Communication/ Rhetoric, Calculus I, Psychology with no grades less than “C” in prerequisite courses) during each academic semester, and complete the course requirements within the Department of Biological Sciences, will enter the professional phase of the program after their junior year. Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year.

*** Please note: At the end of each semester, the student’s overall GPA will be evaluated. If by the end of the spring semester of the freshman year, or any subsequent semester during the first three undergraduate years of the B.S./D.P.T. program, a student’s overall GPA falls below a 2.7, the student will automatically lose his or her guaranteed seat as a B.S./D.P.T. dual degree student, and will become a biology major. In the event the student can bring his or her overall and prerequisite GPA to a 3.0 or higher prior to the start of the junior year, the student can re-enter the B.S./D.P.T. program depending on seat availability.

The students in the B.S./D.P.T. program are required to take a biology elective in their junior year. All biology electives for the B.S./D.P.T. program must be at the 3000 or 4000 level. A 2000 level course will not meet the biology elective requirement. Furthermore, all prerequisite and B.S. degree requirements must be successfully completed no later than June 1 prior to beginning the professional D.P.T. courses.

Eligible students seeking to transfer into the B.S./D.P.T. program will be considered on a space-available basis.

Prior to admission into the fourth year, students must also 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 1123	General Chemistry I	3
CHEM 1125	General Chemistry Lab I	1
MATH 1401	Calculus I	4

CORE 1101	Journey of Transformation	3
CORE 1001	University Life	1

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry Lab II	1
ENGL 1201	Core English I	3
MATH 1411	Calculus II	4

or

MATH 2111	Statistics for Science Majors	4
COST 1500	Foundations in Oral Rhetoric	2

Second Year

Fall Semester

BIOL 2211	Genetics	4
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry Lab I	1
PSYC 1101	Introduction to Psychology	3
ENGL 1202	Core English II	3
Arts & Sciences Core*		3

Spring Semester

BIOL 2229	Cell Biology	4
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry Lab II	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts & Sciences Core*		6

Summer Semester Sophomore Year

Prerequisite for admission to Phase 2 of the program: The volunteer work can be satisfied at any time prior to admission to Phase 2 of the program. Evaluations and letters of recommendation will be provided by the PT who has supervised the student. Letters must be submitted at orientation prior to the beginning of classes in the PT Program in the School of Health and Medical Sciences. Volunteer work required is 50 hours.

Third Year

Fall Semester

BIOL 3338	Human Anatomy and Physiology I	4
PHYS 1701	General Physics I	3
PHYS 1811	Physics Laboratory I	1
Arts & Sciences Core*		9

Spring Semester

BIOL 3339	Human Anatomy and Physiology II	4
PHYS 1702	General Physics II	3
PHYS 1812	Physics Laboratory II	1
BIOL Major Elective		4
CORE 3101	Engaging the World	3
Arts & Sciences Core*		3

* Consult the College of Arts and Sciences core curriculum for information regarding these courses.

102 College of Arts and Sciences

Fourth Year

Fall Semester

PTFY 4123	Physical Therapy Roles in Health Care	2
GMED 4001	Functional Human Anatomy	3
GMED 4108	Motor Control Principles	2
GMED 4101	Human Physiology	3
PTFY 4030	Clinical Skills I	2
GMED 4009	Surface Anatomy and Palpation	1

Spring Semester

GMED 4012	Kinesiology	3
GMED 4013	Therapeutic Modalities	3
PTFY 4031	Clinical Skills II	3
GMED 4102	Neuroscience	3

May Session

GDPT 6311	Embryology and Genetics	2
GDPT 6321	Psycho-Social Concepts in Health Care	2

Fifth Year

Fall Semester

GDPT 6534	Clinical Integration Seminar I	1
GDPT 6659	Clinical Practicum I	1
GMED 6007	Research Methods and Biostatistics	3
GMED 6016	Orthopedic Clinical Medicine	2
GMED 6017	Clinical Imaging	2
GDPT 6445	Therapeutic Exercise	3
GMED 6019	Management of Musculoskeletal Problems I: Extremities	3
GMED 6109	Internal Clinical Medicine	2

Spring Semester

GDPT 6433	Orthotics and Prosthetics/Functional Assistance	2
GDPT 6434	Life Span Development	3
GDPT 6551	Research Project I	2
GDPT 6660	Clinical Practicum II	1
GDPT 7134	Clinical Integration Seminar II	1
GDPT 6552	Exercise Physiology and Nutrition	3
GMED 6015	Pharmacology	2
GMED 6020	Management of Musculoskeletal Problems II: Spine	3

May Session

GDPT 6661	Clinical Internship I (6 weeks)	2
-----------	---------------------------------	---

Sixth Year

Fall Semester

GDPT 7131	Management of Neuromuscular Problems	5
GDPT 7562	Clinical Integration Seminar III	1
GDPT 7141	Neurological Clinical Medicine	2
GDPT 7142	Cardiopulmonary Clinical Medicine	2
GDPT 7152	Research Project II	3

GDPT 7235	Management of Cardiopulmonary Problems	3
GDPT 7359	Clinical Practicum III	1

Spring Semester

GDPT 6122	Principles of Teaching and Learning	2
GDPT 7232	Management of Geriatric Problems	2
GMED 6004	Biomedical Ethics	2
GDPT 7231	Management of Pediatric Problems	4
GDPT 7565	Service Learning Seminar	2
GDPT 7251	Research Project III	2
GDPT 7360	Clinical Practicum IV	1
GDPT 7563	Clinical Integration Seminar (IV)	1
GDPT 7362	Management of Special Problems	2

May Session

GDPT 7361	Clinical Internship II (6 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 7522	Curriculum Integration Seminar (3 weeks)	3
GDPT 7561	Clinical Internship IV (12 weeks)	6

Physician Assistant Dual Degree Program

The Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) offer a dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant (B.S./M.S.P.A.). This six-year program offers the opportunity to study in a traditional liberal arts environment as well as in diverse clinical settings.

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 healthcare professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and prescribe treatments. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research, and administrative services. Physician assistants are found in all areas of medicine. They practice in the areas of primary care medicine (family medicine, internal medicine, pediatrics, and obstetrics and gynecology) as well as in surgery and the surgical subspecialties.

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.P.A. program is unique because it accepts students for enrollment in the entire program. Students who meet the requirements outlined below 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.

Prerequisite Undergraduate Coursework

The following undergraduate coursework is designed to provide a solid foundation for the study of clinical medicine. All of the prerequisite courses must be completed by June 1st of the junior year. All prerequisite courses must be completed with a grade of “C” or better:

- General Chemistry I (CHEM 1123)
- General Chemistry I Lab (CHEM 1125)
- General Chemistry II (CHEM 1124)
- General Chemistry II Lab (CHEM 1126)
- Calculus I (MATH 1401)*
- Psychology (PSYC 1101)
- General Biology I (BIOL 1201)
- General Biology II (BIOL 1202)
- Microbiology (BIOL 3411)
- Anatomy & Physiology I (BIOL 3338)
- Anatomy & Physiology II (BIOL 3339)

*as required by the dual degree program

Healthcare Experience Requirement

Students are required to complete a minimum of 100 hours observing or participating in the delivery of healthcare in a clinical environment. This requirement may be met through paid or volunteer experiences. Past experiences students have used to meet this requirement include but are not limited to: shadowing a PA or physician in an office or hospital; volunteering or working as an emergency medical technician; working as a nurse, nurse’s aide, respiratory therapist, paramedic, athletic trainer or other healthcare provider, or volunteering in a healthcare facility. The healthcare experience is intended to strengthen interpersonal skills and to develop an understanding of the role of a healthcare provider. Students are required to arrange their own healthcare experience. Doing so helps to demonstrate the level of commitment and motivation necessary to become a

physician assistant. Documentation indicating the completion of a minimum of 100 hours of healthcare experience must be provided to the Department of Physician Assistant by June 1st prior to entering the professional phase of the program.

Undergraduate Academic Standards

Students must demonstrate that they are prepared to meet the demands of the professional phase of the program. Students must complete all of their college core, University core and biology dual degree requirements in the first three years of their undergraduate curriculum with a prerequisite and overall GPA of 3.2 as described below. Failure to maintain the required cumulative and prerequisite GPA will result in dismissal from the dual-degree program.

- Students are required to achieve and maintain a 3.0 cumulative and prerequisite GPA by the end of sophomore year.
- Students are required to achieve and maintain a 3.2 cumulative and prerequisite GPA by the end of junior year.

Students dismissed from the dual-degree program may become biology majors. Such students are free to apply to the professional phase of the physician assistant program following graduation.

Transfer Credit

Students may apply to transfer into the undergraduate portion of the physician assistant dual-degree program. All such applications must demonstrate outstanding academic ability and will be considered on a case-by-case basis. The following prerequisite courses must be taken at Seton Hall University even if previously taken elsewhere: Anatomy and Physiology I and II, Microbiology. Students will only be accepted as transfers into the dual-degree program as freshmen or sophomores.

Progression into the Professional Phase

Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation into the professional phase of their program no later than June 1st prior to their junior year. Students who successfully complete all of the above requirements and the other course requirements within the Department of Biological Sciences will enter the professional phase of the physician assistant program after their junior year. Students will be awarded a Bachelor of Science Degree following the successful completion of the first professional year of the program.

First Year		
Fall Semester		Credits
BIOL 1201	General Biology/Organism	4
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry Lab I	1
MATH 1401	Calculus I	4
CORE 1101	Journey of Transformation	3
CORE 1001	University Life	1

104 College of Arts and Sciences

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry Lab II	1
ENGL 1201	Core English I	3
MATH 1411	Calculus II	4
or		
MATH 2111	Statistics for Science Majors	4
COST 1500	Foundations in Oral Rhetoric	2

Second Year

Fall Semester

BIOL 2211	Genetics	4
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry Laboratory II	1
PSYC 1101	Introduction to Psychology	3
ENGL 1202	Core English II	3
Arts & Sciences Core*		3

Spring Semester

BIOL 2229	Cell Biology	4
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry Laboratory II	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts & Sciences Core*		6

Summer Semester Sophomore Year

Health care experience time. This is a prerequisite for admission to the professional phase of the program. Students are responsible for arranging their own healthcare experience time.

Third Year

Fall Semester

BIOL 3338	Human Anatomy and Physiology I	4
BIOL 3411	Microbiology	4
PHYS 1701	General Physics I	3
PHYS 1811	General Physics Laboratory I	1
Arts & Sciences Core*		6

Spring Semester

BIOL 3339	Human Anatomy and Physiology II	4
PHYS 1702	General Physics II	3
PHYS 1812	General Physics Laboratory II	1
CORE 3101	Engaging the World	3
Arts & Sciences Core*		6

*Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year

Fall Semester

PAFY 4001	Human Anatomy	4
PAFY 6111	Human Physiology	3
PAFY 4108	Health Maintenance Education	2
PAFY 4104	Psychiatry	2
PAFY 4203	Introduction to Clinical Medicine I	4

Spring Semester

GMED 4102	Neuroscience	3
PAFY 4107	Pathophysiology	3
PAFY 4112	Pharmacology and Clinical Therapeutics	4
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 6211	Clinical Transitions	2
GMPA 7311	Fundamentals of Clinical Medicine	6
GMPA 7402	Clinical I	5

Spring Semester

GMPA 7402	Clinical II	15
GMPA 7404	Research Methods I	2

Sixth Year

Fall Semester

GMPA 8510	Biostatistics	2
GMPA 8507	Internship I	10
GMPA 7303	Biomedical Ethics	3

Spring Semester

GMPA 8509	Research Methods II	1
GMPA 8603	Healthcare Policy	2
GMPA 8602	Internship II	12

Athletic Training Dual Degree Program

The Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) 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 five-year program offers students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization.

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, and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating in professional organizations in athletic training, and administering athletic training services.

The mission of the Master of Science in Athletic Training program is to prepare students to become competent and independent clinicians who will enhance the quality of patient health care and to advance the profession of athletic training. The program teaches and provides practical experiences to enable graduates to assume leadership roles both within the field of athletic training and within the community.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students develop the knowledge and skills needed to perform as entry-level athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion students will be thoroughly prepared for the Board of Certification (BOC) Examination and able to enter the profession as entry-level practitioners. Additionally the curriculum prepares students for the Strength and Conditioning Specialist (CSCS) examination.

Accreditation

The Master of Science in Athletic Training program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which maintains education standards for accredited athletic training education programs.

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 preferred 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.

*** Please note: At the end of each semester, the student's overall GPA will be evaluated. If by the end of the spring semester of the freshman year, and any semester after that in the first three years of the B.S./M.S.A.T. program, a student's overall GPA falls below a 2.7, the student will automatically lose his or her guaranteed seat in the B.S./M.S.A.T. program (that is a biology major following the AT track) and will become a biology major. In the event the student can bring his or her grades up to the preferred and overall GPA,

prior to the start of the junior year and depending on seat availability, the student can re-enter the B.S./M.S.A.T. program.

Program Requirements

Athletic training students who maintain the preferred GPA of 3.0 overall and 3.0 in selected courses (A&P I and II, Calculus I, Biology I, Physics I, English I, Psychology, Sociology, and Foundations in Oral Rhetoric - with no grades less than C in prerequisite courses) during each academic semester and complete the course requirements within the Department of Biological Sciences will enter the professional phase of the program after their junior year. Students enrolled in an undergraduate degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year. Eligible students seeking to transfer into any SMHS dual degree program will be considered on a space-available basis. Prior to admission into the fourth year, students must submit a current CPR/AED card for the Professional Rescuer and 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 and requires a letter of reference from the supervising ATC.

First Year

Fall Semester		Credits
BIOL 1201	General Biology/Organism	4
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry Lab I	1
CORE 1101	Journey of Transformation	3
MATH 1401	Calculus I	4
CORE 1001	University Life	1

Spring Semester

BIOL 1202	General Biology/Cell	4
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry Lab II	1
ENGL 1201	Core English I	3
MATH 1411	Calculus II	4
or		
MATH 2111	Statistics for Science Majors	4
COST 1500	Foundations in Oral Rhetoric	2

Second Year

Fall Semester		
BIOL 2211	Genetics	4
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry Laboratory II	1
PSYC 1101	Introduction to Psychology	3
ENGL 1202	Core English II	3
Arts & Sciences Core*		3

106 College of Arts and Sciences

Spring Semester

BIOL 2229	Cell Biology	4
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry Laboratory II	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts & Sciences Core*		6

Summer Semester Sophomore Year

Volunteer work in an AT setting. This is a prerequisite to Phase 2 of the program. The volunteer work is 50 hours and must be approved by the AT Director.

Third Year

Fall Semester

BIOL 3338	Human Anatomy and Physiology I	4
PHYS 1701	General Physics I	3
PHYS 1811	Physics Laboratory I	1
Arts & Sciences Core*		9

Spring Semester

BIOL 3339	Human Anatomy and Physiology II	4
PHYS 1702	General Physics II	3
PHYS 1812	General Physics Lab II	1
BIOL Major Elective		4
CORE 3101	Engaging the World	3
Arts & Sciences Core*		3

* Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year

Fall Semester (20 credits)

ATFY 4010	Athletic Training Principles I***	3
ATFY 4907	Research Methods***	3
ATFY 4011	Athletic Training Principles II	3
ATFY 4007	Research Project I	1
GMED 4001	Functional Human Anatomy	3
GMED 4009	Surface Anatomy and Palpation	1
GMED 4022	Basic Rehabilitation Procedures	3
GMED 4101	Human Physiology	3

Spring Semester (13 credits)

ATFY 4107	Research Project II	1
ATFY 4400	Clinical Practicum I	2
GMED 4012	Kinesiology	3
GMED 4013	Therapeutic Modalities	3
GMED 4104	Exercise Physiology and Nutrition	4

Summer (6 credits)

GMAT 6115	General Medical Conditions	2
GMED 6004	Biomedical Ethics	2
GMAT 7402	Clinical Practicum II	2

Fifth Year

Fall Semester (13 credits)

GMAT 7207	Research Project III	1
GMAT 7403	Clinical Practicum III	2

GMED 6016	Orthopedic Clinical Medicine	2
GMED 6017	Clinical Imaging	2
GMED 6018	Therapeutic Exercise	3
GMED 6019	Management of Musculoskeletal Problems I: Extremities	3

Spring Semester (12 credits)

GMAT 6113	Sports Psychology	2
GMAT 6116	Healthcare Administration	2
GMAT 7404	Clinical Practicum IV	2
GMED 6015	Pharmacology	2
GMED 6020	Management of Musculoskeletal Problems II: Spine	3
GMED 6021	Exercise Pharmacology	1

***Classes begin in late July/early August.

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 biology major credits for the B.S. and B.A. degrees. Any additional credits earned in those three course groups count as general electives.

Core waivers will be considered for incoming students who transfer with an associate degree in biology. Please contact the department for more information.

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. Not for Biology majors. BIOL 1102 is the prerequisite for BIOL 1103. Students must earn a "C" or higher in BIOL 1102 to continue to BIOL 1103. Lab fee \$25 for each course. *4 credits each*

BIOL 1104 Biology in the World Around Us

Introduction to concepts that contribute to understanding the distinctive nature and characteristics of life, its chemical, informational, cellular, and ecological basis, with emphasis

on the human and laboratory discovery. Lecture and Lab. (For students not majoring in the sciences). Lab fee \$25. *4 credits*.

BIOL 1105-1106 Human Structure and Function I-II
Biology of *Homo sapiens*, 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). Lab fee \$25 for each course. *4 credits each*

BIOL 1110 Introduction to Marine Biology
A field and laboratory oriented course covering the biology and characteristics of marine plants and animals. The course is designed to provide the student with instruction and experience in collecting and identifying examples of local marine flora and fauna. Course is held at Sandy Hook, NJ. See instructor for registration materials and information. *4 credits*

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). *3 credits each*

BIOL 1201 General Biology/Organism
Introduction to taxonomy, phylogeny, and evolution of organisms. Structure and function of bodily systems to maintain homeostasis. Three-hour lecture, three-hour laboratory per week. Corequisite or prerequisite: MATH 1015 or higher. Lab fee \$25. *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 three-hour laboratory per week. Prerequisites: BIOL 1201 and MATH 1015 or higher. Lab fee \$25. *4 credits*

BIOL 2111 Introduction to Microbiology
Integrated approach to the principles of bacteriology, mycology, 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 1301. Lab fee \$25. *4 credits*

BIOL 2122 (ENVL 2122) Introduction to Ecology
Application of basic scientific laws, principles and concepts to environmental and resource problems. Scientific concepts such as resources; soil, water and food; ecosystems, atmosphere and geologic processes; air and water pollution and pesticides will be addressed. Studies also include population and community dynamics. Part of the environmental studies major and minor; not a biology major elective course. Prerequisite: BIOL 1101, BIOL 1104 or CHEM 1001 or equivalent. Lab fee \$25. *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. Prerequisite: BIOL 2211. *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, three-hour laboratory per week. Prerequisites: BIOL 1201-1202. Lab fee \$25. *4 credits*

BIOL 2229 Cell Biology
Study of cell morphology and cell physiology, including diversity of cell types resulting from cell specialization, the intracellular and intercellular mechanisms by which cells communicate, reproduce, and develop. Experimental approaches and methodology are emphasized, as well as the cell's fundamental importance in medicine and disease. Laboratory exercises emphasize experimental design and execution, as well as data collection, analysis and presentation. Quantitative problem solving is emphasized throughout the lecture and laboratory components. Three-hour lecture, three hour laboratory per week. Prerequisite: BIOL 2211. Lab fee \$25. *4 credits*

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. Face-to-face meetings with instructor each week for review of lecture and lab materials. Prerequisite: BIOL 2211. Lab fee \$25. *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, three-hour laboratory per week. Offered in alternate years. Prerequisite: BIOL 2211. Lab fee \$25. *4 credits*

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). A maximum of 8 credits is permitted in BIOL 3191-3198. 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. Prerequisite: BIOL 2211. *2 credits each*

BIOL 3195-3198 Independent Study in Biology

Insight into current biological research and, with direct contact with the staff affords the opportunity to examine the biological sciences as a cultural subject and a professional field. Hours are by arrangement. (Limited to students selected by the faculty. Arrangements must be made and permission obtained prior to registration.) A maximum of 8 credits is permitted in BIOL 3191-3198. 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. Prerequisite: BIOL 2211. *1 credit each*

BIOL 3210 Human Genetics

Inheritance of various traits from simple inheritance patterns to biochemical traits, to behavioral traits and Complex patterns of inheritance. Methods for detection of human traits will be discussed. Prerequisite: BIOL 2211. *3 credits*

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 3231 Molecular Biology

Study of the chemical and physical structures of DNA molecules. Genetic code, transcription, translation, mutation and the regulatory mechanisms of DNA, RNA and proteins of prokaryotes and eukaryotes. Contemporary biotechnology topics are introduced, and recent scientific articles are also included. Prerequisite: BIOL 2211. *3 credits*

BIOL 3232 Molecular Biology Lab

Laboratory component of BIOL 3231. Corequisite BIOL 3231. Lab fee \$25. *1 credit*

BIOL 3233 Metabolic Pathways In Living Systems

Synthesis and degradation of organic molecules in living systems, especially humans. Dietary, medical and genetic aspects of metabolism. Integration and regulation of pathways. Includes metabolic activities restricted to plants and microorganisms; representative antibiotics, toxins, drugs. Three-hour lecture per week. Prerequisites: BIOL 2211 and CHEM 2321/2315; Senior status; 3.0 GPA. *3 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. Prerequisites: BIOL 2211, CHEM 2321/2315. Lab fee \$25. *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, three-hour laboratory per week. Prerequisite: BIOL 2211. Lab fee \$25. *4 credits*

BIOL 3323 Neuroendocrinology

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: BIOL 2211. Recommended: CHEM 2321/2315. *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. Prerequisite: BIOL 2211. Lab fee \$25. *4 credits*

BIOL 3338-3339 Human Anatomy and Physiology I-II

Introduction to the skeletal system and muscular system as well as the study of the various organs 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 15-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. Biology majors may take BIOL 3338 for 4 credits in biology electives. Special permission is still needed by the instructor. For biology majors, BIOL 3339 is equivalent to general electives only. Prerequisite: BIOL 2211. Lab fee \$25 for each course. *4 credits each*

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. Analytical and bioassay methods of detection will be studied as well as risk assessment. Three-hour lecture per week. Prerequisites: BIOL 2211, CHEM 2321/2315. *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. Prerequisite: BIOL 2211. Lab fee \$25. *4 credits*

BIOL 3433 Forensic Biology

This course provides a comprehensive review of biological principles applied to forensic science. Topics that will be discussed include, but are not limited to: crime scene, sample recovery and handling, analytical techniques, drug/alcohol use and abuse, serology, firearms, DNA, and hair and fiber analysis. Prerequisite: BIOL 2211. *3 credits*

BIOL 3434 Medical Terminology and Physiological Applications

The course has been divided into two specific sections. The first section has been designed to meet the following objectives: word roots, combining forms, prefixes and suffixes, defining and understanding the specialties of medicine, building surgical and diagnostic terms. The course also covers the study of suffixes that pertain to medical diagnosis, the study of suffixes to understand medical procedures, diagnostic imagery- X-ray, CT, MRI, how, why and when to use them. Selected abbreviations that are standard in the medical community. Building terms about disease and disorder- suffixes and prefixes pertaining to specific pathologies will be studied in the first section of the course. Organization of the body- frames of reference, and the anatomical position. Sections of the body: coronal, frontal and transverse and their application to CT scans and MRI will be studied. General word parts about body fluids will be introduced and used to write medical terms. Classification of type of disease, such as organic diseases as opposed to functional disorders. Three-hour lecture. Prerequisite: BIOL 2211. *3 credits*.

BIOL 3894 Biology Co-op I

(See Co-op Adviser.) *3 credits*

BIOL 3895 Biology Co-op II

(See Co-op Adviser.) *3 credits*

BIOL 3896 Biology Co-op III

(See Co-op Adviser.) *3 credits*

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. Prerequisite: BIOL 2211. *1 credit*

BIOL 4199 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. Prerequisite: BIOL 2211. *3 credits*

BIOL 4412 Molecular Virology

The goal of this course is to introduce students to the basic principles of virology including genome organization, virus structure, gene expression and replication strategies, virus-host cell interactions and the molecular basis of pathogenesis. All important human viruses will be discussed, including papilloma, herpes, smallpox, polio, measles, West Nile, HIV, influenza, SARS, and hepatitis viruses. Three-hour lecture. Prerequisite: BIOL2211 and BIOL 2229. *3 credits*

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 2211. *3 credits*

Department of Chemistry and Biochemistry

Science and Technology Center (McNulty Hall)

(973) 761-9416

www.shu.edu/academics/artsci/chemistry

Faculty: Buonopane; Fadeev (*Director, Undergraduate Studies*); Gorun; Hanson; Kazakevich; Kelty (*Chair*); Maloy; Marzabadi (*Director, Graduate Studies*); Murphy; Sabatino; Snow; Sowa Jr.; Wei

Faculty Emeriti: Augustine; Celiano; Huchital; McGuinness

The Department of Chemistry and Biochemistry offers programs leading to the degrees of Bachelor of Science, Master of Science and Doctor of Philosophy.

The bachelor's degrees in chemistry and biochemistry prepare students for careers and graduate studies in chemistry, biochemistry, forensic science 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.

110 College of Arts and Sciences

The B.S. (ACS) degree program is approved by the Committee on Professional Training of the American Chemical Society. For further information, visit the department website at www.shu.edu/academics/artsci/chemistry

Honors Program

The Honors Program in chemistry and biochemistry is for students of exceptional ability and includes seminars and preparation of a review article in the 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 53 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 Bachelor of Science (B.S.) degree. The first leads to a B.S. in chemistry degree certified by the American Chemical Society (ACS). The second degree is a general chemistry major that allows the student more flexibility. Since fewer chemistry courses are required, the student in the second program may also concentrate on an additional field, such as biology, computer science or business administration, or may take a greater variety of liberal arts courses. Either program can lead to further study at the graduate level in a variety of chemistry intensive areas, including chemistry, biochemistry, medicine, dentistry and forensic science.

The third degree is a B.S. in biochemistry, which is designed to prepare students for graduate study in biochemistry or related fields, for medical school or for employment in the pharmaceutical and clinical industries. The course requirements include those for the general chemistry major, with advanced biology and biochemistry courses added to the program of study. Students who intend to enter graduate school may select from a variety of advanced electives in order to meet specific admission requirements.

Program Requirements: Chemistry (ACS)

Freshman Year

CHEM 1107-1108 Principles of Chemistry I-II	Credits	9
MATH 1401-1411 Calculus I-II*		8

Sophomore Year

CHEM 2313-2314 Organic Chemistry I-II	Credits	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 3415-3416 Physical Chemistry I-II		8

Senior Year

CHEM 3611 or		
CHEM 4601 Inorganic Chemistry		3
CHEM 3512		
or CHEM 3522		
or CHEM 4501 Biochemistry		3-4
CHEM Elective courses in chemistry (minimum)		2-3

Program Requirements: Chemistry (Non-ACS)

Freshman Year

	Credits
CHEM 1123-1124 General Chemistry I-II and	
CHEM 1125-1126 General Chemistry Laboratory I-II or	8
CHEM 1107-1108 Principles of Chemistry I-II	9
MATH 1401-1411 Calculus I-II*	8

Sophomore Year

CHEM 2321-2322 Organic Chemistry I-II and	
CHEM 2315-2316 Organic Chemistry Laboratory I-II or	
CHEM 2313-2314 Organic Chemistry I-II	8-10
PHYS 1701-1702 General Physics I-II or	
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1811-1812 Physics Laboratory I-II or	
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II	2-3

Junior Year

CHEM 2215 Analytical Chemistry I	4
CHEM 3415 Physical Chemistry I	4
Electives as described below	3-4

Senior Year

Electives from the following: (6 total credits required)

CHEM 2216 Analytical Chemistry II	4
CHEM 3512	
or CHEM 3522 Elements of Biochemistry	3-4
CHEM 3611	
or CHEM 4601 Inorganic Chemistry	3
CHEM 4891-4892 Chemistry Research (maximum)	4

Electives from the following: (8 total 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)

Program Requirements: Biochemistry

Freshman Year

	Credits
BIOL 1201-1202 General Biology Organism/Cell I-II	8
CHEM 1123-1124 General Chemistry I-II and	
CHEM 1125-1126 General Chemistry Laboratory I-II or	8
CHEM 1107-1108 Principles of Chemistry I-II	9
MATH 1401-1411 Calculus I-II*	8

Sophomore Year

BIOL 2211 Genetics (fall)	4
BIOL 2229 Cell Biology (spring)	4
CHEM 2321-2322 Organic Chemistry I-II and	
CHEM 2315-2316 Organic Chemistry Laboratory I-II or	8
CHEM 2313-2314 Organic Chemistry I-II	8-10

Junior Year

CHEM 2215 Analytical Chemistry I	4
CHEM 3512 Elements of Biochemistry	4
Science Electives chosen from the electives described in the ACS and non-ACS programs described above	3-4
PHYS 1701-1702 General Physics I-II or	
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1811-1812 Physics Laboratory I-II or	
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II	2-3

Senior Year

CHEM 3415 Physical Chemistry I	4
Science electives chosen from the electives described in the ACS and non-ACS programs described above	3

**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.*

Five-Year Dual 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 240 for additional information.

Minor Program in Chemistry

To insure sufficient breadth and depth in the minor in chemistry, the department recommends completion of freshman and sophomore-level courses plus some advanced courses.

The minor in chemistry requires a minimum of 22 credits, as follows:

I. Two semesters of general chemistry:	Credits
CHEM 1123-1124 General Chemistry I-II and	
CHEM 1125-1126 General Chemistry Laboratory I-II or	8
CHEM 1107-1108 Principles of Chemistry I-II	9
II. Two semesters of organic chemistry:	
CHEM 2321-2322 Organic Chemistry I-II and	
CHEM 2315-2316 Organic Chemistry Laboratory I-II or	8
CHEM 2313-2314 Organic Chemistry I-II	10
III. Two additional semester courses with course numbers above CHEM 2000 not mutually exclusive.	

Total: 22-25

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 except CHEM 1001, 1005 and 1011. (Successful completion means that the student placed into MATH 1015 or higher).

CHEM 1001 Chemistry and the World Around Us

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 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 science students).
 Corequisite: MATH 1014 or higher. 3 credits

112 College of Arts and Sciences

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 fee \$25 for each course. Corequisite: MATH 1015 or higher. *4/5 credits*

CHEM 1123-1124 General Chemistry I-II

Introduction to the principles of chemistry, principally for biology and allied health majors. Corequisite: MATH 1015 or higher. *3 credits each*

CHEM 1125-1126 General Chemistry Lab I-II

Introduction to the principles of the chemical laboratory. Companion courses to CHEM 1123 and 1124. Lab fee \$25 for each course. Corequisites: CHEM 1123/1124. *1 credit each*

CHEM 1301 Elements of Organic Chemistry 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 fee \$25. Prerequisite: CHEM 1011 or one year of high school chemistry. *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 fee \$25. Prerequisite: CHEM 1108 or 1124. *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 fee \$25. Prerequisite: CHEM 2215 or permission of instructor. *4 credits*

CHEM 2226 Analytical Chemistry II

Lecture-only portion of CHEM 2216. Prerequisite: CHEM 2215 or permission of instructor. *3 credits*

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. (For students majoring in chemistry). Prerequisite: CHEM 1108 or CHEM 1124. Lab fee \$25 for each course. *5 credits each*

CHEM 2315-2316 Organic Chemistry Lab I-II

Experimental organic chemistry. Companion course to CHEM 2321 and 2322. Corequisites: CHEM 2321-2322. Lab fee \$25 for each course. *1 credit each*

CHEM 2321-2322 Organic Chemistry I-II

Principal classes of aliphatic and aromatic compounds. Reactions, mechanisms and synthesis involving simple organic and biochemical molecules. Prerequisite: CHEM 1108 or CHEM 1124. *3 credits each*

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. Requires departmental invitation. *1 credit*

CHEM 3101 (CORE 3250) Foundations of Modern Science

This course deals with the development of the experimental sciences (viz., physics, chemistry and molecular biology) within the western tradition, the influence that the Church ecumenical played in that development, and the subsequent influence that these mature sciences are now exerting upon philosophical insights within the Church. *3 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 3415 Physical Chemistry I

A one-semester course in physical chemistry with laboratory. Topics will cover laws of thermodynamics, chemical and phase equilibria, introduction to chemical kinetics, introduction to quantum mechanics and atomic structure. *4 credits*

CHEM 3416 Physical Chemistry II

A second semester course in undergraduate physical chemistry with laboratory. Topics will cover advanced applications of thermodynamics in surface chemistry, electrochemistry, and multi-phase equilibria, theories of chemical kinetics, quantum mechanics, atomic and molecular structures, spectroscopy, and statistical thermodynamics. *4 credits*

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. (Not for ACS students). Prerequisites: CHEM 2322 or CHEM 2314; MATH 1411; PHYS 1701 or 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. Lab fee \$25. Prerequisite: CHEM 2322 or CHEM 2314. *4 credits*

CHEM 3522 Elements of Biochemistry

Lecture portion only of CHEM 3512. Prerequisite: CHEM 2322 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 2322 or CHEM 2314. *3 credits*

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. Requires departmental invitation. *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. Requires departmental invitation. *1 credit*

CHEM 3894 Chemistry Co-op I

3 credits

CHEM 3895 Chemistry Co-op II

3 credits

CHEM 3896 Chemistry Co-op III

3 credits

Course descriptions for the 4000 level courses can be obtained by contacting the department.

CHEM 4111 Introduction to Chemical Data Analysis**CHEM 4201 Survey of Analytical Chemistry****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 4312 Theoretical Organic Chemistry II****CHEM 4401 Chemical Thermodynamics****CHEM 4402 Chemical Kinetics****CHEM 4403 Atomic and Molecular Structure****CHEM 4411 Introduction to Polymer Chemistry****CHEM 4413 Physical - Inorganic Chemistry Lab I****CHEM 4414 Physical - Inorganic Chemistry Lab II**

Laboratory includes preparation and study of representative materials by physicochemical methods. Data handling by computer techniques emphasized. CHEM 4413 focuses on physical chemistry studies. CHEM 4414 focuses on inorganic synthesis and characterization. Six-hour laboratory per week. Lab fee \$25 for each course. Prerequisite: CHEM 3411, PHYS 2112 or MATH 2411. *4 credits each*

CHEM 4423 Computational Chemistry

The course will cover the fundamental theory and application of Molecular Mechanics, Classical Molecular Dynamics, Semiempirical, *Ab Initio* and Density Functional simulation and modeling techniques to atoms, molecules, and solids. Available application programs will be used by the students to demonstrate the principles and provide hands-on experience with modern computational chemistry tools. Prerequisite: CHEM 3412. *3 credits*

CHEM 4501 General Biochemistry I**CHEM 4512 General Biochemistry II****CHEM 4515 Proteins****CHEM 4516 Enzymes****CHEM 4601 Advanced Inorganic Chemistry****CHEM 4618 Physical Methods in Inorganic Chemistry****CHEM 4801-4802 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 2321-2322 or CHEM 2313-2314; CHEM 2215- 2216 or permission of the instructor. *1 credit*

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. *2 credits each*

Department of Communication and The Arts

www.shu.edu/academics/artsci/communication-arts

Undergraduate: Fahy Hall (973) 761-9474

Graduate: Arts and Sciences Hall (973) 761-9490

Communication Faculty: Dool (*Director, Graduate Studies*); Hoffman; Iandiorio; Kimble; Kuchon; Kraszewski; Mahon; Nyberg; Plummer; Radwan; Rondinella (*Chair*); Sharrett; Zizik

Communication Faculty Associate: Rennie

Communication Writer-in-Residence: DePalma

Communication Faculty Emeriti: Klose; McBride; McGlone; McKenna; Rathbun; Rosenblum

Art, Art History and Design Faculty: Chu (*Director of Graduate Studies*); Easton; Haney; Heinrichs; Krus; Leshnoff; Leyva-Gutierrez; Lowe; Nichols; Schiller (*Assistant Chair*)

Art, Art History and Design Faculty Emerita: Cate

Performing Arts Faculty: Levine (*Assistant Chair and Music Program Coordinator*); Reader; Stamps; Waters; Yates (*Theatre Program Coordinator*)

Performing Arts Faculty Associate: Thurmond

Performing Arts Faculty Emerita: Hile

The Department of Communication and The Arts comprises three divisions: Communication; Art, Art History and Design; and Performing Arts. These divisions offer the following major, minor and certificate programs:

Communication

Majors and Minors

- Broadcasting, Visual and Interactive Media
- Communication Studies
- Journalism and Public Relations

Certificate Programs

- Computer Graphics
- Digital Media and Video
- Digital Media Production for the Web

Graduate Programs

- Strategic Communication
- Strategic Communication and Leadership (Online)
- Corporate and Professional Communication (Online)

Art, Art History and Design

Majors and Minors

- Art History
- Fine Arts
- Graphic, Interactive and Advertising Design

Certificate Program

- Web Design

Graduate Program

- Museum Professions

Performing Arts

Majors

- Music Performance
- Comprehensive Music
- Theatre and Performance

Minors

- Music Performance
- Musical Theatre
- Theatre and Performance

Division of Communication

Fahy Hall, Room 49

(973) 761-9474

(973) 275-2144 (Fax)

www.shu.edu/academics/artsci/communication-arts

The Division of Communication offers three majors that prepare graduates for careers in a range of fields including television, radio, film, journalism, media studies, public relations, advertising, politics, business, and the professions.

The faculty consists of communication scholars and experienced media professionals. Each pre-professional program in the department's curriculum is fully supported by up-to-date production facilities.

In their junior and senior years, qualified majors are urged to do internships 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: *The Setonian*, the University's weekly student newspaper; the Brownson Speech and Debate Team; the Public Relations Society of America student chapter; workshops in film, and television; Lambda Pi Eta, our national honor society chapter; Pirate TV and WSOU-FM, the University's FCC-licensed radio station.

Major Programs in Communication

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the communication major program as outlined. The division 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.

The communication curriculum is divided into three majors: (1) broadcasting, visual, and interactive media; (2) journalism and public relations; and (3) communication studies. Communication majors are encouraged to take minors in communication or other departments appropriate to their own interests.

In addition to the College core curriculum requirements, students must complete a division core and their major concentration. COST 1600 may be substituted for the College core curriculum requirement of COST 1500.

Broadcasting, Visual and Interactive Media Major

Core Requirements

COST 1600	Oral Communication <i>(Sections CM and CO recommended)</i>
COMM 1421	Writing for the Media
COMM 1670	Introduction to Communication Theory
COMM 2134	Communication Ethics
COMM 2135	Communication Research

A. Interactive Media Track (46 Credits)

I. Desktop Publishing and The Web Concentration

ARTH 1124	History of Graphic Design
AART 2312	Digital Art and Design I
AART 2315	Web Design I
COBF 2212	Introduction to Visual Theory/Technique
COGR 2111	Introduction to HTML (1 credit)
COGR 2321	Typography and Electronic Production
COGR 2324	Desktop Publishing
COGR 3323	Presentation Graphics
COGR 3325	Digital Photography
COGR 3321	Publication Design
COGR 5399	Senior Seminar in Computer Graphics

II. Multimedia and Digital Animation Concentration

ARTH 1124	History of Graphic Design
COBF 2212	Introduction to Visual Theory/Technique
COGR 2111	Introduction to HTML (1 credit)
COGR 2112	Introduction to Multimedia
COGR 2322	Introduction to 3D Computer Graphics
COGR 5399	Senior Seminar in Computer Graphics

Select five of the following courses:

AART 1223	2-D Design and Color
COGR 2114	Game Design
COGR 3112	Multimedia Production
COGR 3322	Computer Animation
COGR 3325	Digital Photography
COGR 3326	Video Animation and Motion Graphics
COGR 3327	Flash Animation Design

B. Broadcasting and Film Track (48 Credits)

Courses required for the track:

COBF 2212	Introduction to Visual Theory/Technique
COBF 2222	Television/Film Writing
COBF 2231	Electronic Age in America
COBF 2232	Evolution of Film Art

Production Component (Four courses)

Two course production sequence

Two additional production courses

Media Studies Component (Two courses)

Two media studies courses in the Broadcasting and Film area

COBF 5299	Senior Seminar in Radio-TV
-----------	----------------------------

or

COBF 5698	Senior Seminar in Film
-----------	------------------------

I. Media Production Concentrations: Specialization in television, film or radio production.

Students wishing to pursue one of the following concentrations should plan on taking appropriate courses, as listed below, in their sophomore and junior years (along with additional elective courses that are required for completion of the Broadcasting and Film track). Final course choice should be made in consultation with an academic adviser.

A. Film Production Specialization

Production courses:

COBF 3222	Introduction to Film Production
COBF 4222	Advanced Film Production
COGR 2322	Introduction to 3D Computer Graphics
COTH 3623	Lighting for Television and Film

Plus any two Media Studies courses

B. Television Production Specialization

Production courses:

COBF 2223	Television Production I
COBF 3223	Television Production II
COBF 3224	Television Production III
COBF 4224	Television Production IV
COGR 2322	Introduction to 3D Computer Graphics

Plus any two Media Studies courses

C. Radio Specialization

Production courses:

COBF 3225	Radio Programming and Production
COBF 2225	Broadcast Program and Management

Any two Broadcasting, Visual or Interactive Media or COST courses

Any two Media Studies courses

II. Media Studies Concentration

Select four of the following courses:

COBF 2211	Alternative Television
COBF 2213	Documentary Film
COBF 2234	Film Directors

116 College of Arts and Sciences

COBF 3212	Contemporary Cinema
COBF 3214	Film Criticism
COBF 3216	Film Genre
COBF 3218	Television Genres
COTC 2240	Media Criticism

Plus any two Media Production courses

Total: 46-48

Communication Studies Major

The communication studies major is a comprehensive and flexible program of study that focuses on immediate interaction in face to face real-time contexts. Advanced students start from this basis and examine all aspects of communication. A list of required courses for the communications studies major can be found below. In consultation with a faculty advisor, students must also select the “approved elective” courses from the other three communication majors.

COMM 1421	Writing for the Media
COMM 1670	Introduction to Communication Theory
COMM 2134	Communication Ethics
COMM 2135	Communication Research
COMM 2136	Communication Law
COST 1600	Oral Communication
COST 1610	Dynamics of Human Communication
COST 2130	Intercultural Communication
COST 2616	History of Rhetoric
COST 2622	Group Discussion
or COST 2623	Persuasive Speaking
COST 2625	Public and Presentational Speaking
COST 2626	Rhetorical Criticism
COST 5899	Senior Seminar in Communication Studies

Three courses from approved electives from other communication tracks, logic, philosophy, English, or political science as approved by the adviser.

Total: 42 Credits

Journalism and Public Relations Major

I. Journalism Track:

COJR 2431	American Journalism
COMM 2136	Communication Law
COJR 2421	News Reporting
COJR 3428	Publication Editing
COJR 3421	Advanced News Reporting
COJR 5499	Senior Seminar: Journalism

One of the following:

COTC 2240	Media Criticism
COJR 3430	Journalistic Tradition
COJR 3432	Women and Media

Two of the following:

COJR 3426	Magazine Writing
COJR 4424	Broadcast News I
COJR 4425	Broadcast News II
COPA 2512	Public Relations I
<i>Two of the following:</i>	
COBF 2223	Television Production I
COGR 2324	Desktop Publishing
COGR 2112	Introduction to Multimedia
COGR 3325	Digital Photography

II. Public Relations Track

COJR 2431	American Journalism
COMM 2136	Communication Law
COPA 2512	Public Relations I
COPA 2515	Promotional Writing
COPA 3522	Public Relations II
COPA 5599	Senior Seminar: Public Relations

One of the following:

COTC 2240	Media Criticism
COJR 3430	Journalistic Tradition
COJR 3432	Women and Media

Two of the following:

COPA 2521	Newspaper Advertising
COPA 3521	Broadcast Advertising
COJR 2421	News Reporting
COJR 4424	Broadcast News II

Two of the following:

COBF 2223	Television Production I
COGR 2324	Desktop Publishing
COJR 3428	Publications Editing
COGR 3323	Presentation Graphics

Total: 48 Credits

Minor Programs in Communication

Students who wish to enrich their understanding of communication in conjunction with another major program may enroll in one of the division’s minor programs. Minors are in (a) broadcasting, visual and interactive media, (b) communication studies, and (c) journalism and public relations. A student’s minor program is developed with a department faculty adviser.

The Communication minors consist of 21 credits, as follows:

COTC 1131	Mass Communication I
COMM 2134	Communication Ethics
COMM 2136	Communication Law

Three credits of a relevant communication history course

Three additional communication elective courses (9 credits)

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 Professor Kenneth Hoffman in the Department of Communication and The Arts. The Certificate in Computer Graphics will be awarded upon successful completion of 19 credits, as follows:

AART 1223	2-D Design and Color
COGR 1321	Desktop Publishing for Personal Use (1credit)
COGR 2322	Introduction to 3D Computer Graphics
<i>Four from the following:</i>	
AART 2312	Digital Art and Design I
COGR 2112	Introduction to Multimedia Communication
COGR 3112	Multimedia Production
COGR 3322	Computer Animation
COGR 3323	Presentation Graphics
COGR 3324	Two-Dimensional Computer Design
COGR 3325	Digital Photography

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
COBF 3224	Television Production III*
COBF 4224	Television Production IV
COGR 2112	Introduction to Multimedia Communication
COGR 2322	Introduction to 3D Computer Graphics
COGR 3112	Multimedia Production
COGR 3322	Computer Animation
COGR 3326	Video Animation and Motion Graphics

*COBF 2223 Television Production I 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, Music and Design'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 and The Arts 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	2-D Design and Color
AART 2312	Digital Art and Design I
or COGR 3324	Two-Dimensional Design
COGR 2111	Introduction to Hypertext Markup Language (1credit)
COGR 2112	Introduction to Multimedia
COGR 2322	Introduction to 3D Computer Graphics
COGR 3322	Computer Animation
COGR 3325	Digital Photography
COGR 3326	Video Animation and Motion Graphics
COGR 3327	Flash Animation Design

Grading Policy: Students will be required to maintain at least a "B" GPA in the certificate with no grade below "C."

Division of Art, Art History and Design

Art Center (973) 313-6467

www.shu.edu/academics/artsci/communication-arts

The Division of Art, Art History and Design offers major programs in art leading to the Bachelor of Arts degree. Several different concentrations are available, as listed below. The faculty of the division is a consortium of scholars and practicing professionals who provide an education that is both theoretical and pragmatic in approach. Thus, students are well prepared for careers in their professional fields relevant to the disciplines of art education, art history, fine arts, and graphic, interactive and advertising design. 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 of this catalogue for program and degree requirement listings.

Students may opt for one of the following majors:

1. Art History
2. Fine Arts (Recommended for New Jersey certification in the teaching of art)
3. Graphic, Interactive and Advertising Design

Major Programs in Art, Art History and Design

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 (42 credits)

Note: A&S Core Requirements:

Students should take ARTH 1001 or ARTH 1101 to satisfy the "Aesthetics" core requirement.

I. Required courses (30 credits):

	Credits
ARTH 2107 American Art	3
ARTH 2111 Greek and Roman Art	3
ARTH 2112 Medieval Art	3
ARTH 2113 Italian Art of the Renaissance	3
ARTH 2115 Baroque Art	3
ARTH 2116 19th Century Art	3
ARTH 2118 20th Century Art	3
ARTH 2119 Art Since 1945	3
ARTH 2101 Looking at Art and Visual Culture	3
ARTH 4101 Art History Senior Seminar (capstone course)	3

II: Electives (12 credits)

If possible, at least 6 credits should be in non-Western art.

ARTH 2109 (AFAM 2529) African American Art	3
ARTH 2124 History of Graphic Design	3

ARTH 2126 (ASIA 2126) The Arts of China and Japan	3
ARTH 3101 (CORE 3101) The Art of St. Peter's	3
ARTH 3140 History of Photography	3
ARTH 3127 Van Gogh and his Contemporaries	3
ARTH 3201 Gender and Art	3
ARTH 3141-44 Special Topics in Art History	3
ARTH 3193-94 Art History Internship	3

Fine Arts Major (42 credits)

Note: A&S Core requirements:

Students should take ARTH 1001 (Art and Human Needs) or ARTH 1101 (Art of the Western World) as their "Aesthetics" core requirement.

I. Required Courses (30 credits)

AART 1110 Drawing I (first year)	3
AART 1223 2-D Design & Color (first year)	3
AART 2210 Drawing II	3
AART 1217 Painting I	3
AART 1219 Sculpture	3
AART 1224 Printmaking - Intaglio	3
ARTH 1101 Art of the Western World (first year)	3
ARTH 2118 20th Century Art (first year)	3
ARTH xxxx Art History Electives	6

II. Elective Courses (12 credits)

For Fine Arts:

AART 2220 Figure Drawing	3
AART 2227 Painting II	3
AART 2215 Watercolor	3
AART 1225 Printmaking - Relief	3
AART 2141-45 Special Topics	3
AART 2317 Digital Painting	3
COGR 2320 Still Photography	3
COGR 3325 Digital Photography	3
AART 3161-66 Independent Study	1-6

For Art Education:

AART 2215 Watercolor	3
AART 1226 Traditional American Crafts	3
AART 2312 Digital Art and Design I	3
AART 3410 Children and the Visual Arts	3
AART 3161-66 Independent Study	1-6
AART xxxx Fine Arts Elective	3

Total: 42

Graphic, Interactive and Advertising Design Major (51 credits)

Note: A&S Core Requirement

All students majoring in Graphic, Interactive and Advertising Art must take one of the ARTH Art history courses listed in the Aesthetics section of the Arts and Sciences Core Curriculum requirements.

I. Required Courses (39 credits)

AART 1110 Drawing I (first year)	3
AART 1223 2-D Design and Color (first year)	3
AART 1311 Graphic Design and Advertising Art I	3
AART 1124 History of Graphic Design (first/second year)	3
AART 2230 Drawing as Design	3
AART 2233 Typography I	3
AART 2311 Graphic Design and Advertising Art II	3
AART 2312 Digital Art and Design I (second year)	3
AART 2318 Digital Art and Design II	3
AART 2315 Art of Web Design I	3
AART 3233 Typography II	3
AART 4312 Practicum Design Seminar (senior year)	3
AART 3193/3194 Graphic Design/Advertising Internship	3-6

II. Elective Courses (12 credits)

Group I (6 credits)

AART 2215 Watercolor	3
AART 1217 Painting I	3
AART 1219 Introduction to Sculpture	3
AART 1224 Printmaking - Intaglio	3
AART 2210 Drawing II	3
AART 2220 Figure Drawing	3
AART 2227 Painting II	3

Group II (6 credits)

AART 2317 Digital Painting	3
AART 2314 Computer-Assisted Illustration	3
AART 2316 Web Design II	3
AART 2334 3D Package and Exhibition Design	3
AART 3133 Art Direction and Creative Strategy	3
COGR 3325 Digital Photography	3
COGR 2322 Introduction to 3D Computer Graphics	3

Minor Programs in Art and Design

Minor programs are available in fine arts; art history; and graphic, interactive and advertising design. Requirements are as follows:

Art History Minor

ARTH 1101 Art of the Western World	3
ARTH xxxx Art History electives	15
Total:	18

Fine Arts Minor

I. Required Courses (6 credits)

AART 1110 Drawing I	3
ARTH 1101 Art of the Western World	3

II. Elective Courses (12 credits)

AART 2215 Watercolor	3
AART 1217 Painting I	3
AART 1219 Sculpture	3
AART 1223 Two-Dimensional Design and Color	3
AART 1224 Printmaking - Intaglio	3
AART 1225 Printmaking - Relief	3
AART 2210 Drawing II	3
AART 2220 Figure Drawing	3
AART 2227 Painting II	3
AART 2317 Digital Painting	3
AART 2141-45 Special Topics	3

Total: 18

Graphic, Interactive and Advertising Design Minor

AART 1223 Two-Dimensional Design and Color	3
AART 1311 Graphic Design and Advertising Art I	3
AART 2311 Graphic Design and Advertising Art II	3
AART 2312 Digital Art and Design I	3
ARTH 1124 History of Graphic Design	3
AART xxxx Electives	6

Total: 21

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 websites.

Required Courses (16 credits)

AART 1223 Two-Dimensional Design and Color	3
AART 2312 Digital Art and Design I	3
AART 2315 Web Design I	3
AART 2316 Web Design II	3
COGR 2111 Introduction to Hypertext Markup Language	1
COGR 2112 Introduction to Multimedia Communication	3

Dual Degree Program in Museum Professions

The combined B.A./M.A. in Museum Professions allows Seton Hall University undergraduate students to take 12 graduate credits during their junior and senior years. These 12 credits count toward both the B.A. and the M.A. degree. Following graduation, students complete the remaining 27 credits of 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 GPA average in the four graduate courses in order to be allowed to continue in the M.A. degree program. Students can have any undergraduate major from within the College of Arts and Sciences as long as they complete four undergraduate courses in art history before they receive their B.A. degree.

A completed application package for the dual degree program consists of:

- completed application
- two (2) letters of recommendation
- GRE scores (the GRE may be waived for admission, but scores must be submitted to the program prior to the completion of the Masters Project)
- transcripts from all previous colleges and universities (including Seton Hall University)
- personal statement
- resume or CV
- application fee
- additionally, all applicants are required to have an interview with a full-time faculty member, either on campus or over the phone. Applicants will be contacted to set up this interview once the application package is complete. Incomplete applications will not be reviewed.

A minimum GPA of 3.0 is required, although under certain circumstances the GPA requirement may be waived.

Please contact Dr. Petra Chu, director of graduate studies, at (973) 761-9460 or visit www.shu.edu/academics/artsci/ma-museum-professions for further information.

Division of Performing Arts

Music: Corrigan Hall (973) 275-2450

Theatre and Performance: Fahy Hall, (973) 761-9474

www.shu.edu/academics/artsci/communication-arts

The Division of Performing Arts offers major programs leading to the Bachelor of Arts Degree. In the field of performing arts, students have a choice of three different majors:

1. Music Performance (voice, keyboard, selected orchestral instruments)
2. Comprehensive Music (required for students seeking New Jersey certification in the teaching of music)
3. Theatre and Performance

Performing arts majors may also participate in a broad range of co-curricular activities including the Touring and Chamber Choirs, Chamber Orchestra, Pep Band, Jazz Ensemble, Seton Hall Theatre, music and theatre workshops and more.

Music Performance Major (Voice/Keyboard/Instrument)

Music is a competitive major. Before a student is accepted into the music program, an audition must be successfully completed. Students wishing to audition for admittance to the program should contact Dr. Dena Levine, Assistant Chair for Performing Arts at dena.levine@shu.edu

I. Music History (6 credits) Credits

MUHI 1201 History of Western Musical Styles I*	3
MUHI 1202 History of Western Musical Styles II*	3

* Prerequisites: MUTH 1112 and MUTH 2112

II. Theory (14 credits)

MUTH 1112 Theory of Music I	4
MUTH 2112 Theory of Music II	4
MUTH 3111 Theory of Music III	3
MUTH 4111 Theory of Music IV	3

III. Applied Music (28 credits)

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 2211-2219 Private Piano Instruction 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 3391-3399 Private Woodwinds Instruction or	2
MUAP 3491-3499 Private Strings Instruction or	2
MUAP 3591-3599 Private Percussion Instruction or	2
MUAP 1011 Beginning Piano	2
MUAP 3691-3699 Private Organ Instruction or	2

C. Ensemble (Select 8 credits):

MUAP 1141-1148 Band or	1
MUAP 1151-1158 Chorus or	1
MUAP 1161-1168 Vocal Chamber Ensemble or	1
MUAP 1183-1190 Instrumental Chamber Ensemble or	1
MUAP 1211-1218 Chamber Orchestra or	1
MUAP 1221-1228 Jazz Ensemble	1

D. Conducting (2 credits):

MUAP 1182 Conducting Techniques for Vocal Ensembles 2

IV. Additional Requirements

- A. All music performance majors shall demonstrate their proficiency for a faculty jury at the end of each semester;
- B. All music performance majors shall present a formal recital during their senior year;
- C. All music students are required to attend concerts and other activities sponsored by the Performing Arts Division and the Seton Hall Arts Council; and
- D. Students will participate in recitals during the academic year.
- E. All senior recital dates and sites must be approved by the private instructor and the chair of the division.

Comprehensive Music Major (Music Education)

Music is a competitive major. Before a student is accepted into the music program, an audition must be successfully completed. Students wishing to audition for admittance to the program should contact Dr. Dena Levine, Assistant Chair for Performing Arts at dena.levine@shu.edu

I. Music History (6 credits)

MUHI 1201 History of Western Musical Styles I* 3
 MUHI 1202 History of Western Musical Styles II* 3

* Prerequisites: MUTH 1112 and MUTH 2112

II. Theory (14 credits)

MUTH 1112 Theory of Music I 4
 MUTH 2112 Theory of Music II 4
 MUTH 3111 Theory of Music III 3
 MUTH 4111 Theory of Music IV 3

III. Performance Music (40 credits)

A. Primary Instrument (Select 16 credits):

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 16
 Instruction/Majors or 16
 MUAP 3491-3499 Private Strings Instruction/Majors or 16
 MUAP 3591-3599 Private Percussion 16
 Instruction/Majors or 16
 MUAP 3691-3699 Private Organ Instruction/Majors 16

B. Secondary Instrument (Select 8 credits):

Note: All non-piano majors must study piano as their secondary instrument.

MUAP 1011-1012 Beginning Piano I-II 4
 MUAP 1131 Beginning Voice 2
 MUAP 2211-2219 Private Piano Instruction or 4
 MUAP 2231-2239 Private Voice Instruction or 6
 MUAP 1291-1294 Beginning Instruments 2

MUAP 3291-3299 Private Brass Instruction or 6
 MUAP 3391-3399 Private Woodwinds Instruction or 6
 MUAP 3491-3499 Private Strings Instruction or 6
 MUAP 3591-3599 Private Percussion Instruction or 6
 MUAP 3691-3699 Private Organ Instruction 6

C. Other Instruments (8 credits):

MUAP 1291-1294 Beginning Instruments 8

D. Ensemble (Select 8 credits):

MUAP 1141-1148 Band or 1
 MUAP 1151-1158 Chorus or 1
 MUAP 1161-1168 Vocal Chamber Ensemble or 1
 MUAP 1183-1190 Instrumental Chamber Ensemble or 1
 MUAP 1211-1218 Chamber Orchestra or 1
 MUAP 1221-1228 Jazz Ensemble 1

E. Conducting (2 credits):

MUAP 1182 Conducting Techniques for Vocal Ensembles 2

F. Methods (3 credits):

EDST 3513 Methods of Teaching Music 3

IV. Additional Requirements

- A. All comprehensive music majors shall demonstrate their proficiency for a faculty jury at the end of each semester;
- B. All 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 Performing Arts Division and the Seton Hall 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.
- F. To qualify for teacher certification students will take the National Teachers Exam during their senior year.

Theatre and Performance Major

Core Requirements

COST 1600 Oral Communication
(Sections CM and CO recommended)
 COMM 1421 Writing for the Media
 COMM 1670 Introduction to Communication Theory
 COMM 2134 Communication Ethics
 COMM 2135 Communication Research

I. Theatre Studies Track

COTH 2621 Introduction to the Theatre
 COTH 2631 Theatre History
 ENGL 3013 The Drama
 ENGL 3312 Shakespeare
 COTH 5799 Senior Seminar: Theatre

122 College of Arts and Sciences

Six of the following (Three must be COTH)

ENGL 3421	Modern American Drama
ENGL 3417	The Drama in Great Britain
ENGL 3427	Drama: Classic and Contemporary
COTH 1720	Basic Stagecraft
COTH 2610	American Stage
COTH 2611	Irish Stage
COTH 3622	Playwriting
COTH 3625	Scene Design
COTH 3627	Theatre in London
GREK 3262	Greek Drama
LATN 3117	Roman Comedy
MUHI 1134	Music of Broadway

II. Performance Track

COTH 2631	Theatre History
COTH 2621	Introduction to the Theatre
ENGL 3013	The Drama
ENGL 3312	Shakespeare
COTH1620, 1621, 1622	Performance Lab*
COTH 5799	Senior Seminar: Theatre

Five of the following:

COST 2620	Oral Interpretation
COTH 1720	Basic Stagecraft
COTH 2624	Vocal Techniques
COTH 2626	Acting I
COTH 3621	Directing
COTH 3622	Playwriting
COTH 3625	Scene Design
COTH 3623	Lighting for TV and Film
COTH 3624	Children's Theatre
COTH 3626	Acting II
COTH 3627	Theatre in London

*Performance Lab: 3 one-credit courses in acting, directing, stage crew, set or lighting design

Total: 48 Credits

Minor Programs in Theatre and Performance

Minor programs are available in music performance, musical theatre, and theatre and performance. Requirements are as follows:

Music Performance Minor

I. Basic Requirements

MUTH 1112-4111 Music Theory I-IV	8
MUHI 1201 History of Western Musical Styles I*	
or	
MUHI 1202 History of Western Musical Styles II*	3

* Prerequisites: MUTH 1112 and MUTH 2112

II. Music Performance

A. Instrument/Voice (Select 8 credits):

MUAP 1011-1012 Beginning Piano I-II	4
MUAP 1131 Beginning Voice	2
MUAP 1291-1294 Beginning Instruments	2
MUAP 2211-2219 Private Piano Instruction or	4
MUAP 2231-2239 Private Voice Instruction or	6
MUAP 3291-3299 Private Brass Instruction or	6
MUAP 3391-3399 Private Woodwinds Instruction or	6
MUAP 3491-3499 Private Strings Instruction or	6
MUAP 3591-3599 Private Percussion Instruction or	6
MUAP 3691-3699 Private Organ Instruction or	6

B. Ensemble (Select 4 credits):

MUAP 1141-1148 Band or	1
MUAP 1151-1158 Chorus or	1
MUAP 1161-1168 Vocal Chamber Ensemble or	1
MUAP 1183-1190 Instrumental Chamber Ensemble or	1
MUAP 1211-1218 Chamber Orchestra or	1
MUAP 1221-1228 Jazz Ensemble	1

Total: 23

Music Theatre Minor

I. Required Courses

COST 2631 Theatre History	3
COST 3620 Acting	3
MUAP 1131 Beginning Voice	2
and/or	
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

Total 22

Theatre and Performance Minor

The Theatre and Performance minor consist of 21 credits, as follows:

COTC 1131	Mass Communication I
COMM 2134	Communication Ethics
COMM 2136	Communication Law
Three credits of a relevant communication history course	
Three additional communication elective courses (9 credits)	

Course Descriptions

Fine Art: Graphic, Interactive and Advertising Design

AART 1110 Drawing I

Development of foundational drawing skills. Learn basic drawing vocabulary and acquire a sensitivity to the visual elements: line, shape, value and texture. Supplies fee \$25. *3 credits*

AART 1217 Painting I

Introduction to the basic language, conventions, and material concerns of oil painting. Emphasis on a personal approach to observational painting. Supplies fee \$25. *3 credits*

AART 1219 Sculpture

Exploration of the basic elements of sculpture: space, material, process. Studio fee \$50. *3 credits each*

AART 1223 2-D Design and Color

Development of visual literacy with regard to the ability to construct, interpret and verbalize the concepts involved in image making. Concepts covered will relate to all fields in the visual arts. Examples of fine and applied art will be analyzed using the principles and elements of two-dimensional design and color theory. Supplies fee \$25. *3 credits*

AART 1224 Printmaking - Intaglio

Introduction through lectures, demonstrations and practical work to intaglio processes: drypoint, etched line, softground and aquatint. Previous drawing experience recommended. Special supplies fee \$50. *3 credits*

AART 1225 Printmaking - Relief

Introduction to relief printmaking, book arts and digital/photo processes. Previous drawing experience recommended. Special supplies fee \$50. *3 credits*

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. Special supplies fee \$50. *3 credits*

AART 1311 Graphic Design and Advertising Art I

Overview of creative, conceptual and practical aspects of graphic design and advertising art with projects, demonstrations and lectures on design, imagery, typography and new media. *3 credits*

AART 2141-2144 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*

AART 2210 Drawing II

Individual projects using a variety of drawing media and techniques, resulting in a portfolio presentation. Prerequisite: AART 1110 or permission of instructor. Studio fee \$50. *3 credits*

AART 2215 Watercolor I

Introduction to the materials, processes and techniques of transparent water color. Supplies fee \$25. *3 credits*

AART 2216 Watercolor II

Advanced exploration with the materials, processes and techniques of transparent water color. Prerequisite: AART 2215. Supplies fee \$25. *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 drawing and painting. Studio fee \$50. *3 credits*

AART 2227 Painting II

Continued exploration of oil painting materials and techniques, emphasizing more complex formal and conceptual problems. Prerequisite: AART 1217. (Formerly AART 1227) Supplies fee \$25. *3 credits*

AART 2230 Drawing as Design

Introduction to graphic illustration. Beginning course in learning how to develop basic illustrative ideas using a variety of media and conceptual approaches. Focus will be on basic composition, drawing and simple rendering techniques used in client-based illustration. (Formerly called Illustration) *3 credits*

AART 2233 Typography I

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 3233 Typography II

This course expands the knowledge acquired during Typography Design I. Historical and contemporary viewpoints, print production and layout skills are emphasized. In addition to learning how to develop rough ideas into finished art, the course will explore the fundamentals of creating motion-based, screen typography. Projects involve functional and personal expression through the use of Macintosh design and animation programs. Prerequisite: AART 2233. *3 credits*

AART 2311 Graphic Design and Advertising Art II

Instruction in successful union of concept, type and image as they are combined in designing a wide range of print and new media applications in corporate, advertising and institutional areas. Prerequisite: AART 1311. *3 credits*

AART 2312 Digital Art and Design I

Introduction to computer graphics using draw and paint software programs. Image and type manipulations for graphic design applications will be taught through projects, lectures, seminars, and hands-on experience. Course focuses on computer based illustration and design techniques which involve industry-standard software packages. *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. Prerequisite: AART 2230. *3 credits*

AART 2315 Web Design I

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 2316 Web Design II

This web design course introduces the students to the advanced applications used in Internet web communication. Instruction will include paradigms for developing web content for different uses, outcomes and audiences. Technical design strategies and the use of advanced interactive techniques using software are inclusive of this course. Assignments in class will be structured around the contemporary publishing issues facing the Internet user of today. Upon completion of this course, students will possess knowledge of composing customized Internet content with interactive navigation, motion and sound design. Prerequisite: AART 2315. *3 credits*

AART 2317 Digital Painting

Course is designed to introduce the student to the basic use of the digital computer's state-of-the-art Adobe Photoshop and Painter software in creating original paintings and drawings. Emphasis will be placed on the translation and conversion of traditional studio-based artwork brought into a pixel based medium. Prerequisite: AART 2312. *3 credits*

AART 2318 Digital Art and Design II

This course provides advanced computer instruction in digital design and concept development in the context of commercial advertising design. This is an applied studio course of technical approaches and computer design strategies used in solving challenges in visual communication and persuasion. Interactive component is part of course plan. Prerequisite: AART 2312. *3 credits*

AART 2334 Three Dimensional Packaging and Exhibition Design

Design course will expose the student to solving three dimensional client-directed design problems. Students will learn about point-of-purchase display, product packaging, as well as exhibit design (institutional and corporate). Isometric drawing and orthographic project in the conceiving of environmental interior spaces for display purposes. Prerequisites: AART 1311 and AART 1223 and AART 2312. *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 3193-3194 Art Internship

Pass/Fail option only *3-6 credits*

AART 3313 Art Direction and Creative Strategy

Course is designed to expose the student to a professional field experience structured through fully art directed project activity, creative strategy and targeted campaign design. Projects are comprehensive, including tactical and

communication concepts and audience profiling. On and off-site visitations are part of course. Prerequisite: AART 1311. *3 credits*

AART 3410 Children and the Visual Arts

An introductory course for students interested in careers in which children make art: schools, hospitals, recreation centers, camps, day care centers, museums and community organizations. Studio-based with readings in art appreciation and curriculum design. Art and non-art majors. No prerequisite. Supplies fee \$25. *3 credits*

AART 3894 Art Co-op I

3 credits

AART 3895 Art Co-op II

3 credits

AART 3896 Art Co-op III

3 credits

AART 4312 Practicum Design Seminar

Comprehensive senior capstone course which involves preparation for final portfolio presentations and for developing professional resumes. *3 credits*

Art History

ARTH 1001 Art and Human Needs

Throughout history, and throughout the world, art has served key functions related to home and shelter, religion, magic, propaganda, commemoration (individual and collective), instruction, and societal critique. This course, which fulfills the aesthetic requirement in the new core curriculum of the College of Arts and Sciences, is aimed at informing students about the essential place of the visual arts in human experience across the globe. *3 credits*

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 2101 Looking at Art and Visual Culture

The course addresses the methodologies of art history and the newer field of visual culture. To be considered are the various ways of looking at art and visual culture, roughly in the order of their development from the late eighteenth through the twenty-first centuries. The course's format - lectures and discussions - is aimed at maximum participation on the part the students as the study of art and visual culture, ideally, is a discursive practice. *3 credits*

ARTH 2107 American Art

Overview of art and architecture in America from colonial times to the 20th Century. (Formerly ARTH 1107) *3 credits*

ARTH 2109 (AFAM 2529) African American Art

Overview of African American material culture and visual arts from colonial times to the present, including painting, printmaking, photography and sculpture. Close analysis of visual representations will go hand in hand with a discussion of key texts in art history and critical theory. Topics include the effects of patronage, the influence of class, gender and sexual orientation. Special emphasis in exploring how

transatlantic travel and dislocation affected continuity and transformation in African American art practice and beyond. (Formerly ARTH 5009) *3 credits*

ARTH 2111 (ARCH 2311) Greek and Roman Art
Study of the art and architecture of the ancient Greeks and Romans. (Formerly ARTH 1111) *3 credits*

ARTH 2112 Medieval Art
Art in Europe from the beginning of Christianity through the full flowering of medieval culture in the Gothic age. (Formerly ARTH 1112) *3 credits*

ARTH 2113 Italian Art of the Renaissance
Evolution of Italian art from the 14th through the 16th centuries. (Formerly ARTH 1113) *3 credits*

ARTH 2115 Baroque and Rococo Art
Historical development of painting and architecture in Europe from the post Renaissance period to the late 18th century. (Formerly ARTH 1115) *3 credits*

ARTH 2116 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. (Formerly ARTH 1116) *3 credits*

ARTH 2118 20th Century Art
An overview of the history of art of the 20th century, from Expressionism and Symbolism to the Postmodern trends of the end of the century. (Formerly ARTH 1118) *3 credits*

ARTH 2119 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). (Formerly ARTH 5001) *3 credits*

ARTH 2124 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. (Formerly ARTH 1124) *3 credits*

ARTH 2126 (ASIA 2126) 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. (Formerly ARTH 1126) *3 credits*

ARTH 3101 (CORE 3130) The Art of St. Peter's
The course explores the physical fabric and artistic embellishment of Saint Peter's and the Vatican from Early Christian times through the twentieth century as a way of assessing the development of Catholicism's distinctive and powerful visual language. *3 credits*

ARTH 3127 The Art of Van Gogh and His Contemporaries
European art of the Post-Impressionist era, with special emphasis on Vincent van Gogh. (Formerly ARTH 1127) *3 credits*

ARTH 3140 History of Photography
This course provides an introduction to the history of photography from its nineteenth-century beginnings to the present. In a dual approach, this class charts the evolution of this representational technology in a chronological fashion, whereas a subject-focused approach provides a parallel line of inquiry. Survey follows the emergence of photography as an aesthetic practice in historical perspective across geographic and national boundaries. Course focuses on France, England, and the United States but also considers less obvious, but equally important areas, in which photography evolved. Issues to be addressed include landscape photography, pictorialism, chronophotography, social documentary, art photography, street photography and various postmodern practices. *3 credits*

ARTH 3141-3144 Special Topics in Art History
Selected topics in art history. May be repeated for credit under a different number as topics change. (Formerly ARTH 2141-2144) *3 credits*

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
Pass/Fail option only. *3 credits*

ARTH 3201 Gender and Art
Examines representations of masculinity and femininity in the history of western art. Explores how contemporary artists and theorists are challenging these gendered constructions. Discusses barriers women artists have faced and strategies they have formulated to surmount these obstacles. Introduces diverse methodologies from feminist and gender studies. Prepares students to include a feminist perspective to their evaluation of museum exhibitions. *3 credits*

ARTH 4101 Art History Seminar
The seminar is intended for advanced art history majors, preferably seniors, and possibly others (such as students in the University Honors Program, Women's Studies, Catholic Studies, etc.), depending on the subject and with permission of the instructor. Its purpose is to involve students in the intense study of a specific topic, selected by the faculty member teaching the course. In a typical seminar, the faculty member gives a series of introductory lectures on the topic. Students read a group of texts related to the topic and these are discussed in class. Students then present a seminar paper on a specific aspect of that topic. The paper, upon presentation, is also submitted as a final project. *3 credits*

Broadcasting and Film**COBF 2211 Alternative Television**

This course investigates how the category "alternative" can help us make sense of the politics in television culture. Topics include alternative taste cultures found on tabloid television, alternative modes of audience participation on reality TV and the Internet, alternative political voices in the 1950s and 1960s television industry, and the representation of alternative social movements on 1960s television. *3 credits*

COBF 2212 Introduction to Visual Theory and Technique

Lectures, discussions and screenings focus on the development of visual expression in film, video, and computer graphics, with emphasis on the narrative form. There is an opportunity for practical exercises; a photo assignment and an optional digital video final project. *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 long step outline for a feature length film screenplay, teleplay, or a completed short script. Prerequisite: COMM 1421. *3 credits*

COBF 2223 Television Production I

Instruction in and practice regarding the TV production team, operation of studio, or field and control room equipment, the television script, program formats, production elements and process. Lecture, discussion and program exercises in the studio. Prerequisite: COBF 2212. *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 2234 Film Directors

A study of the film director as primary creator of the motion picture. The course also investigates the concept of authorship in film and the role of the director in a collaborative art form usually controlled by economic

interests. Each semester two directors will be closely examined for their aesthetics, outlook, and technical accomplishment. *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 3218 Television Genres

A study of the aesthetic, social, and cultural importance of television genres. The course will survey various theories about television genres and then use those theories to examine one or two specific television genre(s) in detail. *3 credits*

COBF 3222 Introduction to Film Production

Principles and techniques of motion picture production, including scripting, cinematography, budgeting, non-synchronous sound, and non-linear digital film editing. Students work in groups to create original film projects. Prerequisite: COBF 2212. *3 credits*

COBF 3223 Television Production II

Broadening and deepening of students' knowledge of studio and field techniques and processes, followed by production of an original television program by student groups, from concept to videotape recording. Prerequisite: COBF 2223. *3 credits*

COBF 3224 Television Production III

Studio and field digital video production equipment, shooting technique and non-linear digital video editing. Each student, working in a group, progresses through a series of introductory camera and editing exercises related to electronic field production and advanced studio production to create an original television program. 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 Advanced Film Production

Students use HDV production techniques and form production groups to produce original 5-10 minute film and/or HDV productions. Prerequisite: COBF 3222. *3 credits*

COBF 4224 Television Production IV

Students, working in groups, prepare and produce an original long form video production taped on location and/or in the studio. Prerequisite: COBF 3224. *3 credits*

COBF 5299 Senior Seminar Radio/TV

In this course, students use skills learned in other communication courses – the ability to read critically, write persuasively, and research effectively – to pursue a larger research project. As such, Senior Seminar-Radio/TV is both a synthesis (in that it asks students to draw on knowledge from other classes) and introduction (in that it introduces students to ways that scholars craft compelling, original essays). Students will write a major research paper on social, cultural, or institutional aspects of broadcasting. *3 credits*

COBF 5698 Senior Seminar in Film

This senior capstone course in film studies for students with basic knowledge of film history, theory, and criticism. The purpose of this course is to investigate the technical, philosophical, and stylistic foundations of film as an art form, and film's social, political, economic, and cultural context. *3 credits*

Computer Graphics**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

This survey course examines the social, economic and cultural implications of multimedia use on the web and in portable handheld devices. It discusses hardware and software tools and generally serves as an introduction to multimedia design and interactive communication. Multimedia can be defined as the delivery of video animation, graphics, sound and text in a non-linear computer based form. Students create personal web pages using Adobe Dreamweaver software. *3 credits*

COGR 2114 Game Design and Digital Storytelling

Introduction to the theory and practice of game creation and design for interactive home entertainment, arcade games, education, and multiplayer online environments. Students will study the history of games, game genres, game technology, organization, psychology, story and structure. Students will complete design assignments exploring topics discussed in class such as game prototyping, interface design and character creation. *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 35mm 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 3D Computer Graphics

Introduction to the wide range of three-dimensional computer graphics applications in broadcasting, business, art and journalism. Concentrating on three-dimensional modeling 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. Prerequisite: COGR 2112. *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 35mm 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 animation. Students create their own 3D animations. Classic examples of short computer animations are screened and discussed. 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 3325 Digital Photography

Introduction to digital photography and image editing software. Students will learn photographic and computer techniques essential for creating computer mediated imagery. The course will cover digital camera operation, photo editing software, desktop scanners and ink jet printing. Digital images will be edited with Adobe PhotoShop. Completed assignments will be posted on the web and reproduced as color prints and/or 5mm color slides. *3 credits*

COGR 3326 Video Animation and Motion Graphics

Introduction to digital video editing. Students learn fundamentals of nonlinear video editing for the World Wide Web, CDROM, and DVD applications. They gain hands-on experience in digital video capture and learn industry standard software such as Adobe Premier and Adobe After Effects. Prerequisite: COGR 2322. *3 credits*

COGR 3327 Flash Animation Design

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 standalone 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. (Formerly Animation for the Web) Prerequisite: COGR 2322. *3 credits*

COGR 5399 Senior Seminar in Computer Graphics: Design, Animation and Multi Media

Visual theory, aesthetics, the history of graphic design, and visual criticism will be synthesized in an individualized final project incorporating the design background of each student. Seminars will critically evaluate various areas of computer graphics relevant to the students. Design portfolios will be required in addition to the major critical/aesthetic project. *3 credits*

Journalism

COJR 2330 (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*

COJR 2421 News Reporting

Fundamentals of gathering and writing news. Emphasis on reporting and writing various types of stories and the multi-source story. Prerequisite: COMM 1421. *3 credits*

COJR 2431 American Journalism

A survey of the history of American journalism from colonial times to the present, as well as understanding journalism in a broader historical context. Emphasis is placed on the news media as a social institution 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, including computer-assisted reporting. Prerequisite: COJR 2421. *3 credits*

COJR 3426 Magazine Writing

Overview of the U.S. magazine industry. Emphasis is placed on researching and writing articles, and on identifying target publications. Prerequisite: COMM 1421. *3 credits*

COJR 3428 Publications Editing

Copy editing, Associated Press style, headline writing and page design. The role of the editor in the contemporary newsroom. Prerequisite: COMM 1421. *3 credits*

COJR 3430 The Journalistic Tradition (formerly the Classics of American Journalism)

The writings of great American journalists, including historically significant and contemporary writers. Emphasis is on narrative and investigative journalism. 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 as both producers and consumers, 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 I

This course introduces gathering, writing and presenting broadcast news. Student work focuses on writing, production, and performance of radio news. Students will be briefly introduced to TV news. Prerequisite: COMM 1421. *3 credits*

COJR 4425 Broadcast News II

Instruction and practice in developing, writing, interviewing, shooting, editing and voicing packages for a television news format. Instruction and practice in studio newscast production and delivery. Prerequisites: COMM 1421 and COJR 4424. *3 credits*

COJR 5499 Senior Seminar Journalism

Introduces the research literature in journalism and the tools and techniques of research. Examines the relationship between research and the practice of journalism. Students conduct original research and present their findings. The seminar also serves as a forum for discussion of issues and concerns in contemporary journalism. Prerequisite: COMM 2135. *3 credits*

Communication Studies

COMM 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, the web and public relations. *3 credits*

COMM 1670 Introduction to Communication Theory

Students are introduced to the field of communication. Theoretical approaches to all major media, both oral and electronic, are addressed. Special attention is devoted to describing the different ways that symbols generate meaning in each medium. *3 credits*

COMM 2134 Communication Ethics

A detailed examination of the process of ethical reasoning and decision making in human communication, incorporating the rhetorical and media ethical perspectives. Students will examine a range of ethical approaches, working towards development of personal ethical standards which will provide them with the basis for ethical conduct in a wide range of professions. Prerequisite: COMM 1670. *3 credits*

COMM 2135 Communication Research Methods

Students are introduced to research in communication, including an overview of contemporary communication research and a survey of research methodologies. Prerequisite: COMM 1670. *3 credits*

COMM 2136 Media Law

Critical evaluation, legal practices and the legal responsibility of the press. Legal problems, including the First Amendment, Libel, Privacy, Intellectual Property, the Communications. Prerequisite: COMM 1670. *3 credits*

Public Relations

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: COMM 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: COMM 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 Broadcasting 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, COMM 1421. *3 credits*

COPA 5599 Senior Seminar in Public Relations

Senior seminar introduces students to scholarly and applied communication research methods, specifically regarding public relations and advertising issues. It leads to an understanding of the important role research plays in the practice of public relations and advertising and provides tools needed to complete a research project. *3 credits*

Speech and Theatre

COST 1500 Foundations in Oral Rhetoric

Rhetoric is the art of effective expression. Since ancient Athens, rhetoric has been foundational for civil society and the heart of a liberal education. A skilled rhetor has mastered five inter-related faculties- invention, disposition, style, memory, and elocution. This course provides an introduction to rhetorical practice and serves as the foundational course for Seton Hall University's oral communication proficiency. *2 credits*

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 2130 Intercultural Communication

Principles and skills required for effective and ethical interaction with diverse others. Emphasis on identity, perception, and community-building. *3 credits*

COST 2616 History of Rhetoric

Historical survey of major contributions to rhetorical theory. Chronological account of how ideas on the means of persuasion have developed from ancient Greece to post-modernity. *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 2625 Public and Presentational Speaking

A broad study of the “one-to-many” speaking context with a focus on developing speaking and listening competence. Includes the message organization, speech presentation, vocal and physical delivery of various types of formal and informal speaking situations. *3 credits*

COST 2626 Rhetorical Criticism

Methods of close textural analysis. Multiple perspectives and procedures for assessing how rhetoric works to create, maintain, and oppose social meanings. *3 credits*

COST 3130 (CORE 3320) Propaganda, Religion, and War

Propaganda, Religion, & War entails a political, historical, and ethical exploration of discursive and visual propaganda. As a form of mass persuasion, propaganda has long been a vital constituent of both religious discourse and the rhetoric of warfare. The course begins with an examination of the emergence of propaganda as a strategic concept in the 17th Century Vatican’s response to the Protestant Reformation. It then combines analytical and ethical perspectives on propaganda with a detailed examination of propaganda-like practices throughout history. *3 credits*

COST 5899 Senior Seminar in Communication Studies

This is a capstone course in Communications Studies that encompasses the history, theory and philosophy of communication while focusing on the research literature on the field and providing students with the opportunity to conduct original research in the area of Communication Studies. *3 credits*

Communication Theory

COTC 1131 Mass Communication I

This course surveys the mass media from the rise of print to the age of the computer. The historical and theoretical implications of mass media are examined by studying representative examples of each medium. *3 credits*

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*

COTC 2240 Media Criticism

Survey of various methods for analyzing and evaluating mass media. Students learn how to apply critical methodologies to understanding media production, content and the audience. 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

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 5000 Preparation of the Senior Communication Portfolio

Independent study on a selected topic completed under the supervision of the instructor. *1 credit*

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*

COTH 1620, 1621, 1622 Performance Lab: Theatre and Performance

Students can earn credit from their experience in performance, construction, and/or running of University Theatre shows. Theatre majors need three performance credits to graduate. *1 credit each*

COTH 1720 Basic Stagecraft

An elementary introduction to the general principles of planning, preparation, organization and skills required for the technical presentation of theatre production. Students will learn creative problem solving with traditional tools and unique materials to make the magic of theatre. *3 credits*

COTH 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*

COTH 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*

COTH 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*

COTH 2624 Vocal Techniques

Emphasis on development of the speaking voice. Combination of practical and theoretical to help students develop a method for self-improvement. *3 credits*

COTH 2626 Acting I

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. (Formerly COTH 3620.) *3 credits*

COTH 2631 Theater History

Drama and its presentation from the Greek amphitheater to the Renaissance stage to the spectacles of the 19th century: "Life upon the wicked stage." Explore the theories and practices of drama; the players, their theatrical conditions, and the spectacle as it has sought to inform society, culture and the human condition. *3 credits*

COTH 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: Instructor's approval or COTH 2621. *3 credits*

COTH 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*

COTH 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*

COTH 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, instructor's approval or education majors with departmental approval. *3 credits*

COTH 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. Prerequisite: COTH 2621. *3 credits*

COTH 3626 Acting II: Classical Styles

Course develops the discipline of stylized acting techniques and explores the history of Greek, Shakespearean and Restoration theater. Prerequisite: COTH 2626. *3 credits*

COTH 3627 Theatre in London

Study abroad course that covers British theatre and history culminating in a week long trip to London visiting historic sights and viewing several theatre performances. Usually included are tours to Westminster Abbey, backstage tours of the Theatre Royal Drury Lane, the Houses of Parliament, the British Museum as well as workshops at The Globe Theatre and theatre performances in the West End and with The Royal Shakespeare Company in Stratford-upon-Avon. Particular sights and productions are subject to availability at the time of the trip. Instructor's approval required. *3 credits*

COTH 3628 (CORE 3321) Religious Experience on Stage

This course centers on the theatrical performance of plays that reflect different religious traditions and values. Since plays were written to be performed, students compare and contrast the productions' expression of these beliefs. This expression, while including textual analysis, primarily focuses on performance styles with particular attention to the performance as a religious experience. Theatrical tradition, style and actor performance and technique are explored. The student will engage in the audience/actor/text experience through the viewing of live performances in New York and on campus (subject to the theatre offerings of the semester), through video of live performance and by performing scenes from the texts. No acting experience is necessary as it is not a course in learning acting technique but rather in studying the connection between actor/audience/text and religious traditions. *3 credits*

COTH 5799 Senior Seminar Theatre

A required capstone course for Theatre majors. Students will discuss and write about contemporary theatre drawn from their experience of seeing shows in New York City. *3 credits*

Applied Music**MUAP 1011-1012 Beginning Piano I-II**

Group piano instruction for beginners, taught in electronic piano lab. Two one-hour classes 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*

132 College of Arts and Sciences

MUAP 1161-1168 Vocal Chamber Ensemble

Auditioned vocal ensemble for advanced singers. Audition required. Membership in University Chorus is required.
1 credit each

MUAP 1172-1179 Opera/Musical Theater

Preparation of arias and vocal ensembles for the purpose of stage presentation. *1 credit each*

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 1211-1218 Chamber Orchestra

The Seton Hall Chamber Orchestra offers students an orchestral performing experience as a credited course offering. Students with intermediate to advanced skill levels on all orchestral instruments (strings, woodwinds, brass, percussion, and harp) are encouraged to participate. A wide range of music is performed including Baroque, Classical, Romantic, 20th century and popular music. Students have the unique opportunity to perform with faculty and professionals within the orchestra. The orchestra meets once weekly for a 90-minute rehearsal and presents a concert performance at the end of each semester. *1 credit each*

MUAP 1221-1228 Jazz Ensemble

The Seton Hall Jazz Ensemble offers students the opportunity to rehearse and perform a variety of jazz styles in small combo settings. Performances take place in various venues throughout the term. Students are coached in reading charts and given opportunities for improvisation. Repertoire includes the blues, swing, Latin, modal, and fusion, and always includes material accessible to the beginning improviser. All with basic reading and technical skills are welcome. Rehearsals are run by the instructor, but students are encouraged to contribute ideas for arrangements.
1 credit each

MUAP 1291-1292, 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 Beginning Piano I, or permission of department.
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 1112 Intro to Liturgical Music

A study of Liturgical music. A history and study of repertoire, composers and function of music in the liturgy.
2 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 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 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 1201 History of Western Musical Styles I

Students will trace the course of Western art music from its origins in plainchant c. 700 A.D. up until 1750. They will study the history, culture, and music repertoire of various time periods and identify composers and their works within a historical context. Students will also analyze scores within this historical context. Prerequisites: MUHI 1112 and MUHI 2112. *3 credits*

MUHI 1202 History of Western Musical Styles II

Students will trace the course of Western art music from 1750 up to the present day. They will study the history, culture, and music repertoire of various time periods and identify composers and their works within a historical context. Students will also analyze scores within this historical context. Prerequisites: MUHI 1112 and MUHI 2112. *3 credits*

MUHI 2010 Topics in World Music

The student will learn about music within various cultures as well as social and religious traditions from these cultures that are reflected in the music. Cultures that could be discussed include North India, West Africa, Indonesia, Japan, and Navajo music from the American Southwest. Students will go out into the community and undertake “field research” based on a topic of their choice and then give a class presentation based on their research. No music prerequisites are required. Live performance within the classroom will be part of the experience. *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 3101 (CORE 3131) Music, Theology and Catholicism

The change in sacred music over several centuries prompted debates within the Catholic church as to the identity of religious music. Traditionalists often felt that the importance of sacred music was related to its devotional characteristics, while others thought it to be an art form that could become increasingly complex. Many of these disputes paralleled theological and social disagreements within the church over the mission of Catholicism. This class will discuss these ideas and historical developments within the church in relationship to music as well as theology. *3 credits*

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 1112 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. *4 credits*

MUTH 2112 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. Prerequisite: MUTH 1112. *4 credits*

MUTH 2141-2144 Special Topics in Music Theory and 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. Prerequisite: MUTH 2112. *3 credits*

MUTH 3131-3144 Special Topics in Music Composition

1-6 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. Prerequisite: MUTH 3111. *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 English

Fahy Hall
(973) 761-9388

www.shu.edu/academics/artsci/english

Faculty: Alexander; Balkun (*Chair*); Carpentier; Enright; Farina; Gevirtz; Gray; Grieco; Jones; Lindroth; Oates; Shea; Sherman; Svenvold; Wargacki; Weisl (*Director of Graduate Studies*)

Faculty Associates: DasBender; Sanyal; Sperber; Thoms-Cappello

Instructors: Antenor; Bayer; Harrington; Madrazo; McGrady; Papaccio

Faculty Emeriti: Byrnes; Gallo; MacPhee; McCoy; Paris; Rogers; Sweeney; Winsler

Department of English Mission Statement

English at Seton Hall University is one of the liberal arts and, as such, is devoted to the search for wisdom and understanding. The mission of the Department of English is three-fold: (1) to provide all students with the essential linguistic and literary competency upon which other liberal arts disciplines may build; (2) to develop in all students the ability to think analytically, to read closely and to write well; (3) to provide majors with a broad knowledge and critical understanding of British and American literary traditions, with additional emphasis upon comparative literatures and genres.

Major in English

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. In order to be servant leaders, students must be articulate, they must be able to think critically and analytically, and they must have a grounding in humane thought and letters in order to understand the historical and philosophical contexts of today's world.

Apart from such global rewards of studying literature, a degree in English-language literature offers intensive training in skills essential to the contemporary job market. 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 and the creative writing 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 Department of English offers a Master of Arts (M.A.) 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.

Major Requirements

To declare an English major, students must have a 2.5 minimum GPA in ENGL 1201 Core English I and ENGL 1202 II Core English II, or gain permission of the Chair of the Department of English.

NOTE: ENGL 1201-1202 and either 2101-2102 or 2103-2104 can be used toward the requirements of the College of Arts and Sciences Core Curriculum as well as the requirements of the English major.

Introductory	Credits
ENGL 1201-1202 Core English I-II	6
ENGL 2204 Introduction to Literary Studies	3
ENGL 2101-2102 Great Books of the Western World I-II	6
ENGL 2111-2112 British Literature I-II	6
ENGL 2103-2104 American Literature I-II	6
Advanced Electives	
Choose 12 credits from four out of five categories in advanced electives below. Students also pursuing a Writing Minor may not choose Writing as one of the categories.	
British (pre-1800)	3
British (post-1800)	3
American	3
Thematic/Comparative	3
Writing	3
ENGL 5011 Senior Seminar	3
Total: 42	

NOTE: English Education double majors must take the following courses for 9 of the 12 credits in upper-level electives:

- for British pre-1800: ENGL 3312 Shakespeare
- for Thematic/Comparative: ENGL 3115 Literature of Adolescence
- for Writing: ENGL 3620 History of the English Language
- English Education majors are also advised to take 3 more credits in advanced writing as a general elective.

Successful completion of a Department of English version of CORE 3101 (Engaging the World) will count as a literature elective as well as toward the University Core Curriculum. A list of these courses can be found in the English Majors Blackboard course.

Major in Creative Writing

The creative writing major offers students the opportunity to learn the art and craft of poetry and fiction from a faculty of widely published authors. Seeking a balance between literary scholarship and literary artistic practice, the course of study aims to help students create their own works based on an understanding of the literary tradition. Creative writing

majors will complete 36 credits, including Introduction to Literary Studies, 12 credits of creative writing workshops, and four survey courses selected from designated areas. They will also be expected to choose a concentration in either Poetry or Fiction for their advanced writing classes. Creative writing majors will be prepared for careers in writing, editing, teaching, public relations, law and media. They will also be prepared for master's degree programs, Master of Fine Arts programs, and doctoral programs in creative writing.

Major Requirements

To declare a creative writing major, students must have a 2.5 minimum GPA in ENGL 1201 Core English I and ENGL 1202 Core English II, or gain permission of the chair of the Department of English. ENGL 1201 and 1202 are prerequisites for all advanced courses.

NOTE: ENGL 1201-1202 and either 2101-2102 or 2103-2104 can be used toward the requirements of the College of Arts and Sciences Core Curriculum, as well as the requirements of the creative writing major.

Introductory Requirements

	Credits
ENGL 1201 Core English I	3
ENGL 1202 Core English II	3
ENGL 2204 Introduction to Literary Studies	3
ENGL 2511 Introduction to Creative Writing	3
ENGL 2103 & 2104 American Literature I/II	6
ENGL 2111/2112 British Literature I/II (choose one)	3
ENGL 5011 Senior Seminar	3
Electives*	9

Students will select either the Poetry concentration or the Fiction concentration

I. Poetry Concentration

ENGL 2512 Creative Writing Poetry	3
ENGL 3512 Advanced Poetry	3
ENGL 3516 Contemporary Poetry	3

II. Fiction Concentration

ENGL 2513 Creative Writing Fiction	3
ENGL 3513 Advanced Fiction	3
ENGL 3414 Contemporary Fiction	3

Total: 42

**Note: At least one elective must be a writing course and one must be a literature course. Successfully completing a Department of English version of CORE 3101 (Engaging the World) will count as a literature elective as well as toward the University Core. A list of these courses can be found in the Writing Majors Blackboard course.*

English Departmental Honors

English majors and creative writing majors may qualify for departmental honors by fulfilling the following criteria. Majors may declare their candidacy at any time up to and including first-semester senior term:

- Maintain a 3.5 GPA in the major.
- Take an additional 6 credits in advanced electives, for a total of 48 credits to complete the English major with honors.
- Receive a Pass with honors on the English Major Assessment Portfolio.
- Senior thesis (from ENGL 5011) must be included in the Assessment Portfolio (in addition to the three revised papers, see below).

English Major Portfolio Assessment

English majors and creative writing majors should begin keeping an assessment portfolio as soon as they declare their major. The assessment portfolio is to be handed in at the end of the senior year to the chair of the Department of English. Portfolios are reviewed by a rotating committee of Department of English faculty. The grading system is pass/fail and appears on the student's transcript. Pass with honors is reserved for English Departmental Honors students. The assessment portfolio will be submitted through Blackboard. The assessment portfolio should include:

- three graded research papers reflecting the student's best work in the English major from three of the four required advanced elective categories;
- a written self-assessment (criteria to be handed out in ENGL 5011); and
- the senior seminar paper if graduating with English Honors.

Minor in English

The English minor gives students of other majors a broad yet thorough introduction to each of the literature 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
ENGL 2204 Introduction to Literature Studies	3
<i>Any two courses from the following surveys (not necessarily in sequence):</i>	6
ENGL 2101/2102 Great Books of the Western World I or II	
ENGL 2103/2104 American Literature I or II	
ENGL 2111/ENGL 2112 British Literature I or II	
Advanced Literature Electives	
British	3
American	3
Thematic/Comparative	3
Total:	18

Minor in Writing

The Department of English offers an 18-credit minor in writing 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

136 College of Arts and Sciences

writing, business and technical writing, or a combination of styles. English majors may pursue a minor in writing but, no other credits earned toward the minor can count toward the major. Prerequisites: ENGL 1201 and 1202.

Required

Any two of the following courses:

	Credits	
ENGL 2514	Writing Workshop: Research and Analysis	6
ENGL 2515	Writing Workshop: Creative Nonfiction	
ENGL 3511	Advanced Composition	

Electives

Any four of the following courses:

	Credits	
ENGL 2511	Introduction to Creative Writing	12
ENGL 2512	Creative Writing: Fiction	
ENGL 2513	Creative Writing: Poetry	
ENGL 2516	Business Writing	
ENGL 3514	Scientific and Technical Writing	
ENGL 3515	Composition Theory and Practice	
ENGL 3620	History of the English Language	
ENGL 3621	Advanced Fiction Writing	
ENGL 3622	Advanced Poetry Writing	

(Students may also opt to take all three of the required courses and any three of the elective courses.)

Total: 18

Dual Degree B.A./M.A. Program in English

English majors can complete a Master of Arts (M.A.) 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 42 credits required for completion of the undergraduate major and toward the 30 credits required for the M.A. 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 3.2 may apply at any time prior to their senior year. Accepted candidates will normally be expected to enroll in two approved graduate-level English courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be expected to enroll in a total of three approved graduate-level courses each semester for a total of 18 credits. 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 Department of English.

Advanced Electives in the Undergraduate Major and Graduate Course Equivalents

These are the graduate courses that students may choose from to count toward the undergraduate upper-level elective requirement of 12 credits in four out of five of the following categories.

(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 Poetry Workshop; 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 pre-writing, 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 the Director of the Writing Center at (973) 275-2183.

Location

The Writing Center is located in Arts and Sciences Hall, Room 206, telephone (973) 761-7501. Walk-ins are welcome, but if possible, call or visit to make an appointment. The Writing Center is virtually located at www.shu.edu/academic/artsci/writing-center/

Non-freshman students may visit the Online Writing Lab (OWL) at <http://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 Professor Nathan Oates, 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 1201 and ENGL 1202 are prerequisites for all of 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 3211 (CORE 3375) Medieval Literature**

This course introduces the popular genres of the Middle Ages, including the epic, romance, spiritual autobiography, hagiography, travelogue, and fabliau. Works and authors may include Augustine's *Confessions*, the *Lais* of Marie de France, Dante, Chaucer, and the *Travels of Sir John Mandeville*. *3 credits*

ENGL 3212 Renaissance Literature

A course in non-dramatic poetry and prose of 16th century England. Writers included are John Skelton, Thomas Wyatt, Sir Thomas More, Sir Philip Sidney, Edmund Spenser, Samuel Daniel, John Lyly and others. The focus is on genre - pastoral, satire, lyric, and epic - in England's "golden age" of the Tudor monarchies. *3 credits*

ENGL 3213 17th Century Literature

Poets in the classical and metaphysical traditions such as Ben Jonson, John Donne, Robert Herrick, and George Herbert; cavalier poets such as Thomas Carew and John Suckling; prose selections from Thomas Browne, Robert Burton and Francis Bacon, will be studied in their political and historical contexts: the monarchy, the civil war, exploration of the new world, advances in 17th century science, the visual arts and music. *3 credits*

ENGL 3214 18th Century Literature

An introduction to the literary explosion that occurred between 1660 and 1798. Students will explore the development of new genres such as the newspaper and the novel, and literary responses to events such as slavery, the first stock market crash, and the American and French Revolutions. Authors may include Aphra Behn, John Dryden, Addison and Steele, Jonathan Swift, Alexander Pope, Samuel Johnson, and Charlotte Lennox. *3 credits*

ENGL 3311 (CAST 3311) Chaucer

A close study of one of English Literature's most fascinating authors, this course will examine the *Canterbury Tales*, *Troilus and Criseyde*, and Chaucer's minor poems, focusing on many issues close to Chaucer's heart, including love, gender, war, religion, talking animals, classical literature, alchemy, and birds. *3 credits*

ENGL 3312 Shakespeare

A selection of Shakespeare's works against the backdrop of the Tudor and Jacobean worlds, up to our most recent perspectives. After beginning with his early poetry and sonnets, students will study the plays in depth, including histories such as *Richard III* and *Henry IV*; comedies such as *Twelfth Night*, *The Taming of the Shrew*, or *Much Ado about Nothing*; and tragedies such as *Hamlet*, *Macbeth*, or *King Lear*. *3 credits*

ENGL 3313 Milton

Selected poetry and prose of John Milton, England's greatest poet of the 17th century. Readings include minor works such as "Lycidas" and "L'Allegro and Il Penseroso," major works *Paradise Lost* and *Samson Agonistes*, and prose selections. Students will study Milton in his political and historical context including Cromwell and democracy, 17th century London, university life, foreign travel, achievements in the visual and performing arts. *3 credits*

ENGL 3415 The British Novel I

This course addresses the creation and definition of the novel by reading early 18th century attempts such as Daniel Defoe's *Robinson Crusoe* and Eliza Haywood's *Fantomina*, through its establishment as a genre at the beginning of the 19th century. Other authors may include Samuel Richardson, Henry Fielding, and Jane Austen. *3 credits*

ENGL 3417 The Drama in Great Britain I

A survey of the development of drama in Great Britain from the Middle Ages to Romanticism. Genres include mystery plays, Elizabethan plays other than Shakespeare, Jacobean revenge tragedy, Restoration comedy, and closet drama, with later film adaptations. Authors may include the Wakefield

138 College of Arts and Sciences

Master, Ben Jonson, Christopher Marlowe, Aphra Behn, Richard Brinsley Sheridan, Elizabeth Inchbald, and Byron. *3 credits*

ENGL 4410 Special Topics in British Literature Pre-1800

Varying topics in the study of selected authors, genres, or periods of British literature. Topics will be posted prior to registration. *3 credits*

Advanced (post-1800)

ENGL 3215 Romantic Literature

Introduction to the major poetry and prose of the Romantic period, ca. 1798-1832. Students will read works of poets Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, and of prose writers such as William Godwin, Mary Wollstonecraft, Sir Walter Scott, and Charlotte Smith, presented against the background of the cultural and historical revolutions that took place in France and America. *3 credits*

ENGL 3216 Victorian Literature

Major poets of the period: Tennyson, Robert Browning, Elizabeth Barrett Browning and Arnold. Novelists such as the Brontes, Dickens, George Eliot and Thomas Hardy. Selections from prose writers such as Carlyle, Mill, Arnold and Pater. *3 credits*

ENGL 3217 Modern British Literature

This course introduces the aesthetic innovations of high modernism in the context of World War I, including works by Joseph Conrad, James Joyce, D.H. Lawrence, Virginia Woolf, Katherine Mansfield, E.M. Forster, T.S. Eliot, and war poets Siegfried Sassoon and Wilfred Owen. *3 credits*

ENGL 3416 The British Novel II

This course continues the development of the novel as a genre by reading selected novels by Victorians, such as Charlotte and Emily Bronte, Charles Dickens, Anthony Trollope and George Eliot, and proceeds with representative fin de siècle novelists such as Wilkie Collins, Oscar Wilde, and Thomas Hardy. *3 credits*

ENGL 3434 The Drama in Great Britain II

A course on English and Irish drama beginning with the fin de siècle comedies of Oscar Wilde and socialist dramas of George Bernard Shaw, to the mid-century absurdist theatre of Samuel Beckett, Harold Pinter, and Tom Stoppard, and concluding with contemporary playwrights such as Peter Shaffer and Caryl Churchill. Film adaptations included. *3 credits*

ENGL 3315 (CORE 3374) James Joyce's *Ulysses*

James Joyce's *Ulysses* is arguably the greatest novel of the 20th century, and one of the greatest comic novels of all time. Goals of this course include providing students with a detailed study of *Ulysses* and all of its challenging narrative innovations, as well as its mythological, psychological, religious, cultural, and political themes and allusions. To facilitate entering the world of *Ulysses*, the course begins with Joyce's first autobiographical novel, *A Portrait of the Artist as a Young Man*, and includes commentaries by major Joyce scholars. *3 credits*

ENGL 4411 Special Topics in British Literature Post-1800

Varying topics in the study of selected authors, genres, or periods of British literature. Topics will be posted prior to registration. *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 3319 (CORE 3376) Early American Representation of the Body

This course explores representations of the body in early American literature, including the place of the body in a variety of religious traditions. More than just its physical form, the body can be read sexually, scientifically/medically, religiously/spiritually, economically, legally, aesthetically, culturally, politically, and philosophically. Readings will begin with explorer and Native American oral narratives, will include texts from a variety of New World settlements, and will go through the literature of the early Republic. *3 credits*

ENGL 3320 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 3321 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 3419 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 3420 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 3421 Modern American Drama

Exploring the modernism of O'Neill, the symbolism of Williams, the realism of Miller and others. *3 credits*

ENGL 3423 The American Screenplay

A survey of screenwriters' contributions to American film. Analysis of the major genres with selected screenings. *3 credits*

ENGL 3517 The American Novel I

Representative works of American novelists prior to 1915, such as Melville, Twain, Cooper, Irving, Stowe and Chopin. *3 credits*

ENGL 3518 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 4408-4409 Special Topics in American Literature

Varying topics in the study of selected authors, genres, or periods of American literature. Topics will be posted prior to registration. *3 credits*

Cross-Listed Courses in African American Literature

Up to 6 credits of cross-listed courses may be accepted for English credit. For descriptions, see the Department of Africana Studies.

ENGL 3613 (AFAM 2411) Early African American Literature**ENGL 3614 (AFAM 2412) Modern African American Literature****ENGL 3615 (AFAM 2420) Major Figures in African American Literature****ENGL 3617 (AFAM 2413) 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 3011 Introduction to the Short Story**

A study of the development of the short story as a genre beginning with 19th century masters such as Poe, Chekhov, and de Maupassant, through modernist experiments by Joyce, Hemingway, and Katherine Mansfield, to contemporary gothic, grotesque, fantasy and 'slice of life' tales by writers such as Isak Dinesen, Flannery O'Connor, John Cheever, Raymond Carver, and Cynthia Ozick. *3 credits*

ENGL 3013 Introduction to Drama

An examination of the drama as a public mode of literary expression, this course will introduce the development of plot, character, setting, dialogue, and costuming along with the critical nuances of performance in a wide spectrum of dramatic works. Playwrights may include Euripides, Shakespeare, Moliere, Calderon, Chekov, O'Casey, Maeterlinck, Pirandello, Ibsen, Strindberg, Brecht, Vicki Baum. *3 credits*

ENGL 3014 Introduction to Poetry

This course introduces students to a variety of poetic forms, genres, styles, and methods of interpretation. Readings will range widely through poets of all eras and nations, such as Sappho, Basho, Baudelaire, Garcia Lorca, Eavan Boland, and Anna Akhmatova. *3 credits*

ENGL 3113 (WMST 2113) Women and Literature I

Contributions of women writers to Western literature from the Middle Ages to the 18th century, such as Marie de France, Christine de Pisan, Queen Elizabeth I, Susanna Rowson, Fanny Burney, and Jane Austen, and including an examination of relevant works in cultural history. *3 credits*

ENGL 3114 (WMST 2114) Women and Literature II

A thematic exploration of works by and about women written from the 19th century to the present, including some classic statements of feminist literary theory. Readings will include fiction, poetry, and drama by such authors as Edith Wharton, Zora Neale Hurston, and Joyce Carol Oates, as well as important non-fiction texts. *3 credits*

ENGL 3115 Literature of Adolescence and Coming of Age

A study of texts written for both teenage and general audiences that focuses on the theme of coming-of-age. The class will begin with an historical look at adolescence in novels such as Goethe's *The Sorrows of Young Werther* and Charlotte Bronte's *Jane Eyre*, moving on to more contemporary works by writers such as Jamaica Kincaid and Louis Sachar, to consider how adolescence has changed and developed over time. *3 credits*

ENGL 3370 (CORE 3370) Illness and Literature

This course will explore representations of and responses to illness from the perspective of the patients, caregivers (such as doctors, nurses, spouses, and family members), and those living in a society facing epidemic, such as the Black Death. Students will read literature from three traditions — western literature, Catholic theology, and Jewish theology — to deepen their understanding of what illness does to individuals and their society, and to strengthen their resources as future patients, caregivers (personal or professional), and individuals for dealing with the crises that illness generates. *3 credits*

ENGL 3371 (CORE 3371) Fantasy and Faith in British Literature

This course will focus on the use of fantasy as a literary genre and the presence of religious, and most especially Christian, ideas in the works of C.S. Lewis, J.R.R. Tolkien, and their predecessors. *3 credits*

ENGL 3401 Classical Russian Literature

An exploration of Russian literature from its origins to the late 19th century, including works of narrative fiction, poetry, and drama. *3 credits*

ENGL 3402 Contemporary Russian Literature

An exploration of Russian literature from the late 19th century to the present, including works of narrative fiction, poetry, and drama. *3 credits*

ENGL 3414 Contemporary Fiction

Tracing contemporary fiction from the precursors of postmodernism, Kafka and Borges, through mid-20th century and 21st century writers such as Milan Kundera, Eudora Welty, Margaret Atwood, Toni Morrison, and Ian McEwan. *3 credits*

ENGL 3422 (CORE 3373/CAST 3422) 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 3426 Literature and Nature

Readings in literature of the natural world by authors such as Thoreau, Mary Austin, Annie Dillard, John McPhee and Barry Lopez, as well as representative selections of ecocriticism. *3 credits*

ENGL 3428 (CAST 3428) Modern Literature and Religion

Humanity's spiritual quest in works by Faulkner, Salinger, Flannery O'Connor, Saul Bellow and others. *3 credits*

ENGL 3429 The Psychological Novel

A study of the development of psychological voice and explorations of subjectivity in the novels of Henry James, Joseph Conrad, and Virginia Woolf, to those of contemporary writers such as Russell Banks, Jonathan Coe, and Margaret Drabble. *3 credits*

ENGL 3430 Satire

A survey of the forms and motives of satire from its origins in ancient Greek satyr plays to contemporary television and film comedies. Context, audience, race, and gender will be examined in the satires of Aristophanes, Horace, Voltaire, Ionesco, Pope, Swift, Mel Brooks, Charlie Chaplin, Muriel Spark, Jon Stewart, and Kathy Griffin, among others. *3 credits*

ENGL 3431 (WMST 2431) Immigrant and Postcolonial Women Writers

Women writers of the immigrant experience in North America, such as Sandra Cisneros, Cristina Garcia, Maxine Hong Kingston, and Bharati Mukherjee, plus postcolonial women writers such as Edwidge Danticat, Buchi Emecheta, and Arundhati Roy. Issues of gender, ethnicity, identity, and motherhood will be explored within the framework of female narrative strategies. *3 credits*

ENGL 3432 Postcolonial Literature

"Postcolonial literature" refers to writing that emerged following the overthrow or withdrawal of European colonial regimes from the developing world around the mid-20th century. In conjunction with African and Caribbean authors such as Walcott, Achebe, Rhys, and Césaire, the course will also address these works' relation to key "first-world" texts that depict Europe's incursions in Africa, the Middle East, and the Caribbean, such as Conrad's *Heart of Darkness* and Shakespeare's *The Tempest*. *3 credits*

ENGL 3433 Modern World Poetry

An introduction to the most important non-English-language poetry of the past century, particularly as it has influenced poetry internationally. The course will cover poetry of several nations, including the work of Lorca and Machado (Spain); Yevtushenko, and Voznesenski (Russia), Apollinaire and Char (France), and Neruda and Vallejo (Latin America). All text will be read in English translations. *3 credits*

ENGL 3516 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 others. *3 credits*

ENGL 4412-4413 Special Topics in Thematic/Comparative Literary Studies I-II

Varying topics in the thematic or comparative study of selected authors, genres, or periods of world literature in translation. Topic will be posted prior to registration. *3 credits*

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 2618 (AFAM 2410) Africana Literature

For description, see Africana Studies course descriptions. *3 credits*

ENGL 3015 (CAST 3015, CORE 3372) Catholicism and Literature

For description, see Catholic Studies course descriptions. *3 credits*

ENGL 3410 (CAST 2410) The Bible as Literature

For description, see Catholic Studies course descriptions. *3 credits*

ENGL 3404 (LALS 3401/SPAN 3491) U.S. Latina/Latino Literature

For description, see Department of Modern Languages course descriptions. *3 credits*

ENGL 3608-3609 (ASIA 2101-2102) 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*

ENGL 3610 (PHIL 2095) Existentialism in literature

For description, see the Department of Philosophy course descriptions. *3 credits*

ENGL 3611 (CLAS 1313) Greek and Latin Roots of English

For description, see Department of Classical Studies course descriptions. (Formerly ENGL 2611) *3 credits*

ENGL 3612 (CLAS 2317, ARCH 2317) Classical Mythology

For description, see the Department of Classical Studies course descriptions. (Formerly ENGL 2612) *3 credits*

ENGL 3616 (AFAM 2418) Contemporary African Literature (Formerly ENGL 2616)

For description, see Africana Studies course descriptions. *3 credits*

WRITING AND LANGUAGE

First-Year Writing Program Mission Statement

The First-Year Writing Program provides the initial impulse in a four-year experience with writing and reading at Seton Hall University. Students take on projects that give them the experience of joining a community of writers and thinkers, encouraging them to partake in an extended inquiry - about a topic (or topics) of concern to young adults - which moves from peer-based and familiar to increasingly rigorous, critical and text-based. These projects prepare students not only for academic work but also for participation in the wider community, in each case encouraging them to challenge and interrogate their own and others' texts. Thus, students learn to write for purposes in addition to self-expression and academic analysis and for audiences other than the instructor and other students. In all courses, students are given the tools to develop and reflect on their own writing process, especially by focusing on revision. By the end of Core English I (ENGL 1201), students should possess a common set of key rhetorical concepts and research skills that allow them to approach a wide variety of academic challenges with success. In Core English II (ENGL 1202) they will further develop their research skills and learn to appreciate and analyze the three main literary genres: poetry, drama and fiction. Our ultimate goal is for students to leave the program valuing the reading-writing-thinking connection and experiencing it as empowering to themselves as members of the University and active citizens.

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 Core 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 0110 English Skills

A developmental writing and reading course designed to increase competence in writing essays and reading comprehension. *4 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 Reading/Writing for Multilingual Students

This course is designed to be a reading and writing lab for native-born ESL students, international ESL students, and other immigrant English language learners who are still developing their English skills. *3 institutional credits*

Note: Specially denoted sections of ENGL 1201 and 1202 are available for students who have learned English as a second language on the advanced level. These courses are identical to regular sections of Core English in content, text, instruction, and credits, but they provide additional instruction when necessary to aid non-native English speakers and writers.

Introductory

ENGL 1201 Core English I

Structured exercises in writing and revising short essays based on themes suggested by representative readings. Prerequisite: satisfactory score on required placement test or ENGL 0100 or 0150 as appropriate. *3 credits*

ENGL 1202 Core 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 2204 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 2016 Writing Center Theory and Practice

A course in the history and theory of writing center pedagogy and the practice of writing center tutoring for undergraduate Seton Hall University Writing Center tutors, usually in conjunction with (but sometimes in advance of) their appointment. *1 credit*

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

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*

142 College of Arts and Sciences

ENGL 2515 Writing Workshop: Creative Nonfiction

Exercises and readings in expository prose, culminating in essays that further develop the skills required in effective writing of creative nonfiction. Peer review and criticism. (Note: Only one section of Writing Workshop is required for the writing minor.) *3 credits*

ENGL 2516 Business Writing

Communication for the business world, such as letters, resumes, memos, electronic communication, short and long reports. *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 3514 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. Cross-listed with the graduate course in Scientific and Technical Writing, ENGL 6414. *3 credits*

ENGL 3515 Composition Theory and Practice

Strategies of teaching writing as a developmental process. Cross-listed with the graduate course in Composition Theory and Practice, ENGL 6415. *3 credits*

ENGL 3620 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 3621 Advanced Fiction Writing

An advanced workshop in writing short stories and longer forms of fiction within the context of important trends and concerns in contemporary fiction. *3 credits*

ENGL 3622 Advanced Poetry Writing

An advanced workshop in the writing of poetry within the context of important trends and concerns in contemporary poetry. *3 credits*

ENGL 4420 Travel Writing

This course introduces students to the genre and sub-genres of travel writing, focusing on early 20th century British and American travel texts, often set in the Mediterranean and Caribbean, as well as late 20th century texts, in the context of an actual trip to a site outside the United States. Primary purpose is students' writing of their own travel essays and accounts. *3 credits*

ENGL 4414-4415 Special Topics in Writing I-II

Workshop courses that address varying craft issues in fiction, poetry, and nonfiction. Topic will be posted prior to registration. *3 credits*

Independent Study and Internships

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.

Independent Study

		Credits
ENGL 3091	Independent Study	1
ENGL 3092	Independent Study	2
ENGL 3093	Independent Study	3
ENGL 4093	Independent Study	3

Internships

Internships in publishing, media, education, and many other businesses. For more information see the English department Internship Adviser or Career Services.

	Credits
ENGL 3891 English Internship I	3
ENGL 3892 English Internship II	3
ENGL 3893 English Internship III	3

Department of History

Fahy Hall

(973) 275-2984

www.shu.edu/academics/artsci/history

Faculty: Billado; Connell (*LaMotta Chair*); Greene; Harvey; Hoffer; Knight (*Chair*); Leab; Matusevich; May; McCartin; Menguc; Molesky; Quinn (*Director, Graduate Studies*); Rzeznik; Schultz

Faculty Emeriti: Browne; Driscoll; Lewinson; Lurie; Scholz; Shapiro; Stock; Walz

The Department of History offers programs of study leading to the degree Bachelor of Arts and minor in history. 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 culture and institutions that prepares them for careers in these fields.

Courses in history are particularly well-suited to broaden students' perspectives and prepare them to live in a diverse, interconnected 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. Majors also have the opportunity as seniors to pursue Honors in History, conducting a program of directed research, the successful completion of which will enable them to graduate with distinction.

Phi Alpha Theta – Lambda-Epsilon Chapter

The national history honors society invites students who have taken 12 or more credits in history and have a GPA of 3.1 in history and 3.0 overall to apply for membership. Having a major in history is not a requirement for induction.

Major in History

In addition to meeting the standards and requirements of the College of Arts and Sciences, history degree candidates must complete a minimum of 36 credits in history to be distributed as follows:

1. Six credits of introductory courses from among the following:

HIST 1101-1102 World History I-II

HIST 1201-1202 Western Civilization I-II

HIST 1301-1302 United States History I-II

Note: Students may elect to take courses as a two-semester sequence to fulfill College of Arts and Sciences core requirements, but a sequence is not required for the history major.

2. Twenty-one credits distributed as follows:

Advanced European history (2000 level or above) 3

Advanced United States history (2000 level or above) 3

Introductory or advanced Latin American, African, Asian, Middle Eastern history 3

Pre-1750 History (see list below) 3

Additional history electives* 9

Note: Up to an additional three credits at the 1000 level in Latin American, African, Asian and Middle Eastern history can count toward the additional history electives.

3. The following nine credits of required courses:

HIST 2180 Introduction to Historical Research

History Colloquium (Course numbers will vary depending on the topic)

HIST 5199 Senior Seminar

Note: HIST 5711 Honors Research is pursued in addition to the 36-credit major.

Courses that count toward the pre-1750 distribution requirement include:

HIST 2170 Women in Antiquity

HIST 3341 Colonial America

HIST 3183 Historians of Greece and Rome

HIST 3320 Greek Civilization

HIST 3221 Roman Civilization

HIST 3229 The Early Middle Ages

HIST 3230 The High Middle Ages

HIST 3233 Dante and His World

HIST 3234 Medieval Italy

HIST 3240 Renaissance and Reformation

HIST 3246 Kievan Rus' and Muscovy

HIST 3254 Early Modern Ireland

HIST 3420 Religion and Society in Early Latin America

HIST 3621 History of Traditional China

HIST 3622 History of Traditional Japan

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 requirements.

The department recommends that students acquire competency in at least one foreign language through the third-year level. This is particularly important for those who plan to pursue graduate studies.

Minor in History

Students majoring in disciplines other than history may elect a minor in history. Students find that a minor in history enhances their opportunities for employment, law school or graduate school chances.

Program Requirements

1. At least 18 credits in history with at least one course in non-European, non-United States history
2. No more than 6 credits at the HIST 1000 level
3. At least 12 credits at the HIST 2000 level or above

B.A./M.A. in History

History majors with a minimum GPA of 3.4 have the option of completing both the undergraduate (B.A.) and graduate (M.A.) degrees in a total of 10 semesters (five years of study). After having completed 75 credits toward a B.A. with at least 21 credits in history, students may apply for admission to this joint degree program. Accepted candidates will normally be expected to enroll in two approved graduate-level history courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be expected to enroll in a total of three approved graduate-level courses each semester for a total of 18 credits. The courses students take must include an introductory course called "The Historian's Craft," a minimum of one Program in Directed Readings (PDR) course, and four courses in the chosen area of concentration (either United States, European, global, or Catholic history). To complete the degree students may choose either to conduct two-semesters of thesis research and writing or to complete comprehensive written and oral examinations in the final semester of study. See Graduate Catalogue for admissions requirements. Please contact the Director of Graduate Studies in the Department of History for more information.

Course Descriptions

Note: History courses do not have prerequisites and may be taken out of sequence with the exception of the following: HIST 2180 Introduction to Historical Research is the prerequisite for HIST 5199 Senior Seminar; and HIST 5199 Senior Seminar is the prerequisite for HIST 5711 Honors Research.

Introductory

HIST 1101 World History I

This course traces and interprets the evolution of world civilizations from the emergence of early humans up until approximately 1500, and seeks to study and compare diverse historical experiences worldwide. The content of the course is organized both chronologically and thematically. The advancement of human societies through time is reflected in general themes of universal application: human origins and human culture; settling down; empire and imperialism; the rise of world religions; and the movement of goods and people. *3 credits*

HIST 1102 World History II

This course will trace the evolution of the modern world from approximately 1300 to the present. The scope of this course is understandably broad as it combines global themes, intercontinental commerce, religious and ethnic strife, mass politics and totalitarian ideologies, with their regional variations. From the 13th century Mongol conquests of Eurasia that expanded dramatically the concept of time and space, to the 20th century information and communication revolution that rendered this same concept relative, this course follows the evolutionary trajectory of the modern world. *3 credits*

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 1401 (LALS 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 (LALS 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*

HIST 1601 (ASIA 1601) History of Traditional Asia

Survey of the historical development of major Asian civilization (ancient Near East, India, China, Japan and Korea), primarily pre-modern. *3 credits*

HIST 1602 (ASIA 1601) History of Modern Asia

Asian history and culture from the 19th century to the present. *3 credits*

Advanced General

HIST 2141 History of the Global Economy

A survey of the impact of ideas, technology, culture, and circumstances on the history of the global economy from 1492 to 1992. *3 credits*

HIST 2170 (CLAS 2322, WMST 2322, ARCH 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 and gender from the Renaissance 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 3210 The Contemporary World

Sources and events of this revolutionary century that explain the problems and possibilities of the contemporary scene. *3 credits*

HIST 3211 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 3212 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 4151-4153 Colloquium in World History

This course is an intensive investigation of the literature in a specific area of global history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

HIST 4180 Topics in Interdisciplinary History

To be set by instructor. *3 credits*

HIST 4181 Topics in Comparative History

To be set by instructor. *3 credits*

HIST 4191 Supervised Research in History

Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors).

1 credit

HIST 4192 Supervised Research in History

Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors).

2 credits

HIST 4193 Supervised Research in History

Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors).

3 credits

HIST 4194 Independent Research

Advanced independent reading and research projects. Open only to junior and senior history majors by arrangement with specific instructors. *3 credits*

HIST 4710 Internships

Instruction and work experience in area historical institutions in the custody, care and management of documents, artifacts, and sites. *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.

Prerequisite: HIST 2180 Introduction to Historical Research, and a total of 75 credits. *3 credits*

HIST 5711 Honors Research

History majors may expand a thesis - typically their Senior Seminar thesis, if they meet the following criteria: maintain a 3.3 GPA in both the History major and overall; complete the Senior Seminar thesis by the Fall semester of the Senior year (based on Spring graduation), and apply by the middle of the semester before. To earn honors the student must receive at least an A minus on the thesis. HIST 5711 will operate as an Independent Study, in which students will work on an individual basis with their research adviser. Prerequisite: HIST 5199 Senior Seminar. *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 2321 (ENVL 2321) Environmental History of the United States

Explores the changing relationship between people and the environment in the United States. As a general survey of the nation's environmental history, the course examines a variety of issues, including our changing understanding of the "natural" world and our place in it; the consequences of human efforts to commodify and control nature; social and ethical responses to environmental problems; and the evolution of environmental policy. *3 credits*

HIST 2341 (WMST 2341) Women in America to 1869

Explores the role of women in America from settlement to the split in the suffrage movement after the Civil War. This course will ask students to think not just about women's impact on American politics, culture, and society from settlement to 1869 but also about how the American historical narrative changes when viewed through women's eyes. *3 credits*

HIST 2342 (WMST 2342) Women in America 1869 to Present

Traces the history of American women from the split of the suffrage movement in 1869 through the passage of the Nineteenth Amendment, through the women's movement and into the 1980s and 1990s. This course will ask students to think not just about women's impact on American politics, culture and society, but also about how the American historical narrative changes when viewed through women's eyes. *3 credits*

HIST 2365 Italian-American History

Historical change over four centuries in distinctive community established by immigrants. *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 2375 (AFAM 1213) African-American History I

Course explores the experience of African-Americans from the medieval West African kingdoms of Ghana, Mali and Songhay through the trans-Atlantic slave trade to enslavement in the colonial era and 19th century and finally emancipation in the Civil War. Topics of gender, class, and black resistance will be explored within that chronological framework. *3 credits*

HIST 2376 (AFAM 1214) African-American History II

The interaction between black and white society in the United States and the nature of black society and cultures from 1865 to post World War II. *3 credits*

HIST 2381 American Legal History I

Introduction to the development of law in America from the origin of English common law and its reception in the English colonies to the 20th century United States, with emphasis on the political, social, and economic factors influencing this development. *3 credits*

HIST 2382 American Legal History II

Introduction to the development of law in the United States in the 20th century. *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 3341 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 3342 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 3351 The New Nation

Origins and development of the American political and economic system and of a distinctively American literature and culture. *3 credits*

HIST 3352 The Jacksonian Era

Politics and thought in the Jacksonian Era, the westward movement, and the development of Manifest Destiny and sectionalism. *3 credits*

HIST 3353 Civil War and Reconstruction

Slavery and sectionalism; causes and character of the Civil War; Reconstruction in its varied aspects. *3 credits*

HIST 3354 The American Frontier

The westward movement in American life. *3 credits*

HIST 3355 The Shaping of Modern America

The rise of industry, agrarian discontent and progressive reform. *3 credits*

HIST 3361 From Wilson to FDR

Intellectual, cultural, social and political developments during the transformation of the United States into an urban nation which turns its back on an agrarian past. This course deals with attempts at reform, Progressivism, the economic impact of global war, the new woman, the Black march from the South, the rise of a national media, corruption and gangsterism, the defeat of indigenous radicalism, the New Era in commerce and industry, prosperity, xenophobia, a new realism in the arts, and the Stock Market crash. *3 credits*

HIST 3362 America in Depression and War 1929-1945

The Great Depression, New Deal and World War II. *3 credits*

HIST 3363 Recent America - Since 1945

Intellectual and social developments, the Cold War, the Black Revolution, Vietnam. *3 credits*

HIST 3364 (AFAM 2212, POLS 2312) 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*

HIST 3370 U.S. Diplomatic History I

American foreign relations from the Declaration of Independence to U.S. entry into World War I. This course deals with the winning of the peace in 1783, the failure of a policy of neutrality resulting in the War of 1812, the Monroe Doctrine, Manifest Destiny and its early results, relations between the United States and various Latin American and European countries during the latter half of the 19th century, American imperialism, the Open Door, Dollar Diplomacy, and U.S. entry into World War I. *3 credits*

HIST 3371 U.S. Diplomatic History II

The foreign relations of the United States during a century of conflict and change. This course deals with American diplomacy at the end of World War I, isolation, the Good Neighbor policy, the challenges to the dictators, the response to World War II, atomic diplomacy, the Cold War, détente, American global hegemony and the challenges to it. *3 credits*

HIST 3373 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 3374 The Immigrant in American Life

Ethnic minorities in the development of American life. *3 credits*

HIST 3380 History of Urban America

The role of the city in American life. *3 credits*

HIST 3383 Law and Social Change Modern America

The development and impact of legal institutions on U.S. history. *3 credits*

HIST 3385 (CORE 3420) Catholic Social Engagement in U.S. History

Through a close examination of primary and secondary source material, this course explores the history of Catholic social engagement in the American context. It examines how Catholics in the United States bore public witness to their faith and brought their influence to bear upon wider society. Particular attention will be given to four areas in which Catholicism has traditionally provided a counterpoint to dominant social values: church-state relations, education, healthcare and bioethics, and the social order. This course draws attention to how a particular tradition of Catholic social engagement emerged in response to Catholics' dynamic interaction with a distinctive American cultural, social, and political environment. *3 credits*

HIST 3387 (CAST 3387) 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. *3 credits*

HIST 3388-3389 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. *3 credits each*

HIST 4351-4353 Colloquium in United States History

This course is an intensive investigation of the literature in a specific area of United States history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

HIST 4390-4398 Topics in American History

To be set by instructor. *3 credits each*

European History**HIST 2236 (CAST 2236) Catholicism, Tradition & Reform Since 1500**

This course focuses on how Catholics confronted historical change and interpreted tradition within the context of several significant shifts in the history of the modern West. Major topics include Catholics' relationship to: the Protestant Reformation in the 1500s; the Enlightenment and its scientific and intellectual revolutions in the 1600s and 1700s; the democratic political revolutions of America and Europe in the 1700s and 1800s; the industrial and technological revolutions of the 1800s and 1900s; and the globalization of Christianity in the 20th century. *3 credits*

HIST 3183 (CLAS 2304, 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*

HIST 3220 (CLAS 2319, ARCH 2112) Greek Civilization

Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-states in the 6th and 7th Centuries, the Classical Period and its decline. *3 credits*

HIST 3221 (CLAS 2320, 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*

HIST 3229 (CORE 3432) The Early Middle Ages

Surveys medieval European political, legal, social, economic, cultural and religious history from circa 300 to circa 1000. Through discussion of a wide range of primary sources, students in this course will analyze the processes through which early Europeans amalgamated elements of Roman, "barbarian," and early Christian cultures to create a new civilization in western Europe. *3 credits*

HIST 3230 (CAST 3230, CORE 3423) The High Middle Ages

The history of medieval Europe from 1000 to 1350, analyzed through discussion of primary sources, scholarly articles and monographs. The course charts a wide range of interconnected transformations - economic, social, cultural, political, legal, intellectual, religious - that make up what some historians have called "The Renaissance of the Twelfth Century." *3 credits*

HIST 3233 (CAST 3233) Dante and His World

The history of the Middle Ages through a reading of Dante Alighieri's *Divine Comedy*. *3 credits*

HIST 3234 (CAST 3234) Medieval Italy

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 3235 (CAST 3235) Modern Italy

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 3240 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 3242 The French Revolution and Napoleon

Intellectual ferment of the enlightenment, through the upheaval of the revolution and its despotic aftermath. *3 credits*

HIST 3243 History of Britain and Empire I

Restoration of Charles II in 1660 to the Reform Bill in 1832. *3 credits*

HIST 3246 Kievan Rus' and Muscovy

From the origins of the Russian nation to Peter the Great. *3 credits*

HIST 3250 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 3252 History of Modern France

Developments in France from the fall of Napoleon to the present. *3 credits*

HIST 3253 History of Britain and Empire II

The Reform Bill of 1832 to the present. *3 credits*

HIST 3254 (CORE 3424) 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 3256 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 3257 East Central Europe

Political evolution and social and economic development of modern Poland and Danubian Europe from 1700 to present. *3 credits*

HIST 3258 The Eurasian Frontier in Russian History

Focusing on a series of regional and historical episodes, the course examines the process of Russian imperial expansion from the 16th century up to the time of the Russian revolution, the peoples caught up in the empire and the ways in which experience of empire was reflected back into Russian culture. *3 credits*

HIST 3260 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 3264 (CAST 3264, CORE 3425) Modern Ireland

Examination of the forces of Ireland's recent past that account for her present condition. *3 credits*

HIST 3265 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 3266 History of 20th Century Russia

Russia since 1917. *3 credits*

HIST 3276 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 4251-4253 Colloquium in European History

This course is an intensive investigation of the literature in a specific area of European history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

HIST 4280-4283 Trip Abroad to Europe

The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course and to participate in discussions. *3 credits each*

HIST 4290-4293 Topics in European History

Topics to be set by instructor. *3 credits each*

African, Asian, Latin American, Middle Eastern History

HIST 3268 Middle East in the 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 3420 (CORE 3434) Religion and Society in Early Latin America

Explores the ways in which religious ideas and practices have shaped political, social, cultural and economic experiences in the region of Latin America from the 16th through the 18th centuries.

HIST 3450 (LALS 3450) Race and Nation in Latin America

An exploration of the interrelated ways in which race and nation have been defined in Latin America from the sixteenth through the twentieth century. The course traces both historical differences and links between understandings of race and nation across the hemisphere and between peoples and movements that challenge racial and national paradigms. *3 credits*

HIST 3465 (LALS 3465) History of Brazil

A survey of the history of the modern nation-state of Brazil beginning with Portuguese settlement in the 16th century through the emergence of Brazil as a global economic and regional political power in the late 20th century. *3 credits*

HIST 3468 (AFAM 3211) Caribbean History

This course is designed to introduce students to the historiography of the Caribbean from the period of European conquest to the present. Focusing on the economic, political and social conditions of the regions, the course will examine the region's common history of slavery, migration, immigration, dependence and independence. Additionally, in the context of the Caribbean as New World, the course will examine the role/presence of the US in the Caribbean and the effects of globalization on/and the world market economy. Further topics that will be explored in this course are gender, race, class, ethnicity and nationality. *3 credits*

HIST 3551 (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 3552 (AFAM 2216) History of Western Africa

Primary forces that have shaped the political, cultural and social development of the area. *3 credits*

HIST 3553 (AFAM 2217) History of East and Central Africa

Internal and external factors that have helped shape the history of the area. *3 credits*

HIST 3554 (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 3561 (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 3621 (ASIA 3127) History of Traditional China

For description, see ASIA 3127. *3 credits*

HIST 3622 (ASIA 3129) History of Traditional Japan

For description, see ASIA 3129. *3 credits*

HIST 3651 (ASIA 3128) History of Modern China

For description, see ASIA 3128. *3 credits*

HIST 3652 (ASIA 3130) History of Modern Japan

For description, see ASIA 3130. *3 credits*

HIST 3686 (ASIA 3132) Contemporary Japan

For description, see ASIA 3132. *3 credits*

HIST 4451-4453 Colloquium in Latin American History

This course is an intensive investigation of the literature in a specific area of Latin American history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

HIST 4480 Trip Abroad to Latin America

The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course and to participate in discussions. *3 credits*

HIST 4490 Topics in Latin American History

To be set by instructors (Formally HIST 2490) *3 credits*

HIST 4551-4553 Colloquium in African History

This course is an intensive investigation of the literature in a specific area of African history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

HIST 4580 Trip Abroad to Africa

The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historical sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course, and to participate in discussions. *3 credits*

HIST 4651-4653 Colloquium in Asian History

This course is an intensive investigation of the literature in a specific area of Asian history. The topics for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduce them to the various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

Geography**GEOG 1111 (ENVL 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*

Department of Languages, Literatures and Cultures

Fahy Hall (973) 761-9464

www.shu.edu/academics/artsci/languages-literatures-cultures

Faculty: Alvarez-Amell; Bénéteau (*Director, Italian Studies Program*); Booth (*Director, Classical Studies*); Capra; Chen (*Director of Graduate Studies, Asian Studies*); Escobar (*Director, Latin American and Latino/Latina Studies Program*); Lake; Leung; Lopez-Cortina; Mullen-Hohl (*Chair*); Osuka (*Director, Asian Studies*); Pennington; Prieto; Rivera-Cordero; Rodriguez; Romani (*Director, Alberto Institute*); Sales, Jr.; Sibau; Tannous; Zalacain

Faculty Associate: Kuchta

Faculty Emeriti: Blakeley; Brown; Jovicevich; Kikuoka; Ma; Miller; Prisco; Sarkanich; Sys; Yang; Young

The Department of Languages, Literatures and Cultures comprises the following fields of study: Africana Studies, Asian Studies, Classical Studies, Latin American and Latino/Latina Studies, and Modern Languages.

Africana Studies**Asian Studies**

- Arabic
- Chinese
- Filipino
- Japanese

Classical Studies

- Classical Culture
- Greek
- Latin

Latin American and Latino/Latina Studies

Modern Languages**Majors**

- French
- Italian
- Spanish
- Modern Languages

Minors

- French
- Italian
- Russian
- Spanish

The Language Resource Center

The Language Resource Center in the College of Arts and Sciences is committed to facilitating a teaching and learning environment where students, faculty and staff have the opportunity to explore language and culture in a technology-enhanced setting. Language learners will find computer workstations with headphones and language learning software, as well as reference books, publications and foreign language films for the following languages: Arabic, Chinese, Japanese, Russian, French, Spanish, German and Italian. The Language Resource Center also provides information on assessment and placement exams, as well as careers for language learners. For information, visit Fahy Hall Room 202, e-mail lrc@shu.edu, or call (973) 761-9457.

Africana Studies

www.shu.edu/academics/artsci/ba-africana-diaspora-studies

The Department of Languages, Literatures and Cultures offers a program leading to the degree of Bachelor of Arts with a major in Africana Studies, as well as a minor in Africana Studies.

The Africana Studies curriculum critically analyzes the historical and contemporary experiences of people of African descent in the United States, Africa, the Americas, Europe, and wherever communities of African descended people have emerged. The department utilizes multidisciplinary faculty and community-based expertise to prepare students to become servant leaders by fostering a commitment to rigorous intellectual inquiry and the movement for racial justice and equality. The program's commitment to academic excellence and social responsibility is reflected in the balanced emphasis on traditional scholarship as well as experiential and co-curricular activities, such as guest lectures, internships, study abroad trips and community activism.

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. They 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 Languages, Literatures and Cultures 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.

Since 1970 and prior to joining the Department of Languages, Literatures and Cultures, the Department of Africana Studies has been a community of scholars founded on and rooted in the emerging discipline of Africana Studies. It is based on several sources, including the Black Intellectual Tradition, the traditional academic disciplines, and the insights and lessons of the historic struggle against racism and for social justice.

Major Program in Africana Studies

To attain the Bachelor of Arts degree, students must complete the core curriculum of the College, the major requirements and free electives to total 120 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**I. Required Courses (30 Credits)**

AFAM 1111 Introduction to Africana Studies
 AFAM 1201 (HIST 1501) History of African Civilization I
 AFAM 1202 (HIST 1502) History of African Civilization II
 AFAM 1213 (HIST 2375) African-American History I
 AFAM 1214 (HIST 2376) African-American History II
 AFAM 2410 (ENGL 2618) Africana Literature
 AFAM 2910 (SOVI 2910) Research Methods
 AFAM 3311 Public Institutions and the African-American
 AFAM Culture/Art/Music Elective (see list below)
 AFAM 5111 Senior Seminar

II. Electives (12 Credits)

Students must complete three courses (9 credits) from either the History and Literature Track or the Social Science Track. See course listings below.

One additional AFAM elective (3 credits)

Total Credits for Major: 42

Electives:**History and Literature Track**

AFAM 2212 (HIST 3364/POLS 2312) History/Civil Rights Movement
 AFAM 2213 (POLS 2311) Black Nationalism
 AFAM 2216 (HIST 2552) History/West Africa
 AFAM 2217 (HIST 2553) History/East and Central Africa
 AFAM 2218 (HIST 2551) History/Southern Africa
 AFAM 2219 (HIST 2554) History/North Africa
 AFAM 2221 Pre-Colonial Africa
 AFAM 2222 (HIST 2561) 20th Century Africa

AFAM 2332 African Diasporas in U.S.
 AFAM 2411 (ENGL 2613) Early African American Literature
 AFAM 2412 (ENGL 3614) Modern African American Literature
 AFAM 2413 (ENGL 2617) Literature of the Harlem Renaissance
 AFAM 2418 (ENGL 2616) Contemporary African Literature
 AFAM 2420 ENGL 2615) Major Authors in African American Literature
 AFAM 3211 (HIST 3468) Caribbean History
 AFAM 3411 Caribbean Literature

Social Science Track

AFAM 1518 (SOWK 1314) Social Work and the Law
 AFAM 2214 History of Black Education
 AFAM 3311 Public Institutions and the African American
 AFAM 2312 (POLS 2615) African Politics
 AFAM 2313 (POLS 2313) Black Politics
 AFAM 2319 American Foreign Policy in Africa
 AFAM 2321 Community Health
 AFAM 2322 Teaching the Black Experience
 AFAM 2323 Black Business Development
 AFAM 2325 Political Economy of Racism
 AFAM 2326 (POLS 2326) Development and Democracy in Africa
 AFAM 2327 (POLS 2327/SOWK 2327) Organizing Grassroots Communities
 AFAM 2328 (SOCI 2511) Race, Ethnicity and Aging
 AFAM 2331 (ANTH 2331) Peoples and Cultures/Africa
 AFAM 2332 African Diasporas in U.S.
 AFAM 2333 (POLS 2333) Africa and the Global Political Economy
 AFAM 2614 Psychology of the Black Experience
 AFAM 2617 (WMST 2317) The Black Man and Woman
 AFAM 2618 (SOCI 2618) The Black Family
 AFAM 2633 The Black Child
 AFAM 3312 Advance Seminar in Gerontology
 AFAM 3314 Psychological Testing and the Black Population
 AFAM 3315 Dr. Martin Luther King Jr. Honors Seminar
 AFAM 3316 Intellectual Traditions of the Global African Experience
 AFAM 3329 Racism in Education

Culture/Art/Music Electives

AFAM 1513 Gospel Choir I (1 credit)
 AFAM 1514 Gospel Choir II (1 credit)
 AFAM 2330 (COJR 2330) Mass Media and Minorities
 AFAM 2331 (ANTH 2331) Peoples and Cultures/Africa
 AFAM 2332 African Diasporas in U.S.
 AFAM 2515 (RELS 2419) African Religions
 AFAM 2516 African Cultural Philosophy
 AFAM 2517 (RELS 2261) The Black Church
 AFAM 2521 Performing Arts
 AFAM 2522 African American Dance I
 AFAM 2523 African American Dance II
 AFAM 2524 African American Experience in Music
 AFAM 2529 (ARTH 5009) African American Art
 AFAM 3315 Dr. Martin Luther King Jr. Honors Seminar

Additional Electives

AFAM 2181 Topics: African American Studies
 AFAM 2182 Topics: Africana Studies
 AFAM 3181 Topics in African American Studies
 AFAM 3182 Topics in Africana Studies
 AFAM 3190 Independent Study (1 credit)
 AFAM 3191 Independent Study (3 credits)
 AFAM 3195 Independent Study (2 credits)
 AFAM 3820 Study Abroad in the Caribbean
 AFAM 3821 Study Abroad in Africa
 AFAM 3832 Community Research Internship and Seminar (6 credits)
 AFAM 3833 Practical Orientation in Inner-City Neighborhood Life (6 credits)

Minor Program in Africana Studies

Required Courses: (15 Credits)

AFAM 1111	Introduction to Africana Studies
AFAM 1201-1202 (HIST 1501-1502)	History of African Civilization I-II
AFAM 1213-1214 (HIST 2375-2376)	African American History I-II

Elective Courses: (6 Credits)

Two AFAM electives in one of the following two tracks:
 (A) History and Literature Track (but no additional history courses)
 (B) Social Science Track

Total: 21

Asian Studies

www.shu.edu/academics/artsci/ba-asian-studies/index.cfm

The Department of Languages, Literatures and Cultures offers programs leading to the Bachelor of Arts and Master of Arts degrees in Asian Studies. The Bachelor of Arts program provides students with training in the languages, histories, politics, religions, and cultures of Asia, leading to careers in government, international services, research, teaching and business, as well as to advanced graduate study. The Master of Arts program prepares students to become Asian specialists in many fields, most especially, government and diplomatic services, business, and secondary and tertiary education.

The languages offered by the department are Arabic, Chinese (Mandarin), Filipino and Japanese. Area courses cover the civilizations and affairs of Asia, with emphasis on China, Japan, India, and Korea.

Major Program in Asian Studies

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 History of Traditional China

ASIA 3128 History of Modern China

ASIA 3129 History of Traditional Japan

ASIA 3130 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 1403 History of Asian Religious Reflections
and other approved courses

Minor Programs in Asian Studies

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: 9 credits

ASIA 1601 History of Traditional Asia

ASIA 1602 History of Modern Asia

Plus one additional Asian area studies course

Electives

Completion of 12 credits in one Asian language, or 12 credits in Asian Area Studies.

Track B

Completion of 18 credits in one Asian language and one Asian area studies course (3 credits)

Classical Studies

www.shu.edu/academics/artsci/ba-classical-studies/index.cfm

The Department Languages, Literatures and Cultures offers a variety of courses that bring students more fully into contact with the roots of their culture through the Bachelor of Arts in Classical Studies, as well as minors in Greek, Latin, classical languages and classical cultures. 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, literature 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.

Eta Sigma Phi, the National Classics Honor Society Seton Hall Chapter: Theta Delta

Students who have completed at least one class in the Latin or Greek language and earned a grade of B or higher are encouraged to apply for membership in Eta Sigma Phi. This organization seeks to stimulate interest in classical study, and in the history, art, and literature of ancient Greece and Rome. Eta Sigma Phi holds its annual induction ceremony at the end of the spring semester.

Fr. Eugene Cotter Memorial Prize

Named for the longtime Chairman of the Department of Classical Studies, Rev. Eugene J. Cotter (1931-2005), the Fr. Cotter Memorial Prize is awarded annually to an outstanding graduating Classical Studies major.

Major Program in Classical Studies

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the Bachelor of Arts (B.A.) in Classical Studies must complete a minimum of 36 credits in classical studies; at least 18 credits must be in either Latin or Greek. The program is designed in consultation with a department adviser who may modify the program in view of the student's background and objectives.

Minor Programs in Classical Studies

I. Latin (18 credits minimum)	Credits
LATN 1101-1102 Elementary Latin I-II	6
LATN 2101-2102 Intermediate Latin I-II	6
LATN 3111-3395 (Choose two)	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.

II. Classical Languages (18 credits minimum)	Credits
LATN 1101-1102 Elementary Latin I-II	6
LATN 2101-2102 Intermediate Latin I-II	6
GREK 1205-3395 (Choose two)	6

III. Ancient Greek (18 credits minimum)

Any six courses (18 credits) in ancient Greek, from Introductory Greek (GREK 1205) to any 3000 level course (e.g. GREK 3253 Plato)

IV. Classical Culture (18 credits minimum)	Credits
CLAS 2317 (ENGL 3612, ARCH 2317) Classical Mythology	3

Choose five of the following: 15

CLAS 1311	Archaeology of Greece
CLAS 1312	Archaeology of Rome
CLAS 1313	Roots of English: Word Power
CLAS 2301	Epics and Novels of Greece and Rome
CLAS 2302	Greek and Roman Drama
CLAS 2303	Politicians in Antiquity
CLAS 2304	Historians of Greece and Rome
CLAS 2316	Greek and Latin Poetry
CLAS 2318	Classical Myth, Modern Theater and Film
CLAS 2319	Greek Civilization
CLAS 2320	Roman Civilization
CLAS 2322	Women in Antiquity
CLAS 3290	Archaeology and Christianity

V. 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 program section of this catalogue.

Latin American and Latino/Latina Studies Program

www.shu.edu/academics/artsci/ba-latin-american-studies/index.cfm

Faculty and Committee Members: Alexander (*English*); Alvarez-Amell (*Languages, Literatures and Cultures*); Escobar (*Director, Languages, Literatures and Cultures*); Liddy (*Center for Catholic Studies*); Medina (*Philosophy*); Pennington (*Languages, Literatures and Cultures*); Prieto (*Languages, Literatures and Cultures*); C. Rodríguez (*Languages, Literatures and Cultures*); Oller (*Joseph A. Unanue Latino Institute*); Zalacaín (*Languages, Literatures and Cultures*)

Leading to a Bachelor of Arts (B.A.) degree the major in Latin American and Latino/Latina Studies at Seton Hall University provides students with an interdisciplinary path

to study the diversity of Latin American and Latino culture from several angles while mastering essential skills needed in the business world. Students study the Spanish language as well as take courses that explore the breadth and depth of a rich cultural heritage and history of a population whose presence is increasingly being felt throughout the United States. This major is designed to offer students both the analytical and writing skills they need to perform in the business world and the cultural knowledge to better understand our society and be an asset to any business whose focus is Latino or Latin American culture. Our majors are well prepared to compete in private and public sector professions in which a deep understanding of cultural diversity is an asset in our increasingly multicultural society.

The program in Latin American and Latino/Latina Studies (LALS) builds from a core of Spanish language, Latin American history and politics, as well as courses that focus on different aspects of Latin American and Latino culture. All LALS majors may take relevant electives in Africana Studies, philosophy, anthropology, history, Catholic studies, religion, political science and sociology that have been designed to explore both Latin American cultural paradigms and Latino immigration and culture in the United States. Students may also take courses designed specifically for bilingual/heritage speakers as well as business Spanish and English/Spanish translation.

Major Program in Latin American and Latino/Latina Studies

Introductory Courses (6 credits):

**May be taken in any sequence*

LALS 1001	Introduction to Latin American Studies
LALS 1002	Introduction to Latino/Latina Studies

Two advanced Spanish or Portuguese courses above the College of Arts and Sciences Core Requirement. Choose from the following (6 credits):

PORT 2103-2104	Portuguese/Luso-Brazil I-II
SPAN 3001-3002	Advanced Spanish I-II
SPAN 3011	Applied Spanish Conversation
SPAN 3101-3102	Advanced Spanish for Native Speakers I-II
SPAN 3302	Spanish-American Civilization
SPAN 3402	Introduction to Hispanic Literary Studies
SPAN 4111	Business Spanish: Correspondence
SPAN 4461	Spanish-American Narrative I
SPAN 4462	Spanish-American Narrative II
SPAN 4463	Spanish-American Theatre
SPAN 4465	Spanish-American Essay
SPAN 4466	Spanish-American Poetry
SPAN 4471	Spanish Literature of the Caribbean

154 College of Arts and Sciences

Choose two courses from the following (6 credits):

- LALS 1401/HIST 1401
History of Latin America I
- LALS 1402/HIST 1402
History of Latin America II
- LALS 2517/SOCI 2517
Latinos/as in the United States
- LALS 2614/POLS 2614
Latin American Politics
- LALS 3319/SPAN 3319
Traditions and Cultures - Issues in Latin American Popular Culture
- LALS 3324/SPAN 3324
Classics of Latin American Literature in Translation
- LALS 3401/SPAN 3491/ENGL 3404
U.S. Latina/Latino Literature

Capstone Experience - 2 course sequence (6 credits):

- LALS 5011 Individualized Guided Research
- LALS 5012 Internship
- LALS 5013 Study Abroad
- LALS 5020 Capstone Seminar (required for all students)

Elective Courses (15 credits):

Students may complete 12 credits in either the Humanities Track or the Social Science Track. The final 3 credits are a "free elective" course that may be selected from either track or by selecting any other Latin American and Latino/Latina Studies course listed.

Humanities Track:

- HIST 3374 The Immigrant in American Life
- HIST 4490 Topics in Latin American History
- PHIL 1155 Ethics and International Affairs
- SPAN 3011 Conversational Spanish I
- SPAN 3601 Spanish and Latin American Cinema
- LALS 3100-3110 Special Topics in LALS
- LALS 4100-4110 Special Topics in LALS

Social Science Track:

- ANTH 2243 Peoples and Cultures of Latin America
- ANTH 2412 Anthropology of Religion
- ANTH 3218 Immigration to the United States
- CAST 3997 Latin American Catholicism
- POLS 3214 Urban Politics
- SOCI 2513/WMST 2513
Social Inequity
- SOCI 2515 Majority-Minority Relations
- SOCI 2713 Politics and Society

- SOCI 2910 Research Methods in the Social Sciences
- LALS 3100-3110 Special Topics in LALS Studies
- LALS 4100-4110 Special Topics in LALS Studies
- Or any other LALS course offered.

Total: 39

Minor Program in Latin American and Latino/Latina Studies

Introductory Courses (6 credits)

**May be taken in any sequence*

- LALS 1001 Introduction to Latin American Studies
- LALS 1002 Introduction to Latino Studies
- One advanced Spanish or Portuguese course above the Arts and Sciences Core Requirement (3 credits):**
- PORT 2103-2104 Portuguese/Luso-Brazil I-II
- SPAN 3001-3002 Advanced Spanish I-II
- SPAN 3012 Applied Spanish Conversation
- SPAN 3101-3102 Advanced Spanish for Native Speakers I-II
- SPAN 3302 Spanish-American Civilization
- SPAN 3402 Introduction to Hispanic Literary Studies
- SPAN 4111 Business Spanish: Correspondence
- SPAN 4461 Spanish-American Narrative I
- SPAN 4462 Spanish-American Narrative II
- SPAN 4463 Spanish-American Theatre
- SPAN 4465 Spanish-American Essay
- SPAN 4466 Spanish-American Poetry
- SPAN 4471 Spanish Literature of the Caribbean

Students who begin the minor at a beginner level of Spanish or Portuguese language may apply to the Department of Languages, Literatures and Cultures for exemption from the advanced language requirement, although the number of required credits will remain the same.

Select two of the following (6 credits):

- LALS 1401/HIST 1401
History of Latin America I
- LALS 1402/HIST 1402
History of Latin America II
- LALS 2517/SOCI 2517
Latinos and Latinas in the United States
- LALS 2614/POLS 2614
Latin American Politics
- LALS 3319/SPAN 3319
Traditions and Cultures - Issues in Latin American Popular Culture
- LALS 3324/SPAN 3324
Classics of Latin American Literature in Translation
- LALS 3401/SPAN 3491/ENGL 3404
U.S. Latina/Latino Literature

Elective course (3 credits):

ANTH 2243	Peoples & Cultures of Latin America
ANTH 2412	Anthropology of Religion
ANTH 3218	Immigration to the United States
CAST 3997	Latin American Catholicism
HIST 2490	Topics in Latin American History
POLS 3214	Urban Politics
SOCI 2513/WMST 2513	Social Inequality
SOCI 2515	Majority-Minority Relations
SOCI 2713	Politics and Society
SOCI 2910	Research Methods in the Social Sciences
SPAN 2711	Spanish and Latin American Cinema
LALS 3100-3110	Special Topics in LALS
LALS 4100-4110	Special Topics in LALS
Or any other LALS course offered.	

Total: 18

Modern Languages

www.shu.edu/academics/artsci/ba-modern-languages/index.cfm

The Department of Languages, Literatures and Cultures 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 our summer study abroad programs: For Italian, at the Italiaidea Language School in Rome, Italy; for French, at the Sorbonne, in Paris, France; and for Spanish at the University of Alicante, in Alicante, Spain. Semester and year-long programs can be arranged through the Office of International Programs.

Incoming freshmen will have the opportunity to take an online placement test in the foreign language they wish to study. Other students may take a similar test through the Language Resource Center for a language that they have previously studied.

The department offers primary majors in French, Italian, Spanish, or in modern languages (a combination of two of the following languages: French, German, Italian, Russian, or Spanish). Students in each of the majors are required to complete 42 credits in courses above the elementary level. Students beginning their major at a level higher than intermediate or advanced may waive three or six credits with the permission of the department. Those majoring in modern languages will complete 24 credits in a major language and 18 in a secondary language, all credits above the elementary level. Education majors whose concentration is French, Italian or Spanish are required to complete 42 credits above the elementary level. The department also offers secondary majors. Students who elect to have French, Italian or Spanish as a secondary major will complete 36 credits in courses above the elementary level. Students who elect modern languages as a secondary major have the same requirements as in a primary major, 24 credits in a major language and 18 credits in a secondary language.

Major Programs in Modern Languages

The sequence of courses for a primary major in Italian language is as follows:

	Credits
Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	24
Total	36

The sequence of courses for a primary major in French or Spanish language is as follows:

	Credits
Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	30
Total	42

or

The sequence for Heritage learners of Spanish is as follows:

	Credits
SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, film, special topics, civilization, business or literature.	30
Total	42

The sequence of courses for a major in Modern Languages, a combination of any two of the following languages: French, German, Italian, Russian, or Spanish, is as follows:

Language A

	Credits
Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	12
or	

The sequence for Heritage learners of Spanish is as follows:

SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in film, special topics, civilization, business or literature.	12

Language B

Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	6

or
The sequence for Heritage learners of Spanish is as follows:

SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, film, special topics, civilization, business or literature.	6

Total 42

**It is possible, with special permission of the department and the Dean, to major in Modern Languages with 24 credits in French, German, Italian, Russian or Spanish, and 18 in languages taught in the Asian Studies Program (Chinese and Japanese), or the Classical Studies Program (Latin and Greek).*

Secondary Major: The department also offers secondary majors in French, Italian, or Spanish. Students in each of the secondary majors are required to complete 36 credits in courses above the elementary level. (The requirements for a secondary major in modern languages are the same as for the primary major, 42 credits in courses above the elementary level).

The sequence of courses for a secondary major in French, Italian or Spanish is as follows:

	Credits
Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	24

Total 36

or

The sequence for Heritage learners of Spanish is as follows:

	Credits
SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, film, special topics, civilization, business or literature.	24

Total 36**Minor Programs in Modern Languages**

The department offers minors in French, Italian, Russian, or Spanish. 18 credits above the elementary level in either language are required to complete a minor. The sequence of courses for a minor is as follows:

	Credits
Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, conversation, film, special topics, civilization, business or literature.	6

Total 18

or

The sequence for Heritage learners of Spanish is as follows:

	Credits
SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in film, special topics, civilization, business or literature.	6

Total 18

**Students beginning their minor at a level higher than intermediate or advanced may satisfy the minor requirements with 18 credits in language, culture, or literature electives above the advanced level. Students may choose from courses in conversation, film, special topics, civilization, business or literature.*

**Please Note: Greek and Latin courses can be found under the Classical Studies Program.*

Course Descriptions**Africana Studies****AFAM 1111 Introduction to Africana 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 1513-1514 Gospel Choir I & II
From ideas to performance, using various musical forms drawn from traditional Black music. *1 credit each*

AFAM 1518 (SOWK 1314) Social Work and the Law
Examines the interaction of the disciplines of law and social work, as well as interactions between lawyers and social workers and the relationship of ethics and law. *3 credits*

AFAM 2181 Topics in African American Studies
Selected topics in African American Studies chosen by the instructor. *3 credits*

AFAM 2182 Topics in Africana Studies
Selected topics in Africana Studies chosen by the instructor. *3 credits*

AFAM 2212 (HIST 3364, POLS 2312) 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 (POLS 2311) 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 2216 (HIST 3552) 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 3553) 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 3551) 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 (HIST 3554) 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 3561) 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 2312 (POLS 2615) African Politics
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 (POLS 2313) 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 2617 (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. (Formerly AFAM 2317) *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 Health
An interdisciplinary and comprehensive analysis of the special health problems and status of African-Americans and other ethnic populations. The state of health affairs for all ethnic and immigrant populations of the Africana Diaspora, and particularly African-Americans is especially precarious. The epidemiology of chronic disease, within these populations, will be researched. Programs to address the excessive differential in the health status of the African-American community with that of other ethnicities will be reviewed. Innovative national strategies and community-based programs will be examined. *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 2323 Black Business Development

A survey of the philosophy and techniques for the economic development of urban environments and urban entrepreneurs. A history of the achievements and contributions of African Americans in business is developed. *3 credits*

AFAM 2325 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 (POLS 2326) Development and Democracy 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 (POLS 2327, SOWK 2327) Organizing Grassroots Communities

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 (SOCI 2511) Race, Ethnicity and 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 2330 (COJR 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 (ANTH 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 2332 Africana Diaspora in the U.S.

This course will examine the African Diasporas in the United States in the post World War II era. It will, however, briefly examine immigration from the Caribbean in the early 20th century. It will examine the new wave of immigration of

blacks to the U.S. from Africa, the Caribbean and the rest of the World after the passage of less strict immigration laws in the 1960s. How did this new immigration of blacks change relations between the overall black population and the rest of the country? What are relationships like between the various black ethnic groups? What are their religious, social and political conditions? What kinds of relationships have they maintain with their home countries? What roles are the new Black immigrant groups in the country playing in the relationships between African Americans and the people in their home countries? *3 credits*

AFAM 2333 (POLS 2333) Africa and the Global Political Economy

This course will entail a critical assessment of the Africa’s position internationally, and of the challenges, as well as the opportunities, to African countries from current global economic and political phenomena. The purpose of this course is to analyze the foreign policy relations of African States, in light of their position in the global division of labor and their political, economic and ideological attributes. *3 credits*

AFAM 2410 (ENGL 2618) Africana Literature

This is an introductory level survey course that explores the social, cultural, and political factors that shaped the Black literary experience in the Americas, Africa and the Caribbean. Examining the work (poetry, prose, plays, and short stories) of contemporary mainland and diasporic authors, this course will be studied by major themes, some of which include post/colonial struggles, neo-colonialism, African and New World religions, culture (clash), race and racism, gender, materialism and spirituality. *3 credits*

AFAM 2411 (ENGL 3613) 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 3614) 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 3617) 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 2418 (ENGL 3616) 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 2420 (ENGL 3615) Major Authors in African American Literature

In-depth study of major African-American literary figures, their lives and major works. *3 credits*

AFAM 2515 (RELS 2419) 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. (Formerly AFAM 2415) *3 credits*

AFAM 2516 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. (Formerly AFAM 2416) *3 credits*

AFAM 2517 (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. (Formerly AFAM 2417) *3 credits*

AFAM 2521 Performing Arts

From ideas to actual performances using music, dance and drama with student participation. (Formerly AFAM 1411) *3 credits*

AFAM 2522-2523 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. (Formerly AFAM 1412-1413) *1 credit*

AFAM 2524 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. (Formerly AFAM 2414) *3 credits*

AFAM 2529 (ARTH 2109) African American Art

Overview of African American material culture and visual arts from colonial times to the present, including painting, printmaking, photography and sculpture. Close analysis of visual representations will go hand in hand with a discussion of key texts in art history and critical theory. Topics include the effects of patronage, the influence of class, gender and sexual orientation. Special interest in exploring how transatlantic travel and dislocation affected continuity and transformation in African American art practice and beyond.

Regular class attendance, reading, oral participation, and engagement in classroom, museum field and online are essential for successful completion of course. *3 credits*

AFAM 2614 Psychology of the Black Experience

Contemporary psychology and White racism. Consequences of being Black. Strengths of the Black community. Alternative psychological models. (Formerly AFAM 2314) *3 credits*

AFAM 2633 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. (Formerly AFAM 2333) *3 credits*

AFAM 2910 (SOCI 2910) Research Methods

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. Prerequisite: MATH 1203 (Formerly AFAM 1517) *3 credits*

AFAM 3181 Topics in African American Studies

Selected topics in African American Studies chosen by the instructor. *3 credits*

AFAM 3182 Topics in Africana Studies

Selected topics in Africana Studies chosen by the instructor. *3 credits*

AFAM 3190 Independent Study

Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3390) *1 credit*

AFAM 3191 Independent Study

Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3391) *3 credits*

AFAM 3195 Independent Study

Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3395) *2 credits*

AFAM 3211 (HIST 3468) Caribbean History

This course is designed to introduce students to the historiography of the Caribbean from the period of European conquest to the present. Focusing on the economic, political and social conditions of the regions, the course will examine the region's common history of slavery, migration, immigration, dependence and independence. Additionally, in the context of the Caribbean as New World, the course will examine the role/presence of the US in the Caribbean and the effects of globalization on/and the world market economy. Further topics that will be explored in this course are gender, race, class, ethnicity and nationality. *3 credits*

AFAM 3311 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. (Formerly AFAM 2311) *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*

AFAM 3314 Psychological Testing and the Black Population

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 references, culture-fair and culture-free procedures. Prerequisite: AFAM 2910. *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 Intellectual Traditions of the Global African Experience

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 3411 Caribbean Literature

This course serves as an introduction to the field of Caribbean Literature as it familiarizes students with writers and writings from the Caribbean hemisphere and the Diaspora. It offers an historical and literary investigation of the history and culture of the English, French and Spanish speaking Caribbean and examines past and present political, social, and cultural issues confronting these societies and their immigrant communities in the US. Focusing on the new wave of Caribbean writers, this course traces the coming into being, the birth, growth and development of Caribbean literature. Films and guest lectures augment classroom discussion. *3 credits*

AFAM 3820 Study Abroad in the Caribbean

This study abroad program in the Caribbean and the Americas will provide students with a unique opportunity to not only familiarize themselves with the literature of the multi-cultural, multi-ethnic, multi-racial Caribbean but it will also allow them to experience first-hand Caribbean and the Americas' culture and people, and provide a snapshot of the region's historical development. Literary (textual)

experience will converge with on-site (lived) experience for an interesting and unique mix. Guest lectures by local specialists, in conjunction with visits to historical sites, such as museums and art galleries, will complement the program. For a sampling of the social and cultural make-up of the society, on site research into Caribbean popular culture will be integrated into readings and discussions. (Formerly AFAM 3320) *3 credits*

AFAM 3821 Study Abroad in Africa

This short-term study abroad program in Africa will provide students with a unique opportunity to take a course on African culture, history, and politics in affiliation with select African universities. Through intense cultural immersion students will gain broad knowledge and in-depth understanding of the contemporary African condition. The students will be introduced to the history of the host nation and its path to independence. They will also learn about Africa's struggle against colonialism and the problems of postcolonial development on the continent. Their educational experience will be enhanced through a direct encounter with local culture and the vibrant everyday of a modern African state. (Formerly AFAM 3321) *3 credits*

AFAM 3832 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. (Formerly AFAM 3332) *6 credits*

AFAM 3833 Practical Orientation in Inner-City Neighborhood Life

For advanced undergraduate students, an involvement in 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 sampling of socioeconomic and political life. (Formerly AFAM 3318) *6 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*

Arabic Language

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*

ARAB 2101-2102 Intermediate Modern Standard Arabic I-II

This course will focus on intermediate level grammar, vocabulary, listening comprehension, reading and writing of standard Arabic. 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 2101, ARAB 1012; for ARAB 2102, ARAB 2101 or equivalents. *3 credits each*

Note: Third-year and fourth-year Arabic are currently being offered as special topics courses. Please contact the department for course numbers.

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 1403 (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 the Nara to the Meiji periods. (Formerly ASIA 3101) *3 credits*

ASIA 1601 (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. (Formerly ASIA 3102) *3 credits*

ASIA 1602 (HIST 1602) History of Modern Asia

Asian history and culture from the 19th century to the present. (Formerly ASIA 3103) *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 through 21st centuries). *3 credits each*

ASIA 2112 Geography of Asia

Physical environment and human problems of Asia. Emphasis on China, Japan, India and parts of Central Asia. *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 developing 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 2118 (RELS 2418) Buddhist World of Thought and Culture

This course is intended as an introduction to Buddhist traditions in South and Southeast Asia, East Asia, and the West. Progressing both chronologically and thematically, the course begins with the earliest known strata of Buddhist ideas created in India some 2500 years ago. After an introduction to basic Buddhist doctrines and practices, students study the spread of Buddhism southward to Sri Lanka and Thailand and northward to Tibet, China, Japan, and Korea. The course will culminate in a brief overview of Buddhist practices in America. *3 credits*

ASIA 2211 SHU Japan Exchange Program I

Seton Hall University has been exchanging students with a Japanese university to broaden and deepen the understanding between two countries. Students are given the chance to meet Japanese people and learn firsthand about their civilization and culture. The course also includes numerous field trips in Japan. This course is for first time participants to the exchange program. Prerequisite: 3.0 GPA or consent of Director of Japanese Program. *3 credits*

ASIA 2126 (ARTH 2126) 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*

ASIA 2233 June in China

This course offers students a chance to experience firsthand one of the world's most unique and industrious societies. Through lectures, class discussion, field trips and written assignments, students will develop a better understanding of different aspects and the current developments of China, thereby opening up their intellectual horizon. Prerequisite: Consent of the instructor. *3 credits*

ASIA 3113 (RELS 2551) 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 (POLN 2611) 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 3120 India and Its People

The term "India" that in pre-modern times included the modern nation-states of India, Pakistan, Afghanistan, Bangladesh, Nepal, Bhutan, and Sri Lanka comprises one of the most multiethnic, multi-linguistic, and multi-cultural populations on earth. This course will attempt to trace the diverse histories of the peoples of "India" and their cultural legacies. *3 credits*

ASIA 3127 (HIST 3621) History of Traditional China

From the origins to A.D. 1800. Political, social and intellectual characteristics of Chinese civilization. *3 credits*

ASIA 3128 (HIST 3651) History of Modern China

Transformation and continuity in China since 1800. Includes the causes and implications of Qing Dynasty encounters with foreign powers, internal rebellions, dynastic collapse, tumult of the Republican period, war against Japan, civil war between the Nationalists and Communists, communist rule and contemporary reforms and ongoing one-party control of power. *3 credits*

ASIA 3129 (HIST 3622) History of Traditional Japan

Origins to A.D. 1800. Periods of aristocratic and military dominance, the "Christian century," and the isolation of Japan in the Tokugawa period. *3 credits*

ASIA 3130 (HIST 3652) History of Modern Japan

1800 to the present. Rapid Meiji modernization, assertive militarism, World War II defeat, astounding economic revival, and present-day global influences and political and economic challenges. *3 credits*

ASIA 3131 (POLN 2616) Contemporary Chinese Politics

The main theme of this course is political development on mainland China in terms of Chinese leaders' effort to build a new nation. The course starts with a survey of modern Chinese history, with its emphasis on the power struggle between the Chinese Nationalists and Communists before 1949. The rest of the course deals with major aspects of organization and mobilization of Chinese people by the Chinese Communist Party, as well as power politics and political movements. *3 credits*

ASIA 3132 (HIST 3686) Contemporary Japan

Postwar reform and reconstruction of Japan during the MacArthur era; reasons for Japan's rapid economic development in the 1950s and 1960s; political, trade, and economic development in the 1970s and 1980s; the economic stagnation of the 1990s; issues and questions about democracy in Japan since World War II; challenges

Japan faces in its relations with other nations; questions of remilitarization; Japan's struggle to be competitive; and Japan's balancing role in the Asia Pacific Region. *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 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 3311 SHU Japan Exchange Program II

Seton Hall University has been exchanging students with a Japanese university to broaden and deepen the understanding between two countries. Students are given the chance to meet Japanese people and learn firsthand about their civilization and culture. The course also includes numerous field trips in Japan. This course is for second time participants to the exchange program. Prerequisite: ASIA 2211 or consent of Director of Japanese Program *3 credits*

ASIA 3894 Asian Studies Co-op I

3 credits

ASIA 3895 Asian Studies Co-op II

3 credits

ASIA 3896 Asian Studies Co-op III

3 credits

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*

Chinese Language

CHIN 1102-1103 Introductory 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*

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 the computer. Corequisites: CHIN 1104-1105. *1 credit each*

CHIN 2101-2102 Intermediate 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 the computer. Prerequisites: CHIN 1106 and Corequisites: CHIN 2103-2104. *1 credit each*

CHIN 3101-3102 Advanced Chinese I-II

Continuation of the listening, speaking, reading, writing skills development in Chinese. Emphasis on reading advanced written materials in modern Chinese, with practice leading to a high level of oral expression. Prerequisites: CHIN 2102 and 2104. *3 credits each*

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*

CHIN 3217 Business Chinese and Culture I

This course is designed for advanced students of Chinese who aim to further upgrade their skills in speaking, reading, writing and listening to Chinese. Emphasis is on the students' ability to read business-related materials, express their understanding of the readings, and appreciate Chinese social-cultural nuances. Students are linguistically and culturally prepared to conduct oral discussions with educated native Chinese on a wide range of topics such as Chinese politics, economics, finance, geography and culture. *3 credits*

Classical Culture, Civilization and Literature**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 via Spring trip to Italy, Rome's architectural and artistic legacy down to the time of Constantine, including a visit to Peter's tomb, the catacombs, and Church art. *3 credits*

CLAS 1313 (ENGL 3611) Roots of English: Word Power

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 email instruction. *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, 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, POLS 2411) 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 3183, 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 3612, 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, Anouilh, Cocteau and Brecht. *3 credits*

CLAS 2319 (HIST 3220, 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 3221, 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 3300 (CORE 3300) Death and Afterlife in Antiquity

This course traces the development of concepts about death and the afterlife in antiquity, leading up to Christianity. The course begins in the Near East, and also includes Egyptian, Greek, Roman, and Christian texts; the works studied range from epic poetry, funerary literature, philosophy, and selections from the Bible. In addition, there is a significant emphasis on art, architecture, and archaeology. The texts are taught in chronological order to emphasize the development of Near Eastern and Greco-Roman thought and the dialogue between texts, leading up to the eventual manifestation of the key concepts in Catholicism. *3 credits*

CLAS 3301 (CORE 3301) The Odyssey Theme

An examination of the *Odyssey*, one of the foundations of Western literature, and of adaptations of the *Odyssey* and Odysseus from classical antiquity through two 21st century versions of Odysseus’s homecoming. In their exploration of the major themes of Homeric poems in later literary, dramatic, and artistic adaptations, students will learn to appreciate allusions and intertextuality, and to see how different societies, Christian and non-Christian, react to the Odysseus character. *3 credits*

CLAS 3291 Special Topics in Classics

A focused study of one theme or genre, to be determined by the professor and posted prior to registration. *3 credits*

CLAS 3391-3395 Independent Study

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*

CLAS 4309 (ARCH 3309, SPAN 3309) Greco-Roman Spain

The history of ancient Iberia beginning with the advent of Phoenician and Greek colonists in the 9th century B.C. through Republican Roman colonization to the end of Roman Hegemony in the fifth century A.D. There is a particular focus on the region of Catalonia via a Spring break trip to Girona, Barcelona, and Tarragona including visits to Greek, Iberian, and Roman archaeological sites and museums. *3 credits*

Filipino Language

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 audiovisual materials and exercises. Special emphasis is 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 serve as the springboard for instruction. Prerequisite: FILI 1012. *3 credits each*

French Language

FREN 0021 Refresher French

Course is designed for students who studied French in high school for two or more years but did not qualify to enroll in Intermediate French I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary French I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

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 I-II

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 2001-2002 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. (Formerly FREN 1101-1102) *3 credits each*

FREN 2011-2012 Intermediate Interactive French I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in French 2001-2002. Taken simultaneously with FREN 2001-2002. (Formerly FREN 1111-1112)

1 credit each

FREN 3001-3002 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 2002 or equivalent. (Formerly FREN 1201-1202)

3 credits each

FREN 3011 Conversational French I

Conversation based on topics of everyday life and cultural interests. Prerequisite: FREN 3002 or may be taken simultaneously with FREN 3001-3002. (Formerly FREN 2101) *3 credits*

FREN 3021-3022 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 3001-3002 or permission of department. (Formerly FREN 4111-4112) *3 credits each*

French Culture and Civilization**FREN 3305 French Civilization I**

Artistic, geographical, historical, literary and social background of France. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3212) *3 credits*

FREN 3306 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 3002 or permission of department. (Formerly FREN 3213) *3 credits*

FREN 3321-3322, 4324-4325 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 2002. (Formerly FREN 2213-2216) *3 credits each*

French Literature**FREN 3401 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 Francois Villon, Rabelais' Gargantua, Montaigne's Essais, as well as poetry by Marot, Du Bellay and Ronsard. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3301) *3 credits*

FREN 3402 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 3002 or permission of department. (Formerly FREN 3302) *3 credits*

FREN 4403 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 Pleiade. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4311) *3 credits*

FREN 4411 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 3002 or permission of department. (Formerly FREN 4312) *3 credits*

FREN 4412 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 3002 or permission of department. (Formerly FREN 4313) *3 credits*

FREN 4413 18th Century French Literature I

Readings from the major works of Voltaire and Montesquieu and the Enlightenment. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4314) *3 credits*

FREN 4414 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 3002 or permission of department. (Formerly FREN 4315) *3 credits*

FREN 4421 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 3002 or permission of department. (Formerly FREN 4316) *3 credits*

FREN 4422 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 3002 or permission of department. (Formerly FREN 4317) *3 credits*

FREN 4441 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 3002 or permission from department. (Formerly FREN 4318) *3 credits*

FREN 4442 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 3002 or permission from department. (Formerly FREN 4319) *3 credits*

FREN 4463 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. (Formerly FREN 4320) *3 credits*

FREN 4464 French Drama II

Special study of Romantic dramatists such as Victor Hugo and Musset. Conducted in French. Prerequisite: FREN 3302 or permission of department. (Formerly FREN 4321) *3 credits*

FREN 4801-4803 Studies in French Literature I-III
(Formerly FREN 4391-4393) *3 credits each*

French Study Abroad

FREN 2701 Study Abroad in Paris, France

Course designed for Intermediate-Low level students. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on current events and everyday situations. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 1002 or permission of the Program Director. *3 credits*

FREN 2702 Study Abroad in Paris, France

Course designed for Intermediate-Mid level students as a continuation of FREN 2701. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on current events and everyday situations. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 1002 or permission of the Program Director. *3 credits*

FREN 3701 Study Abroad in Paris, France

Course designed for Advanced level students. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on French Civilization, Literature and Film. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 2002 or permission of the Program director. *3 credits*

German Language

GERM 0021 Refresher German

This course is designed for students who studied German in high school for two or more years but did not qualify to enroll in Intermediate German I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary German I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

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 2001-2002 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. (Formerly GERM 1101-1102) *3 credits each*

GERM 3001-3002 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 2002 or equivalent. (Formerly GERM 1201-1202) *3 credits each*

GERM 3011 Conversational German I

Oral use of the language; conversation based on topics of everyday life as well as of cultural interest. Prerequisite: GERM 3002 or taken simultaneously with GERM 3001-3002. (Formerly GERM 2101) *3 credits*

GERM 3021-3022 Business German I-II

Improvement of all language skills and their application and interpretation in business situations. Prerequisite: GERM 3002 or permission of department. (Formerly GERM 2111-2112) *3 credits each*

German Culture and Civilization

GERM 3305-3306 German Civilization I-II

Artistic, geographic, historic, literary and social background of Germany. Conducted in German. Prerequisite: GERM 3002 or permission of department. (Formerly GERM 2211-2212) *3 credits each*

Greek Language**GREK 1205-1206 Elementary Greek I-II**

Introduction to the ancient Greek language, using excerpts from classical authors. *3 credits each*

GREK 2205-2206 (CAST 2005-2006) Intermediate Greek I-II

Extensive readings and analysis from classical Greek authors. Prerequisite: GREK 1206. *3 credits each*

GREK 2207-2208 (CAST 2207-2008) New Testament Greek I-II

Introduction to the 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. *3 credits each*

Greek Literature**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 or GREK 2208. *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 or GREK 2208. *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 or GREK 2208. *3 credits*

GREK 3264 Aristotle

Extensive study of Aristotle and his philosophy. Selected readings from the Athenian Constitution, Eudemian Ethics and Nichomachean Ethics. Prerequisite: GREK 2206 or GREK 2208. *3 credits*

GREK 3291 Special Topics in Greek

A focused study of one theme or genre, to be determined by the professor and posted prior to registration. *3 credits*

GREK 3391-3395 Independent Study

Advanced Greek courses with department permission. *1-3 credits*

Italian Language**ITAL 0021 Refresher Italian**

This course is designed for students who studied Italian in high school for two or more years but did not qualify to enroll in Intermediate Italian I at the Placement Test.

The course offers a general review of the grammatical and communicative contents of Elementary Italian I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

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*

ITAL 2001-2002 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. (Formerly ITAL 1101-1102) *3 credits*

ITAL 3001-3002 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 2002 or permission of department. (Formerly ITAL 1201-1202) *3 credits each*

ITAL 3011 Conversational Italian I

Conversation based on topics of everyday life and cultural interest. Prerequisite: ITAL 3002 or taken simultaneously with ITAL 3001-3002. (Formerly ITAL 2101) *3 credits*

Italian Culture and Civilization**ITAL 3305-3306 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 2002 or permission of department. (Formerly ITAL 2211-2212) *3 credits each*

ITAL 3321-3322, 4324-4325 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 2002 or permission of the department. (Formerly ITAL 2213-2216) *3 credits each*

ITAL 3601 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 the beginning of the 20th century to the present, such as Blasetti, Scola, the Taviani brothers, Giordana, and Ozpetek. 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 2002 or permission of department. (Formerly ITAL 2316) *3 credits*

ITAL 4401 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 3002 or permission of department. (Formerly ITAL 2313) *3 credits*

ITAL 4463 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 3002 or permission of department. (Formerly ITAL 2315) *3 credits*

Italian Literature

ITAL 3401-3402 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 3002 or permission of department. (Formerly ITAL 2301-2301) *3 credits each*

ITAL 3461 The Italian Melodrama

The period spanning from the late 18th to the early 20th century has seen the triumph of lyrical opera, the pinnacle of the history of Italian melodrama. With the study of three operas, we will explore history, texts, sources and the form and popularity of this genre that has been known around the world. Prerequisite: ITAL 2002. *3 credits*

ITAL 4411 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 3002 or permission of department. (Formerly ITAL 2321) *3 credits*

ITAL 4412 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 3002 or permission of department. (Formerly ITAL 2322) *3 credits*

ITAL 4421 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 3002 or permission of department. (Formerly ITAL 2314) *3 credits*

ITAL 4431-4432 Modern Italian Literature I-II

A survey of major Italian authors from the 19th to 20th century to the 1930s. 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 modern literary and aesthetic genres by studying relevant texts and authors. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2303-2304) *3 credits each*

ITAL 4441-4442 (CAST 2611-2612) Contemporary Italian Prose I-II

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 3002 or permission of department. (Formerly ITAL 2311-2312) *3 credits each*

ITAL 4468-4469 The Italian Short Story I-II

The short story is one of Italy's oldest and most successful literary forms. This course will focus on the form and history of this genre and its authors, as well as on the periods in which it flourished: the Middle Ages and Renaissance (I), and the period from the 19th century to the present day (II). It will explore the narrative aspects of the short story and provide students with an understanding of the genre, and the historical context in which it developed. Conducted in Italian. Prerequisite: ITAL 3001-3002 or permission of department. *3 credits each.*

ITAL 4801-4803 Studies in Italian Literature
(Formerly ITAL 3391-3393) *3 credits each*

Italian Study Abroad

ITAL 2701 Study Abroad in Rome, Italy.

Course designed for Intermediate-Low level students. Held at the Language School "Italiaidea" in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on everyday situations. Excursions to major historical sites of Rome. Prerequisite: ITAL 1002 or permission of the Program Director. *3 credits*

ITAL 2702 Study Abroad in Rome, Italy

Course designed for Intermediate-Mid level students as a continuation of ITAL 2701. Held at the Language School "Italiaidea" in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on everyday situations. Excursions to major historical sites of Rome. Prerequisite: ITAL 1002 or permission of the Program Director. *3 credits*

ITAL 3701 Study Abroad in Rome, Italy

Course designed for Advanced level students. Held at the Language School "Italiaidea" in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on Italian Civilization and Literature. Excursions to major historical sites of Rome. Prerequisite: ITAL 2002 or permission of the Program Director. *3 credits*

Japanese Language**JAPN 1012-1013 Elementary Interactive Japanese I-II**

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in JAPN 1102-1103. Taken simultaneously with JAPN 1102-1103. *1 credit each*

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 2012-2013 Intermediate Interactive Japanese I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in JAPN 2101-2102. Taken simultaneously with JAPN 2101-2102. *1 credit 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*

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*

Latin American and Latino/Latina Studies**LALS 1001 Introduction to Latin American Studies**

This course is divided into three periods: the Pre-Columbian and the Encounter, the Colonial period and the post-independence period historical. Its focus is on the political, cultural and social formations, the impact of the encounter between Europeans and the indigenous peoples, the colonial,

post independence and contemporary periods. Some of the themes of our inquiry are: indigenous culture, conquest and colonialism, nationalism, cultural expressions, hierarchies of class and caste, social movements, religions, migration, cultural formations, globalization and transnationalism, and race and ethnicity. *3 credits*

LALS 1002 Introduction to Latino/Latina Studies

The course explores the personal, political, historical and sacred being of Latinas/Latinos in the United States from the perspective of a theory of transformation. Particular attention is given to the struggle of Latinas and Latinos with the inherited stories of their cultural past and present and the conflict between their heritage and the dominant stories of our wider society. It intends to provide an understanding of the Latino people in our midst creating cultures and communities in the United States. *3 credits*

LALS 1401 (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*

LALS 1402 (HIST 1402) History of Latin America II

Evolution of societies and nation states from the 1820s to independence. *3 credits*

LALS 2517 (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*

LALS 2614 (POLS 2614) Latin American Politics

Basic forces conditioning the politics of the area. The variety of governmental structures and party systems in Mexico, South and Central America. *3 credits*

LALS 3100-3110 Special Topics in Latin American and Latino/Latina Studies

Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. *3 credits*

LALS 3319 (SPAN 3319) Traditions and Cultures - Issues in Latin American Popular Culture

The course is focused on the intersections of gender, race and class in the context of Latin American popular cultural production. The colloquium incorporates a number of different disciplines, including film, fiction, dance, music and art. Popular culture may be said to encompass any cultural form that impinges on a daily basis on the lives of individuals, including, but not limited to newspapers, radio, television, music, sports matches, theater and film, and advertisements. These particular elements tend to tap into collective concerns of any "imagined community" that is, in fact, a nation. Popular culture will generally reflect common interest it informs and at the same time is informed by collective consciousness. *3 credits*

LALS 3324 (SPAN 3324) Classics of Latin American Literature in Translation

This course allows students from many different disciplines to study some of the great works of late 19th and 20th century Latin American literature, thus enhancing their familiarity with Latin American culture and broadening their literary horizons. *3 credits*

LALS 3401 (SPAN 3491/ENGL 3404) U.S. Latina/Latino 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*

LALS 3450 (HIST 3450) Race and Nation in Latin America

An exploration of the interrelated ways in which race and nation have been defined in Latin America from the 16th through the 20th centuries. Traces both historical differences and links between understandings of race and nation across the hemisphere and between peoples and movements that challenge racial and national paradigms. *3 credits*

LALS 3465 (HIST 3465) History of Brazil

A survey of the history of the modern nation-state of Brazil beginning with Portuguese settlement in the 16th century through the emergence of Brazil as a global economic and regional political power in the late 20th century. *3 credits*

LALS 3591 (RELS 3591) Special Topics: Race and Theology
3 credits

LALS 4100 - 4103 Special Topics in Latin American and Latino/Latina Studies

Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. *3 credits*

LALS 5011 Individualized Guided Research

Directed study and research in individual areas selected by the student in consultation with program adviser. *3 credits*

LALS 5012 Internship

Students are placed in 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 a faculty adviser. *3 credits*

LALS 5013 Study Abroad

A language or culture course in a Spanish-speaking country. The student studies an academic course while living in a country where he or she is using the language in everyday circumstances. *3 credits*

LALS 5020 Capstone Seminar

This course provides the capstone experience for Latin American and Latino/Latina Studies majors. In this course, students will critically engage the history of area studies, in

particular the interdisciplinary field of Latin American and Latino/Latina Studies and contextualize this history in our contemporary globalized present. This course will merge the humanities and social sciences tracks of the major under the rubric of critical theory. *3 credits*

Latin Language

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 (CAST 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. *3 credits*

Latin Literature

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 3118 Caesar's Gallic War

Study of content, style and historical importance of Caesar's Gallic War and biographical study of Caesar's career during the crucial days at the end of the Roman Republic. Prerequisite: LATN 2102 or equivalent. *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 3125 Cicero's Orations

Readings of selected orations. Study of their structure, style, composition and rhetorical techniques. 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 3150 (CAST 3150) Medieval Latin

Study of various genres and styles Latin language and literature of late antiquity and the Middle Ages; with readings from the Vulgate, Church Fathers, hymns, drama, history, secular songs, satire, biography and romance. Selections include St. Augustine, St. Jerome, Bede, the Carmina Burana and the Apollonius Romance. Prerequisite: LATN 2102 or equivalent. *3 credits*

LATN 3291 Special Topics in Latin

A focused study of one theme or genre, to be determined by the professor and posted prior to registration. *3 credits*

LATN 3391-3395 Independent Study

For advanced Latin students, with department permission. *1-3 credits*

Portuguese Language**PORT 2103-2104 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. (Formerly PORT 2401-2402) *3 credits each*

Russian Language**RUSS 0021 Refresher Russian**

This course is designed for students who studied Russian in high school for two or more years but did not qualify to enroll in Intermediate Russian I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Russian I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

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 2001-2002 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. (Formerly RUSS 1101-1102) *3 credits*

RUSS 2011-2012 Intermediate Interactive Russian I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 2001-2002. Taken simultaneously with RUSS 2001-2002. (Formerly RUSS 1111-1112) *1 credit each*

RUSS 3001-3002 Advanced Russian I-II

Rapid review of grammar. Practice in conversation and writing advanced compositions; emphasis on idiomatic constructions. Prerequisite: RUSS 2002 or equivalent. (Formerly RUSS 2111-2112) *3 credits each*

RUSS 3011 Russian Conversation

Conversation based on topics of everyday life, cultural interests and occupational situations. Conducted in Russian. Prerequisite: RUSS 2002. (Formerly RUSS 2101) *3 credits*

RUSS 3031-3032 Scientific Russian I-II

Technical material in recent publications in the physical sciences. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2113-2114) *3 credits each*

Russian Culture and Civilization**RUSS 3305 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 2002 or permission of department. (Formerly RUSS 2117) *3 credits*

RUSS 3601 Russian Cinema

A survey of Russian cinema from the turn of this century to the present. Prerequisite: RUSS 2002. (Formerly RUSS 2316) *3 credits*

Russian Literature**RUSS 3401-3402 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 3001-3002 or permission of department. (Formerly RUSS 2115-2116) *3 credits each*

RUSS 4431-4432 Modern Russian Literature I-II

Representative Russian writers from Pushkin through the modern period. Conducted in Russian. Prerequisite: RUSS 3001-3002 or permission of department. (Formerly RUSS 2313-2314) *3 credits each*

172 College of Arts and Sciences

RUSS 4463 Russian Drama

Development of Russian drama from its beginning to the present. Reading analysis of representative works. Conducted in Russian. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2317) *3 credits*

RUSS 4801-4802 Studies In Russian Literature I-II
(Formerly RUSS 3391-3392) *3 credits each*

Spanish Language

SPAN 0021 Refresher Spanish

This course is designed for students who studied Spanish in high school for two or more years but did not qualify to enroll in Intermediate Spanish I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Spanish I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

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 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*

SPAN 2001-2002 Intermediate Spanish I-II

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: SPAN 1002 or SPAN 1003 or equivalent department placement test or permission of department. (Formerly SPAN 1101-1102) *3 credits*

SPAN 2011-2012 Intermediate Interactive Spanish I-II

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Spanish 1101. Taken simultaneously with SPAN 2001-2002. (Formerly SPAN 1111-1112) *1 credit each*

SPAN 2103-2104 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. (Formerly SPAN 2401-2402) *3 credits each*

SPAN 3001-3002 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 2002 or equivalent. (Formerly SPAN 1201-1202) *3 credits each*

SPAN 3011 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 3002 or taken simultaneously with SPAN 3001-3002. (Formerly SPAN 2101) *3 credits*

SPAN 3012 Applied Spanish Conversation

Development of conversational skills applied to occupational situations. Prerequisite: SPAN 2002. (Formerly SPAN 2102) *3 credits*

SPAN 3101-3102 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 2104 or equivalent. (Formerly SPAN 2501-2502) *3 credits each*

SPAN 3213 Advanced Grammar and Composition

This course presents an overview of the Spanish language system, including complex sentence structures. Emphasis on similarities and differences between Spanish and other languages (with particular attention to English), as well as on variation within Spanish. (Formerly SPAN 3111) *3 credits*

SPAN 3221 Spanish Phonetics

This course focuses on helping students improve their pronunciation of Spanish. It provides some background on the rules of the Spanish sound system and a complete practical review of Spanish pronunciation. Emphasis on differences with English and among regional varieties of Spanish. (Formerly SPAN 3116) *3 credits*

Hispanic Culture and Civilization

SPAN 3301 Hispanic Civilization

Development of the Spanish pattern of civilization from pre-Roman times to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 3211) *3 credits*

SPAN 3302 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 3002 or 3102 or permission of department. (Formerly SPAN 3212) *3 credits*

SPAN 3319 (LALS 3319) Issues in Latin American Popular Culture

Focused on the intersections of gender, race and class in the context of Latin American popular cultural production. Incorporates a number of different disciplines, including film, fiction, dance, music and art. The student will develop and awareness of the social and historical contexts in which manifestations of popular culture have developed in various regions of Latin America. Readings will focus on the analysis of popular representations of history, gender, sexuality, racial and religious hybrid identities, tradition, modernity, social class, and religion. 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 3321-3322, 4324-4325 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 2002 or permission of the department. (Formerly SPAN 2213-2216) *3 credits each*

SPAN 3601 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 3002 or 3102 or permission of department. (Formerly SPAN 2711) *3 credits*

SPAN 4111 Business Spanish: Correspondence

Practice in contemporary business, administrative and personal correspondence in Spanish. Conducted in Spanish. Prerequisite: SPAN 3002, 3012 or 3102 or permission of department. *3 credits*

Spanish Literature**SPAN 3324 (LALS 3324) Classics of Latin American Literature in Translation**

The study of selected great works of the late 19th and 20th century Latin American literature. Insight of Latin American history as reflected in these texts. Conducted in English. *3 credits*

SPAN 3402 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 3012 or SPAN 3102 or permission of department. (Formerly SPAN 3311) *3 credits*

SPAN 3403 Masterpieces of Spanish Literature I

Selected literary works from Spain and Spanish America up to the 18th century. (Formerly SPAN 3301) *3 credits each*

SPAN 3404 Masterpieces of Spanish Literature II

Selected literary works from Spain and Spanish America from the 19th century to the present. (Formerly SPAN 3302) *3 credits each*

SPAN 3491 (LALS 3401/ENGL 3404) U.S. Latina/Latino 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. (Formerly SPAN 3401) *3 credits*

SPAN 4401 Medieval and Renaissance Spanish Literature

Outstanding Spanish literature from its beginning to the 16th century. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4311) *3 credits*

SPAN 4411 Spanish Golden Age Drama and Poetry

Outstanding Spanish playwrights and poets of the 16th and 17th centuries. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4312) *3 credits*

SPAN 4412 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 3002 or 3102 or permission of department. (Formerly SPAN 4313) *3 credits*

SPAN 4421 Romantic and Realistic Spanish

Major Spanish writers of the 19th century. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4317) *3 credits*

SPAN 4431 Modern Spanish Literature

Representative Spanish writers of the Generation of 27 and post-Civil War period. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4317) *3 credits*

SPAN 4433 Generation of 1898 and Modernism

Representative Spanish writers of the 19th and early 20th centuries. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4315) *3 credits*

SPAN 4461 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 3002 or 3102 or permission of department. (Formerly SPAN 4318) *3 credits*

SPAN 4462 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 3002 or 3102 or permission of department. (Formerly SPAN 4320) *3 credits*

SPAN 4463 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 3002 or 3102 or permission of department. (Formerly SPAN 4319) *3 credits*

SPAN 4465 Spanish-American Essay

Study of the Spanish-American essay. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4322) *3 credits*

SPAN 4466 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 3002 or 3102 or permission of department. (Formerly SPAN 4321) *3 credits*

174 College of Arts and Sciences

SPAN 4471 Spanish Literature of the Caribbean

Representative authors from Cuba, the Dominican Republic and Puerto Rico. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4323) *3 credits*

SPAN 4801-4803 Studies in Spanish Literature

(Formerly SPAN 4391-4393) *3 credits each*

SPAN 5401-5404 Spanish Seminar

Study of a special topic announced by the department including Study Abroad. Conducted in Spanish. Permission of department. (Formerly SPAN 5391-5394) *1/2/3 credits*

Spanish Study Abroad

SPAN 2701 Study Abroad in Alicante, Spain

Course designed for Intermediate-Low level students. Held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on everyday situations. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 1002 or permission of the Program Director. *3 credits*

SPAN 2702 Study Abroad in Alicante, Spain

Course designed for Intermediate-Mid level students as a continuation of SPAN 2701. Held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on everyday situations. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 1002 or permission of the Program Director. *3 credits*

SPAN 3701 Study Abroad in Alicante, Spain

Course designed for Advanced level students. Course held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on Spanish Civilization and Literature. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 2002 or permission of the Program Director. *3 credits*

Other Modern Language Courses

MOLG 3321 Special Topics in Modern Languages

Issues of current interest to the comparative study of French, Italian, Spanish, or Latin-American civilizations. Varying topics focus on region, periods and aspects of these cultures. *3 credits*.

MOLG 4324 Special Topics in Modern Languages

Issues of current interest to the comparative study of French, Italian, Spanish, or Latin-American civilizations. Varying topics focus on region, periods and aspects of these cultures. *3 credits*.

Department of Mathematics and Computer Science

Science and Technology Center (McNulty Hall)

(973) 761-9466

mathcs@shu.edu

www.shu.edu/academics/artsci/math-compsci

Faculty: Costa; Gross; Guerin; Guetti (*Interim Dean*); Kahl; Kim; Marlowe (*Coordinator, Computer Science*); Masterson; Minimair; Morazan; J.T. Saccoman (*Chair*); Schoppmann; Wachsmuth

Faculty Associates: McNeill; Minacapelli; Sethi (*Director, Developmental Mathematics*)

Faculty Emeritus: Saccoman, J.J.

The Department of Mathematics and Computer Science offers programs of study leading to the degrees Bachelor of Science (B.S.) in Mathematics and Bachelor of Science (B.S.) in Computer Science (admission suspended for incoming students).

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.

The Center for Developmental Mathematics offers classes to strengthen the mathematical foundation for students, and tutoring in mathematics and statistics in the Mathematics Learning Lab in association with the Ruth Sharkey Academic Resource Center. For further information, please refer to the Mathematics Learning Lab web page at www.shu.edu/academics/artsci/math-compsci/math-learning-lab.cfm

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. It is recommended that any interested student should meet with the chair of the department or his/her adviser by the end of the sophomore year to discuss options for the senior project.

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.

Education/math majors who do their off-campus student teaching internship in the spring of their fourth year and who are on track to graduate after completion of this assignment may have a problem fulfilling the all the sequence requirements for graduating with departmental honors. Since the analysis sequence and algebra sequence are offered only in alternate school years, these students will be unable to take Part II of one of these sequences, both of which are required for honors designation. The department chair may allow these students to substitute Number Theory (MATH 3813) for Algebra II (MATH 4815) for those education majors who cannot take Algebra II in the spring of their senior year, and Complex Analysis (MATH 4512) for Analysis II (MATH 4515) for those students who cannot take Analysis II in the spring of their senior year. This should be the only accommodation for education/math majors to graduate with honors, as they can complete either the algebra or analysis sequence as well as the third sequence of the honors requirement in their junior year.

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 both sequences required for the computer science major, plus two additional electives. Courses taken to satisfy a mathematics minor requirement cannot simultaneously be used to satisfy the Honors requirement; and
- must complete the Honors Project sequence (CSAS 4201-4202 Honors Research Project I and II), including written and oral presentation of project results.

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. It is strongly recommended that all mathematics majors take CSAS 1114 Introduction to Program Design I. 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.

	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
MATH 3515 Analysis I	4
MATH 3815 Algebra I	4
MATH 3912 Junior Seminar	2
Courses at the 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 majoring in mathematical education should see their adviser for specific recommendations on elective courses.

Major in Computer Science

(Admission suspended for incoming students)

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.

	Credits
Freshman Year	
CSAS 1114-1115 Introduction to Program Design I-II	6
MATH 1501 Honors Calculus I	4
MATH 1611 Introductory Discrete Mathematics	3
MATH 2111 Statistics for Science Majors	4
Sophomore Year	
CSAS 2123-2124 Introduction to Object-Oriented Design I-II	6
CSAS 2125 Computer Systems and Assembly Programming	3
CSAS 2126 Data Structures and Algorithm Analysis	3
MATH 2814 Introductory Linear Algebra & Computational Mathematics	3

176 College of Arts and Sciences

Junior-Senior Year

CSAS 3111	Operating Systems	3
CSAS 3113	Programming Languages	3
CSAS 4113	Formal Languages and Automata	
<i>One of the following two sequences (6 credits)</i>		
CSAS 4117-4118	Software Engineering I-II	6
CSAS 4121-4122	Computer Graphics Modeling/ Vizualization	6
<i>Three electives from the list below or from the focus sequence not chosen (9 credits)</i>		
CSAS 3211	Computer Networks	3
CSAS 3212	Computer Graphics Programming	3
CSAS 3311	Computer Security	3
CSAS 3515	Introduction to Numerical Analysis	3
CSAS 4111	Introduction to Artificial Intelligence	3
CSAS 4112	Design and Analysis of Algorithms	3
CSAS 4115	Databases	3
CSAS 3094-3096	Computer Science Co-op I-III	3
CSAS 4081-4086	Special Topics in Computer Science	3
CSAS 4091-4096	Independent Study in Computer Science	3

Total: 56

Note: To graduate with departmental honors in computer science, students must also complete:

CSAS 4201-4202	Honors Research Project I-II	6
----------------	------------------------------	---

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.

	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.

	Credits	
CSAS 1114-1115	Introduction to Program Design I-II	6
CSAS 2123-2124	Introduction to Object-Oriented Design I-II	6
MATH 1501	Honors Calculus I	4
MATH 1611	Introductory Discrete Mathematics	3

CSAS 2125	Computer Systems and Assembly Programming	3
CSAS 2126	Data Structures and Algorithm Analysis	3
CSAS 3000/4000	level course in Computer Science	3-4

Total: 28-29

Note: Students in this program must maintain a minimum GPA of 2.3.

Course Descriptions

Computer Science

CSAS 1015 Computer Science Essentials

General overview of the many facets of computer science and information technology: Data, hardware, software, networks. System software in including operating systems and programming environments. Software engineering; program development using data structures, algorithms, files, and databases. Exposure to other topics and issues in computer science, such as data compression, security, theory of computation, computational complexity. Prerequisites: MATH 0012 or appropriate placement. *3 credits*

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. Corequisite: MATH 1015 or equivalent. *4 credits*

CSAS 1114 Introduction to Program Design I

Programming skills are important to virtually every profession. Professionals must make decisions on how to achieve goals by deciding what steps are necessary. This course is an introduction to computer programming

that teaches students how to make plans, to organize their thoughts, to pay attention to detail, and to be self-critical. The main focus of the course is the design process that leads students from a problem statement and a blank page to a well-organized solution. Topics include the processing of simple forms of data, the processing of arbitrarily large data, and the process of abstraction. This course assumes no prior computer programming experience. Corequisite Math 1014 or greater. *3 credits*

CSAS 1115 Introduction to Program Design II

This course continues the study of the design and the programming processes started in CSAS 1114. Building on the abstraction skills acquired in CSAS 1114, the course focuses on new programming design techniques such as generative recursion, tail-recursion, and the changing of state variables through the use of assignment. The disciplined introduction to assignment prepares students to study modern object-oriented design and programming. Prerequisite: CSAS 1114, Corequisite: MATH 1015, 1501 or 1401. *3 credits*

CSAS 2123 Introduction to Object-Oriented Design I

This course is an introduction to object-oriented design and programming. Building on the knowledge gained in CSAS 1114-1115 students learn to design a system of classes to represent information. Given a system of classes and a piece of information students will be able to create objects and represent this information with data. Conversely, given an instance of a class in the system, students will be able to interpret this object as information in the real world. Topics include varieties of data, functional methods, and abstraction with classes. Prerequisite: CSAS 1115, MATH 1611. *3 credits*

CSAS 2124 Introduction to Object-Oriented Design II

This continues the investigation of object-oriented design and programming started in CSAS 2123. Topics include circular objects, imperative methods, abstraction over data definitions, and the use of commercial programming environments for object-oriented programs. By the end of this course, students will have a solid grasp on the principles and practice of object-oriented programming. Prerequisite: CSAS 2123. *3 credits*

CSAS 2125 Computer Systems and Assembly Programming

This course introduces the basic design of computing systems: CPU, memory, input and output. In addition, it provides a complete introduction to assembly language: the basics of an instruction set plus experience in assembly language programming using a RISC architecture. During the course student will gain experience using system calls and interrupt-driven programming emphasizing the interaction with the operating system. Other topics include: machine representation of integers, characters, floating point numbers, and virtual memory. Prerequisite: CSAS 1115, MATH 1611, or permission of instructor. *3 credits*

CSAS 2126 Data Structures and Algorithms

This course discusses data structures such as arrays, stacks, queues, lists, trees, and graphs and the algorithms that manipulate these structures. Algorithm analysis for the cost of time and space is introduced. Students will learn essential tools for designing efficient software applications, needed in all application areas of computer science, such as industrial and scientific computation and database management. Prerequisite: CSAS 2123, MATH 1611, MATH 2111. *3 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 2124 or the equivalent. *3 credits*

CSAS 3085-3086 Special Topics in Computer Science

Signature III course with substantial computer science or related content, typically interdisciplinary and perhaps team-taught, taught on an experimental basis with topics to be determined by the instructor(s) in cooperation with the University Core Curriculum process. See Co-op Adviser. *3 credits each*

CSAS 3094 Computer Science Co-op I

See Co-op Adviser. *3 credits*

CSAS 3095 Computer Science Co-op II

See Co-op Adviser. *3 credits*

CSAS 3096 Computer Science Co-op III

See Co-op Adviser. *3 credits*

CSAS 3111 Operating Systems

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 2124, 2126. *3 credits*

CSAS 3113 Programming Languages

Introduction to principles of programming languages and nonprocedural, 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 2124, 2126, MATH 1611. *3 credits*

CSAS 3211 Computer Networks

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 2125 or permission of instructor. *3 credits*

CSAS 3212 Computer Graphics Programming

Introduction to computer graphics, with emphasis on applications programming. Covers topics which form the basis for computer graphics applications programming, such as graphics computer architectures and software, application programmer's interfaces, interactive programs, geometric objects and their transformations, viewing with a computer, shading of objects, pixel-oriented techniques, implementation of a renderer, curves and surfaces and visualization of scientific data. Graphics programs will be developed using a high-level programming language, such as C++ or Java, and an application programmer's interface, such as OpenGL or Java 3D. Prerequisites: MATH 2813 or MATH 2814 and CSAS 2126. *3 credits*

CSAS 3311 Computer Security

The security landscape: threats, approaches, and tools. Computer, network, script and storage vulnerabilities. Cryptography and encryption: history, theory, algorithms, and protocols. Public key and private key encryption; secure sessions and session keys; certificates. Secure software and program analysis. Access validation and permissions. Prerequisites: CSAS 2125 and 2126, plus MATH 2511, 2813, or 2814, or permission of instructor. *3 credits*

CSAS 3513 (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 2511. *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 2124, 2126, MATH 1611, 2111. *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 2124, 2126, MATH 1611. *3 credits*

CSAS 4113 Formal Languages and Automata

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 2124, 2126, MATH 1611. *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 Databases

Modern relational databases. Relational algebra, views and queries, normal forms and normalization, tuning and optimization. The entity-relationship model and database design. Overview 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 SQL Workbench. Prerequisites: CSAS 2124, 2126, MATH 1611 or permission of department chair. *3 credits*

CSAS 4117 Software Engineering

The software universe and the role of software engineering. Project, process, and product. Approaches to system and software engineering; software architectures, including component-oriented and service-oriented architectures. Traditional and object-oriented approaches to software engineering; the modern approach, modeling languages and patterns; agile and extreme programming. Requirements elicitation and analysis and system specification; risk analysis; use cases. Knowledge management for requirements elicitation and risk analysis. Design of a

software system using patterns and incremental iterative refinement. Complementary approaches, including aspects and interfaces with databases. Security and other non-behavioral considerations. Development of an initial prototype. Prerequisites: CSAS 2124 and CSAS 2126, or permission of instructor. *3 credits*

CSAS 4118 Software Engineering II

Design and implementation of a software application. Design patterns and aspects. User and component interfaces. Approaches for software quality assurance: validation and verification, testing, static analysis and model checking. Verification, validation, and testing. Approaches to verification—theorem proving, model checking, and others. Principles and theory of testing; white box and black box testing. Unit, integration, stress, and acceptance tests. Test metrics and test coverage. Testing tools. Maintenance: corrective, preventative, adaptive, and perfective changes. Software configuration management. Technical and business management of large software projects. Technical and business metrics. Cost estimation, scheduling, and staffing—connection to risk analysis. Subcontractors, vendors and collaborators; outsourcing in software projects. Software engineering for web applications and real-time systems. Prerequisites: CSAS 2124 and CSAS 4117, or permission of instructor. *3 credits*

CSAS 4121 Computer Graphics Modeling

Computer Graphics Modeling underlies applications in computer graphics and animation, engineering design, architecture, etc. The course CSAS 4121 introduces the basic techniques of computer graphics modeling: Bezier curves and surfaces, and splines, using curves and surfaces for modeling shapes. The course also teaches programming of the essential algorithms used in computer graphics modeling, and using some standard software system for computer graphics design. Graphical concepts will be illustrated by applets, short films and graphics modeling software. Students will implement computer graphics modeling algorithms in Maple. The course will also teach the essentials of Maple programming as they are needed for modeling. Prerequisite: Junior status in Mathematics or Computer Science, or permission of instructor. *3 credits*

CSAS 4122 Computer Graphics Visualization

Computer Graphics Visualization is used throughout society, including science, engineering, enterprises, politics, art, etc., for visualizing data and processes. Visualization is crucial for mining usable information from the ever increasing amounts of data and ever more complex procedural relationships of today's society. This course introduces the foundations for computer graphics visualization: basics of visual thinking and perception, techniques for visualization, such as maps, time series, trees, graphs, etc, and applications, such as in medical imaging, biochemistry, social sciences, etc. The course also teaches developing visualizations using a standard programming system. Visualizations will be demonstrated using online material, such as Many Eyes or Google Maps. Prerequisite: CSAS 4121 or permission of instructor. *3 credits*

CSAS 4201-4202 Honors Research Project I & II

Undergraduate research project under guidance of a faculty member in the Department of Mathematics and Computer Science, extending over two semesters. The topic will be selected by the student in consultation with the faculty member, and should relate to the undergraduate learning experience in computer science and the faculty member's expertise. In addition to development of code and/or research artifacts, oral and written presentations will be required. Prerequisite: Student must have senior standing, and be eligible for department honors in CSAS, and have approval of the faculty member mentoring the research. *3 credits each*

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, Math 0012 and MATH 0013 (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 Calculus 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 call (973) 761-9466.

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.

Note: MATH 0011, 0012 and 0013 do not count toward graduation.

MATH 0011 Developmental Mathematics I

Topics covered: integers, fractions, decimals, ratio, percentage, polynomials, exponents, and elementary word problems. After completion of this class students will enroll in either MATH 0012 or MATH 0013 to finish their Developmental Math requirements. Prerequisite: appropriate placement. *2 institutional credits*

MATH 0012 Developmental Mathematics II

Topics covered: review of arithmetic skills, simplifying algebraic expressions, exponents, equations, polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Successful completion of this class will satisfy the Developmental Math requirements. Prerequisite: MATH 0011 or appropriate placement. *3 institutional credits*

MATH 0013 Developmental Mathematics III

Topics covered: polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Successful completion of this class will satisfy the Developmental Math requirements. Prerequisite: MATH 0011 or appropriate placement. *2 institutional credits*

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. A minimum grade of "C" is required. 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*

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 1112 Mathematical Perspectives II

Selected topics from set theory and number theory. Algebra, Geometry and right triangle Trigonometry. Counting Methods, Probability and Statistics. Prerequisite: Any 1000-level MATH course 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 nonparametric inferential statistics. Confidence intervals and hypothesis testing. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

MATH 1205 Finite Mathematics with Calculus for Business

For students in the School of Business. Functions and linear models, systems of linear equations, linear programming, sets and counting, probability, random variables and statistics, quadratic functions, introduction to the derivative, marginal analysis, maximum and minimum problems, the mathematics of finance. Specific and real-world applications to problems illustrate each topic. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

MATH 1301 Calculus for Business and Economics Students I

Introduction to real numbers, functions, elements of geometry, limits, derivatives and integrals, including the Fundamental Theorem of Calculus. This course includes elements of the historical developments of calculus as well as connections to other disciplines. This course is not intended for science or mathematics majors. *3 credits*

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 1401 or 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. Prerequisite: MATH 1015 or appropriate placement. *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, standard distributions, statistical tests and procedures used in hypothesis testing. 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 1401. *4 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*

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 2814 Introductory Linear Algebra and Computational Mathematics

Topics essential for computer science selected from traditional linear algebra and Calculus II. The material is presented in a constructive and algorithmic way to increase relevance for computer science students. The students will implement relevant mathematical algorithms in a programming language taught during the freshman or sophomore year. Students will acquire skills that are essential for designing efficient software applications, needed in industrial and scientific applications of computer science. Prerequisites: MATH 1501 or MATH 1611; and CSAS1114. *3 credits*

MATH 3085-3086 Special Topics in Mathematics

Signature III course with substantial mathematical or related content, typically interdisciplinary and perhaps team-taught, taught on an experimental basis with topics to be determined by the instructor(s) in cooperation with the University Core Curriculum process. See Co-op Adviser. *3 credits each*

MATH 3094 Math Co-op I

See Co-op Adviser. *3 credits*

MATH 3095 Math Co-op II

See Co-op Adviser. *3 credits*

MATH 3096 Math Co-op III

See Co-op Adviser. *3 credits*

MATH 3111 History of Mathematics

The development of mathematical ideas in various cultures, civilizations, and eras including Ancient Greece, Medieval China, the Renaissance, Era of Descartes and Fermat, Era of Newton and Leibniz, as well as the logical foundations and the use of the computer in Modern Mathematics. Prerequisite: MATH 2511 and MATH 2611. *3 credits*

MATH 3513 (CSAS 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 2511. *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 modeling in other fields. Underlying construction and models used in various disciplines and the modeling 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, matrix theory, and 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. *1-3 credits*

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 Philosophy

Fahy Hall, 3rd Floor
(973) 761-9480

www.shu.edu/academics/artsci/philosophy

Faculty: Couch (*Director, Liberal Studies Program*); Mayhew; Medina; O'Connor; Ranieri; Smith; Stark (*Co-Director of Environmental Studies Program*); Unna (*Chair*); Zakhem

Faculty Emeriti: Anderson; Barral; Dalcourt; Hakim; Murphy; Radtke

The Department of Philosophy provides a program leading to the degree of Bachelor of Arts. The program offers the opportunity for examining major philosophers and areas from ancient times to the present. Issues studied include matters of continuing human concern: Is there a God? What is knowledge and how is it acquired? What is the basis of right and wrong? What is the most just form of government? Is my behavior genuinely free or determined by prior causes? The study of philosophy helps students to understand these kinds of fundamental issues and provides the critical skills needed to examine them.

The major provides students with excellent preparation in the field. Students receive strong training in analytical and writing skills and a broad knowledge of the subject. The flexible structure of the program also enables each student to focus on his or her particular area of interest. In addition to courses available in the history of ancient and modern philosophy, there are courses in ethics, logic, philosophy of religion, political philosophy, theory of knowledge, contemporary philosophy, philosophy of science, and existentialism.

International Honor Society in Philosophy

Phi Sigma Tau, Local Chapter: New Jersey Eta (3107)

Students are eligible to apply for membership if they have completed 12 credits in philosophy with a 3.5 GPA and a 3.0 GPA overall.

Major Program

In conjunction with meeting the standards and requirements of the College of Arts and Sciences, the philosophy major consists of 30 credits. Students work out the details of their course of study in consultation with the chairperson who may modify the program in view of a student's interest and objectives. Majors are required to maintain a minimum GPA of 2.5.

Philosophy Major Requirements (30 credits):

I. Any two of the following courses are required:

- PHIL 1101 Introduction to Philosophy
- PHIL 1104 Logic
- PHIL 1105 Ethics

II. Five courses at the PHIL 2000 level

Note: With the permission of the chairperson a student may substitute one related 3 credit course from another discipline.

III. Three courses at the Phil 3000 level:

Note: Students must complete 6 credits at the Phil-2000 level before taking any 3000 level courses.

IV. Students who intend to do graduate work in Philosophy are directed to take 7 of the following 8 courses in addition to the 3 required 3000 level courses:

- A. Two courses from this section
 - PHIL 1104 Logic or PHIL 1204 Symbolic Logic
 - PHIL 1105 Ethics or PHIL 2250 Moral Theories
- B. Any three of the following four history of philosophy courses:
 - PHIL 2020 Ancient Philosophy
 - PHIL 2030 Medieval Philosophy
 - PHIL 2040 Modern Philosophy
 - PHIL 2050 Contemporary Philosophy
- C. Both of these courses
 - PHIL 2500 Epistemology
 - PHIL 2950 Metaphysics

Minor Programs

The philosophy minor and the philosophy minor in ethics and applied ethics require students to complete a minimum of 18 credits according to the distribution given below. Each student's program is worked out in consultation with the chairperson.

Philosophy Minor Requirements:

- I. Two courses at the 1000 level
- II. Three courses at the 2000 level
- III. One course at the 3000 level

Note: Six credits at the 2000 level must be completed before a student may take any course at the 3000 level.

Philosophy Minor in Ethics and Applied Ethics

The philosophy minor in ethics and applied ethics is for students who are interested in exploring important domestic and/or global ethical issues and problems that affect people's well being in the social, political, legal, or economic realm.

- A. Students must take PHIL 1105 Ethics and one of the following courses (6 credits):
 - PHIL 1101 Introduction to Philosophy
 - PHIL 1125 Business Ethics
 - PHIL 1155 Ethics and International Affairs
 - RELS 1502 Contemporary Moral Issues

B. Students must take three of the following courses (9 credits):

- PHIL 2100 Modern Society and Human Happiness
- PHIL 2110 (WMST 2110) Feminist Theories
- PHIL 2115 (ENVL 2115) Environmental Ethics
- PHIL 2120 Ethics and Technology
- PHIL 2130 Biomedical Ethics
- PHIL 2140 Political Philosophy
- PHIL 2150 Philosophy of Law
- PHIL 2205 Moral Theories

Note: Students may substitute a 2000 level course with one of the following courses or any other relevant course with the approval of chairperson.

- COMM 2134 Communication Ethics
- RELS 2520 (CAST 2520) Catholic Social Teaching
- ANTH 3215 Human Rights and Social Justice
- DIPL 4106 Human Rights

C. Students must take one of the following 3000 level philosophy courses with an emphasis on its ethics component (3 credits):

- PHIL 3000 Plato
- PHIL 3005 Aristotle
- PHIL 3010 St. Augustine
- PHIL 3015 St. Thomas Aquinas
- PHIL 3060 Spinoza
- PHIL 3070 Kant

Course Descriptions

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. PHIL 1107 and PHIL 1108 together form a one-year, 8-credit sequence. *4 credits*

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*

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 2080 Theories of Human Nature

A survey of the major theories of human nature from Plato to the 21st century. *3 credits*

PHIL 2090 Philosophy of Mind

Examination of major theories about the mind, such as dualism, materialism, behaviorism, and cognitive theories that refer to internal psychological states. Includes consideration of artificial intelligence, consciousness, and the nature of psychology. *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 (ENVL 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 2120 Ethics and Technology

This course will examine theories in the philosophy of technology and various applied-ethical issues arising from technological advances. Topics may include: technology and democracy, technology and community, freedom and technology, privacy, hacker ethics, virtual reality and video games, engineering ethics, and robots and cybernetic organisms. *3 credits*

PHIL 2130 Biomedical Ethics

This course will examine various ethical issues arising from advances in biological and medical practices and technologies. Topics may include: healthcare administration, end-of-life decision making, human and animal research, the human genome project, the design and use of reproductive technologies, stem cell research, and resource allocation and distribution. *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 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 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 2250 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 2810-2815 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*

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*

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 (CORE 3596) 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 (CORE 3597) 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 3595 (CAST 2160, CORE 3595) 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. (Formerly PHIL 2160). *3 credits*

PHIL 3900 Research Seminar

Primarily for philosophy majors. Intensive study revolving around topic/theme chosen by instructor. 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

Science and Technology Center (McNulty Hall)

(973) 761-9050

www.shu.edu/artsci/physics

Faculty: Lopez; Sahiner (*Chair*); Shojania-Feizabadi; Troha; Wang

Faculty Emeriti: Schleifer; Stamer

The Department of Physics offers major programs of study leading to the degree of Bachelor of Science (B.S.) and the degree of Bachelor of Arts (B.A.). 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 leading to the degree of Bachelor of Science (B.S.):

1. **Applied Program** for students desiring a conventional program in physics to be followed by graduate work in physics or a related field;
2. **Industrial Program** for those who intend to seek employment in industry or government, or those considering a career in secondary education;
3. **Five-Year Dual Degree (Physics/Engineering) 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. Please see the Engineering Degree Program in Collaboration with NJIT on page 240 of this catalogue.

The Bachelor of Arts (B.A.) program is ideal for those who intend to seek employment in secondary education and those who wish to study physics and pursue professional careers in such fields as business, law, and allied health.

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.

Bachelor of Science (B.S.) Degree Program

In addition to meeting the core curriculum requirements of the College of Arts and Sciences, each degree candidate must complete at least 68 hours (30 hours for Five-Year Dual Degree Physics/Engineering Program) of the following coursework for the first three years. Students must complete six credits at the 2000 level before taking any 3000-level courses.

Physics Core Requirements	Credits
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
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 and/or	6
PHYS 4811-4815 Advanced Laboratory III-IV	6
Other Required Courses	
CHEM 1107 Principles of Chemistry I	4
or	
CHEM 1123/1125 General Chemistry I and Lab I	4
CHEM 1108 Principles of Chemistry II	4
or	
CHEM 1124/1126 General Chemistry II and Lab II	4
MATH 1401-2411 Calculus I-III	12
CSAS 1113 Computing for Science Majors	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	3-6
PHYS 4219 Statistical Physics	3
A student planning industrial employment must take the following:	
CHEM 2215 Analytical Chemistry I	4
PHYS 2894 Electronics II	3

Bachelor of Arts (B.A.) Degree Program

In addition to the courses needed to satisfy the College of Arts and Sciences Core Curriculum requirements, each student in the Physics B.A. program is required to satisfy physics requirements as are listed below for a total of at least 53 credits. Additionally, students are recommended to take specialized elective courses depending on their career paths.

B.A. Degree Requirements Credits	
PHYS 1705-1706 Principles of Physics I-II	6
PHYS 1815 Data Analysis Physics Laboratory I	2
PHYS 1816 Data Analysis Physics Laboratory II	1
PHYS 2112 Physical Applications of Mathematical Techniques	4
PHYS 2185 Introductory Modern Physics	4
PHYS 2186 Waves and Oscillations	3
PHYS 2883 Electronics I	3
PHYS 3811-3815 Advanced Laboratory I-II	4
MATH 1401-2411 Calculus I-III	12
CHEM 1107 Principles of Chemistry I	4
CHEM 1108 Principles of Chemistry II	5

Plus any two 3000-level physics courses from the following list:

PHYS 3119 Math Methods	4
PHYS 3121 Mechanics I	3
PHYS 3185 Electricity and Magnetism I	3
PHYS 3217 Modern Optics	3

Model program for B.S. (Physics, Physics/Engineering) and for B.A. Physics:**First Year****Fall Semester**

PHYS 1705	Principle of Physics I	3
PHYS 1815	Data Analysis Physics Laboratory I	2
MATH 1401	Calculus I	4
ENGL 1201	Core English I	3

Spring Semester

PHYS 1705	Principle of Physics II	3
PHYS 1816	Data Analysis Physics Laboratory II	1
MATH 1411	Calculus II	4
ENGL 1202	Core English II	3

Second Year**Fall Semester**

PHYS 2883	Electronics I	3
PHYS 2185	Introductory Modern Physics	4
MATH 2411	Calculus III	4
CHEM 1107*	Principles of Chemistry I	4
or CHEM 1123/1125*	General Chemistry I and Lab	4

*B.A. students must take CHEM 1107.

Spring Semester

PHYS 2186	Waves and Oscillations	3
PHYS 2112	Physical Applications of Mathematical Techniques	4
CHEM 1108 *	Principles of Chemistry II	5
or CHEM 1124/1126 *	General Chemistry II and Lab	4

* B.A. students must take CHEM 1108.

Third Year**Fall Semester**

PHYS 3119	Math Methods	4
PHYS 3121	Mechanics I	3
PHYS 3185	Electricity and Magnetism I	3
PHYS 3815	Advanced Laboratory I	2

Spring Semester

PHYS 3217	Modern Optics	3
PHYS 3122	Mechanics II	3
PHYS 3812	Advanced Laboratory II	2
Elective Courses (see below)		3

Fourth Year**Fall Semester**

PHYS 4812	Advanced Laboratory III	2
Elective courses (see below)		

Spring Semester

PHYS 4815	Advanced Laboratory IV	2
Elective courses (see below)		3

The following electives are recommended:

BIOL 1201	General Biology I
BIOL 1202	General Biology II
CHEM 2321	Organic Chemistry I
CHEM 2315	Organic Chemistry I Lab
CHEM 2322	Organic Chemistry II
CHEM 2316	Organic Chemistry II Lab
CLAS 1314	Scientific Terminology
CSAS 1113	Introduction to Computer Science I
ENGL 3513	Scientific and Technical Writing
MATH 2111	Statistics for Science Majors (Prerequisite: MATH 1401)
PHIL 2700	Philosophy of Science
PHYS 2894	Electronics II
PHYS 3186	Electricity and Magnetism II
PHYS 4211	Quantum Mechanics I
PHYS 4212	Quantum Mechanics II
PHYS 4219	Statistical Physics

Physics Minor

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	2-3
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	6-8

Course Descriptions**ERTH 1019 (ENVL 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 or MATH 1015, and PHYS 1811-1812. *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. Corequisite: MATH 1401-1411 or permission of instructor, and PHYS 1815-1816.

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 or MATH 1015, and PHYS 1701-1702 or PHYS 1705-1706. Lab fee \$25 for each course. *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. Corequisite: MATH 1401 and PHYS 1705. Lab fee \$25.

2 credits

PHYS 1816 Physics Laboratory and Data Analysis II

See PHYS 1812 Data analysis involves programs discussed in PHYS 1815. Prerequisite: PHYS 1815. Corequisite: MATH 1411 and PHYS 1706. Lab fee \$25. *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 1706 or PHYS 1702. *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 Oscillations

Oscillations of particles and rigid bodies; vibrations and waves in one to three dimensions; sound and electromagnetic waves. Prerequisite: MATH 2411, PHYS 2185. *4 credits*

PHYS 2883 Electronics I

Circuit analysis; electronic instruments; digital and analog integrated circuits; microcomputer interfacing. One laboratory meeting per week. Prerequisite: a year of general physics. Corequisite: 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 2411, PHYS 2112. *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 3811-3812, 3814-3815 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). \$25 lab fee for each course. *1-4 credits*

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 2186; PHYS 3185. *3 credits each*

PHYS 4219 Statistical Physics

Kinetic theory; quantum statistics; systems of interacting particles. Applications to solids. Prerequisite: PHYS 2186. *3 credits*

PHYS 4289 Research in Physics

1 credit

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.) \$25 lab fee for each course. *2-3 credits*

PHYS 4811-4815 Advanced Laboratory III-IV

Supervised research. Fall semester: PHYS 4811 (*1 credit*), PHYS 4812 (*2 credits*). Spring semester: PHYS 4814 (*1 credit*), PHYS 4815 (*2 credits*). Prerequisite: Permission of the instructor. \$25 lab fee for each course.

Department of Political Science and Public Affairs

Jubilee Hall, 5th Floor

(973) 761-9383

www.shu.edu/academics/artsci/political-science-public-affairs

Faculty: Akonor; Brown; Fisher; Formicola; Hale (*Director, Graduate Studies M.P.A. Program*); Hennessy; Hewitt (*Director, Graduate Studies M.H.A. Program*); Hosseini; Mirabella; Mott; Paitakes; Pallitto; Taylor; Togman (*Chair*); Wish

Faculty Emeriti: Adinaro; Boutilier; Connors; Dunham; Manley

At the undergraduate level, the Department of Political Science and Public Affairs offers a program of study in political science leading to the degree Bachelor of Arts. The department offers curriculum in the discipline's major subfields of United States government and politics, comparative politics, international relations, political theory and methodology, as well as in the areas of public law, environmental studies, urban affairs, public and nonprofit administration, public policy, and public behavior.

The major program in political science provides students with a rigorous education in the theory and practice of politics and government, and prepares students for careers in politics, law, government service, journalism, the nonprofit sector, public affairs, the private sector, and numerous other fields.

In addition to the major program, the department offers a minor in political science, a minor in nonprofit studies, the American Humanities Certificate, and a five-year dual degree (B.A./M.P.A.). (See page 239 for five-year programs).

The Washington Center for Internships and Academic Seminars

In partnership with The Washington Center for Internships and Academic Seminars, an educational nonprofit organization, the Department of Political Science and Public Affairs offers undergraduate students an opportunity to complete an internship and coursework in Washington, D.C. for academic credit. Students select their internship placement from thousands of organizations in government, business and the non-profit sector. As part of their experience, students attend weekly seminars conducted by highly qualified faculty, providing them with the opportunity to further their understanding of the relationship between theory and practice. Interns also participate in The Leadership Forum, a public policy speaker series with distinguished leaders including cabinet members, members of Congress, journalists, and others.

Major Program in Political Science

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 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

	Credits	
POLS 1211	United States Politics	3
POLS 1401	Western Political Thought	3
POLS 1611	Comparative Politics	3
POLS 1711	International Relations	3
POLS 2910	Research Methods	3
POLS 5012	Senior Seminar	3
4 POLS electives at any level		12
2 POLS classes at the 3000 level		6
		Total: 36

Model Program

First-Year Requirements:

	Credits	
Fall Semester		
POLS 1211	United States Politics	3
MATH 1203	Statistical Models for the Social Sciences	3
Spring Semester		
POLS 1611	Comparative Politics	3

Second-Year Requirements

Fall Semester		
POLS 1401	Western Political Thought	3
POLS 1711	International Relations	3
Spring Semester		
POLS 2910	Research Methods	3
POLS Elective at the 1000 or 2000 level		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 5012	Senior Seminar	3
Spring Semester		
POLS Elective at the 3000 level		3
		Total: 36

Students should select 18 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. Students must take at least two courses at the 3000 level.

Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement.

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 in Political Science

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:

	Credits
POLS 1211 United States Politics	3
Four POLS courses at the 1000- or 2000-level	12
One POLS course at the 3000-level	3
Total:	18

Minor Program in Nonprofit Studies

The minor in nonprofit studies is a program designed to prepare students for careers in management in the nonprofit sector, especially with agencies working with youth and social services. The nonprofit sector is growing by leaps and bounds, and the need for highly prepared professionals to lead nonprofits is also soaring. As government funding and programs are cut, there has been increased community dependence on nonprofits, more nonprofit involvement with vulnerable populations, and limited time and resources available to recruit qualified, new employees, particularly African Americans and Latinos.

The minor in nonprofit studies consists of 21 hours of directed study, including one core course, POLS 2120 The Nonprofit Sector, one course in nonprofit financial and fundraising management, POLS 2121, one course in organizational theory, one course in community and social issues, one course in management and one course in leadership from the following list. Students also will be required to complete an internship with a nonprofit organization. Student may apply a maximum of 6 credits from their major to the nonprofit studies minor (exclusive of internship experience).

Required Courses

POLS 2120	The Nonprofit Sector
POLS 2121	Financial and Fundraising Management in Nonprofit Organizations

Electives

Organizational Theory

NUTH 4114	Leadership, Management and Trends in Nursing
PSYC 1216	Industrial/Organizational Psychology
SOCI 2314	Formal Organizations
(POLS 2115)	Theories of Organization: The Bureaucratic Phenomenon
SOWK 1111	Introduction to Social Work

Management

BMKT 2601	Introduction to Marketing
BMGT 2501	Principles of Management
BITM 2701	Management Information Systems
COPA 2512	Public Relations I

Community and Social Issues

AFAM 3311	Public Institutions and the African American
AFAM 2313	Black Politics
(POLS 2313)	
IDNS 2001	Women and Health
NUTH 4115	Community Health Perspectives
PSYC 1212	Child Psychology
PSYC 1213	Adolescent Psychology
PSYC 2216	Social Psychology
SOCI 2513	Social Inequality
(WMST 2513)	
SOWK 1311	Children and Youth in Society
SOWK 1911	Introduction to Gerontology
WMST 1401	Women, Culture and Society

Leadership Elective

DIPL 3101	Concepts of Leadership
PHIL 1125	Business Ethics
RELS 2520	Catholic Social Teaching
(CAST 2520)	

Internships

POLS 2516	Nonprofit Practicum I
-----------	-----------------------

Certificate in American Humanics (24 Credits):

Students can elect to complete additional requirements to gain a certificate from American Humanics, a national alliance of colleges, universities and nonprofits that provides a national certification of nonprofit competencies for graduating students. In addition to nonprofit studies minor requirements, American Humanics students participate in a national student conference and complete the Nonprofit Practicum II course (150 hour internship, 3 credits).

Course Descriptions

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 1211 United States Politics

Introduction to the institutions and processes of United States national government, its development as a constitutional system and the political culture of society in the United States. *3 credits*

POLS 1401 Western Political Thought

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 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 2090-2094 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 each*

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 2115 (SOCI 2314) 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 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 2121 Financial and Fundraising Management

Introduction to financial, budgetary and accounting issues in tax-exempt organizations, examines principles, techniques and issues surrounding resource development in nonprofit organizations, with an introduction to annual funds, capital

campaigns and endowment support and an overview of grants and contracts including trends in grantmaking, grantwriting, funding source identification and relationship development with funders. *3 credits*

POLS 2122 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. (Formerly POLS 1113) *3 credits*

POLS 2190-2193 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 each*

POLS 2212 The United States Congress

Composition and political organization of the United States Congress. The committee system and the process of lawmaking and the political actors. Relations with other branches of government. *3 credits*

POLS 2213 United States Presidency

Evolution of the office. Nomination and election of a president. Roles and responsibilities. Contemporary institutional critique. *3 credits*

POLS 2214 United States Judicial System

Concepts of law and jurisprudence, functions and staffing of United States 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 United States constitutional law. Controversy over judicial review. *3 credits*

POLS 2215 United States Parties and Interest Groups

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 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 2229 (SOCI 2213, ANTH 2213) Introduction to U.S. Law

Explores the basis for United States 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. (Formerly POLS 1212) *3 credits*

POLS 2290-2293 Topics in United States Politics

Selected topics designated before the semester in the area of United States politics. Topics vary from semester to semester as the department directs. May be repeated for credit as the topic changes. *3 credits each*

POLS 2311 (AFAM 2213) 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*

POLS 2312 (AFAM 2212, HIST 3364) 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 United States society are identified and evaluated. *3 credits*

POLS 2313 (AFAM 2313) Black Politics

Analytical study of the impact of black participation in United States political institutions and their responsiveness to the political demands of the Black community. *3 credits*

POLS 2326 (AFAM 2326) Development and Democracy 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*

POLS 2327 (AFAM 2327, SOWK 2327) Organizing Grassroots Communities

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*

POLS 2333 (AFAM 2333) Africa and the Global Political Economy

This course will entail a critical assessment of the Africa's position internationally, and of the challenges, as well as the opportunities, to African countries from current global economic and political phenomena. The purpose of this course is to analyze the foreign policy relations of African States, in light of their position in the global division of labor and their political, economic and ideological attributes. *3 credits*

POLS 2411 (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*

POLS 2412 Modern Ideologies

This course is an evaluation of the various ideologies that have influenced political thought and action in the modern era. The content is introduced by an investigation of modernity itself and the meaning associated with this concept. Following this, the course reviews particular political ideologies (democratic theory, capitalism, anarchism, Marxism, socialism, fascism, religious fundamentalism). *3 credits*

POLS 2414 United States Political Ideas

Introduction to major United States political theorists, including representative thinkers such as Madison, Calhoun, Thoreau, Sumner, Dewey, Kirk, Viereck, Marcuse and King. *3 credits*

POLS 2420 Modern Political Theory

This course examines what constitutes our modern world and political reality. It is difficult to disassociate modern political theory from social, political and economic movements. Modern ideas and systematic theories are bound tightly to political action. Our work includes investigations of anarchism, democratic theory, fascism and totalitarianism, feminism, human rights and liberalism, libertarianism, communism and socialism, and environmentalism. Issues investigated include the rise of liberal democracy and its critics, the impact of the industrial revolution on modern politics, and how technological change and environmental limitations have affected contemporary political thought. *3 credits*

POLS 2490-2491 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 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 (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 (ASIA 3114) Asian Politics

Political systems and behavior in modern Japan, China, India and Southeast Asia. *3 credits*

194 College of Arts and Sciences

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 2614 (LALS 2614) Latin American Politics

Basic forces conditioning the politics of the area. The variety of governmental structures and party systems in Mexico, South and Central America. *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 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 each*

POLS 2711 Foreign Policy in Middle East

This course provides an historical assessment and examines the nature and conduct of the United States in its foreign policy toward the Middle East, from 1945 to the present. Particular attention will be paid to development in the Middle East in the 21st Century, including the U.S. and its Middle Eastern allies, America and the war on terror, relations between various region's nation-states, including Israel, and our role in the region post-9/11. *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 2790-2792 Topics in International Relations

Selected topics designated before the semester in the area of international relations. Topics vary from semester to semester. *3 credits each*

POLS 2910 (ENVL 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. Prerequisite: For POLS majors only, MATH 1101 or MATH 1203, and POLS 1211, 1401, 1611 or 1711. *3 credits*

POLS 3014 (ENVL 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 United States Federalism

Examination of the nature of the Federal system, with historical origins, constitutional evolution and contemporary problem areas highlighted. *3 credits*

POLS 3213 United States 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 3215 U.S. Political Economy

This course will critically examine the institutional, economic, and political factors that influence the economic decision making process at all levels of government. The student will develop an understanding of the theories, processes, principles, and concepts of public budgeting and governmental management of the economy. This course is divided into two parts. The first segment of the course will examine in detail how the federal government produces a budget and study the consequences of this process. The second part of the course will analyze the role of government in managing the economy. *3 credits*

POLS 3290 Advanced Studies in United States Politics *3 credits*

POLS 3311 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 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 the United States

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 3590 Special Topics: Environmental Law

Course surveys the principles of law involved in environmental issues, survey of environmental litigation, legislation and administrative rulings. In addition, the course focuses on the diversity of rationales in support of environmental policy and the unique regulatory characteristics of environmental policy. Environmental topics include natural resources, water pollution, private land use, air pollution, toxic substances, climate change, and biodiversity. *3 credits*

POLS 3591 Political Ideas and Movements of the 20th Century

An examination of the twentieth century forces a re-evaluation of what it means to be human. Standard interpretations of truth are challenged and formerly powerless communities find themselves embroiled in political protest and liberation. Through film, art, literature and 'live' accounts, we will investigate and follow several key political ideas that hallmark the twentieth century as a time of radical transformation. *3 credits*

POLS 3611 Political Ferment in the Middle East

This course critically examines a wide range of issues and viewpoints regarding the nature of contemporary politics in the Middle East. Included will be a review of the historical, geographic, social and religious development of the Middle East, and the role of each in understanding contemporary problems within the region. Particular attention will be paid to the resulting complexities of daily life in the region and the outlook for the future. *3 credits*

POLS 3612 Foreign Policies of Major Powers

This seminar course examines the foreign policies of the major powers, comparing and contrasting the various policy approaches of the US, China, Russia, Japan, etc.. Additionally, it analyzes the formulation, development, and execution of a foreign policy agenda by the major powers and the implications for other countries and international organizations. *3 credits*

POLS 3613 United States 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 3710 International Political Economy

This course is designed to provide students with the conventional and critical approaches to the study of global political economy. It will focus on issues of international trade, the international monetary system, and foreign investment and the relationship of each to both international and domestic politics. Among the specific topics to be discussed are: trade and protectionism, the role and performance of global institutions such as the IMF,

World Bank, and WTO, the significance of multinational corporations, the impact of regional economic communities, and the relationship of the world economy to the economic development of poor countries. The complexities and contradictions of globalization serve as the overarching backdrop for this seminar. *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 3713 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. (Formerly POLS 2712) *3 credits*

POLS 3891 Political Science Internship I

The goal of the internship/field placement experience is to provide students with the opportunity to "turn theory into practice" by working in an organizational setting in which they can utilize recently-learned management principles and skills as well as observe and gain insight into daily organizational operations and decision-making practices. In augmenting a student's field placement experience, the purpose of the seminar is to help the student evaluate and analyze his or her experience, learn new information about the workplace, and assess his or her current skills and abilities. To these ends, students will read a number of articles on workplace issues and evaluate his or her placement and performance in light of these readings and seminar discussions. Please see Internship Adviser. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. *3 credits*

POLS 3892 Political Science Internship II

For students completing an extended internship experience. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. *3 credits*

POLS 3893 Political Science Internship III

For students completing an extended internship experience. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. *3 credits*

POLS 5012 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. Prerequisites: POLS 1211, 1401, 1611, 1711, 2910 and one POLS course at the 3000 level. *3 credits*

POLS 5013 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. *3 credits*

POLS 5161 Independent Study in Political Science Research

Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. *1 credit*

POLS 5171 Independent Study in Political Science Research

Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. *2 credits*

POLS 5191 Independent Study in Political Science Research

Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. *3 credits*

Department of Psychology

Jubilee Hall, 3rd Floor

(973) 761-9484

psych@shu.edu

www.shu.edu/academics/artsci/psychology

Faculty: Buckner (*Director of Graduate Studies*); Burton; Goedert; Fisher (*Internship Adviser*); Hovancik; Hunter; Levy; Lloyd; Nolan (*Chair*); Simon; Teague; Vigorito

Faculty Emeriti: Kendig; Lennon; Shannon

The Department of Psychology offers programs of study leading to either the Bachelor of Arts degree or the Bachelor of Science degree. The department recognizes that the methods of scientific inquiry can be applied meaningfully and fruitfully to the understanding of individual behavior. The Bachelor of Arts 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. The Bachelor of Science degree is intended for those students interested in doctoral level programs in psychology as well as graduate study in medicine.

Donald N. Lombardi Scholarship

Donald N. Lombardi, Ph.D., was a respected and beloved colleague and teacher who, except for his graduate education, was a member of the South Orange community for nearly fifty years. To honor Dr. Lombardi's memory, the Donald N. Lombardi Scholarship is awarded annually to a student nominated by the faculty of the Department of Psychology.

Major Programs

Bachelor of Arts (B.A.)

In addition to meeting the standards and requirements of the College of Arts and Sciences, B.A. degree candidates must complete a minimum of 43 credits in psychology of which 27 are required. BIOL 1105-1106 and MATH 1202 also are required. The core sequence courses, PSYC 2311, PSYC 3311, and PSYC 5111, may each be taken a maximum of three times. Students must earn at least a C- in each of these courses.

Through the advising process, individual programs are tailored to the students' needs and objectives. The psychology major includes the following:

Required Courses (15 credits):

PSYC 1101 Introduction to Psychology	3
PSYC 1201 Orientation to the Psychology Major	1
PSYC 2311 Elementary Psychological Statistics	4
PSYC 3311 Research Methods in Psychology	4
PSYC 5111 Seminar in Psychology	3

One Biological Basis of Behavior and Mental Processes course (3 or 4 credits):

PSYC 3213 Sensation and Perception	3
PSYC 3217 Biological Psychology	3
PSYC 3227 Biological Psychology Laboratory (optional)	1
PSYC 3319 Human Neuropsychology	3

One Learning and Cognition course (3 or 4 credits):

PSYC 3214 Cognitive Psychology	3
PSYC 3224 Cognitive Psychology Laboratory (optional)	1
PSYC 3220 Learning	3
PSYC 3225 Learning Laboratory (optional)	1
PSYC 3216 Motivation and Emotion	3

One Social/Developmental course (3 credits):

PSYC 1212 Child Psychology	3
PSYC 1213 Adolescent Psychology	3
PSYC 1214 Adult Development	3
PSYC 1215 (WMST 1215) Psychology of Gender	3
PSYC 2212 Developmental Psychology	3
PSYC 2216 Social Psychology	3
PSYC 3212 Advanced Social Psychology	3

One Fieldwork/Applied course (3 credits):

PSYC 1216 Industrial/Organizational Psychology	3
PSYC 1219 Sports Psychology	3
PSYC 1222 International Psychology	3
PSYC 1223 Psychology of Religion	3
PSYC 2315 Laboratory Research Experience	3
PSYC 3408-3413 Internship in Psychology	3/6

One Clinical/Professional course (3 credits):

PSYC 1211 Psychology of Adjustment	3
PSYC 1218 Drug and Alcohol Abuse	3
PSYC 1221 Exceptional Child Psychology	3
PSYC 2211 Personality Concepts	3
PSYC 2213 Adult-Child Relations	3
PSYC 2214 Abnormal Psychology	3
PSYC 2215 Psychological Testing	3

Experiential Learning Requirement

All students are required to take one experiential course as part of their B.A. This class DOES NOT constitute additional credits; in completing the major requirements, students must complete one of the following courses:

PSYC 2315 Laboratory Research Experience	3
PSYC 3408-3413 Internship in Psychology	3/6
Any other PSYC course with an explicit service-learning component	3

Laboratory Requirement

All students are required to take one laboratory credit with the co-requisite of the related 3 credit course as part of their B.A. The laboratory course can be selected from either the Learning and Cognition category or the Biological Basis of Behavior and Mental Processes category.

Psychology Electives

12 credits, with at least 6 credits at the 2000-level or higher
Total: 43

Bachelor of Science (B.S.)

Students pursuing the psychology B.S. complete the B.S. Core in the College of Arts and Sciences. Additionally, they must complete two laboratory courses within the psychology major. Further, they take PSYC 5113 instead of PSYC 5111; this version of the Seminar capstone course is more rigorous, requiring an APA-style research proposal rather than an APA-style literature review. Although B.A. students are required to take MATH 1202, this is not a requirement for B.S. students, so that they can satisfy the math requirement for the B.S., (i.e., 2 math courses at 1400 or higher or 1 math course at 1400 or higher and CSAS 1113 or 1114).

Required Courses (18-19 credits): Credits

PSYC 1101 Introduction to Psychology	3
PSYC 1201 Orientation to the Psychology Major	1
PSYC 2311 Elementary Psychological Statistics	4
PSYC 3311 Research Methods in Psychology	4
PSYC 3217 Biological Psychology	3
PSYC 3227 Biological Psychology Laboratory (optional)	1
PSYC 5113 Advanced Seminar in Psychology	3
(This course is cross-listed with PSYC 5111 Seminar in Psychology.)	

One Learning and Cognition course (4, 7 or 8 credits):

PSYC 3214 Cognitive Psychology	3
PSYC 3224 Cognitive Psychology Laboratory (optional)	1

PSYC 3220 Learning	3
PSYC 3225 Learning Laboratory (optional)	1
PSYC 3216 Motivation and Emotion	3

One Social/Developmental course (3 credits):

PSYC 1212 Child Psychology	3
PSYC 1213 Adolescent Psychology	3
PSYC 1214 Adult Development	3
PSYC 1215 (WMST 1215) Psychology of Gender	3
PSYC 1223 Psychology of Religion	3
PSYC 2212 Developmental Psychology	3
PSYC 2216 Social Psychology	3
PSYC 3212 Advanced Social Psychology	3

One Fieldwork/Applied course (3 credits):

PSYC 1216 Industrial/Organizational Psychology	3
PSYC 1217 Psychology of Careers	3
PSYC 1219 Sports Psychology	3
PSYC 1222 International Psychology	3
PSYC 2315 Laboratory Research Experience	3
PSYC 3408-3413 Internship in Psychology	3/6

One Clinical/Professional course (3 credits):

PSYC 1211 Psychology of Adjustment	3
PSYC 1218 Drug and Alcohol Abuse	3
PSYC 1221 Exceptional Child Psychology	3
PSYC 2211 Personality Concepts	3
PSYC 2213 Adult-Child Relations	3
PSYC 2214 Abnormal Psychology	3
PSYC 2215 Psychological Testing	3

Experiential Learning Requirement

All students are required to take one experiential course as part of their B.S. degree requirements. This class does not constitute additional credits; in completing the major requirements, students must complete one of the following courses:

PSYC 2315 Laboratory Research Experience	3
PSYC 3408-3413 Internship in Psychology	3/6
Any other PSYC course with an explicit service-learning component	3

Laboratory Requirement

All students are required to take two laboratory credits with the co-requisite of the related 3 credit course as part of their B.S. degree requirements. The laboratory courses can be selected from either the Learning and Cognition category or the Biological Basis of Behavior and Mental Processes category.

Psychology Electives

9-12 credits, with at least 6 credits at the 2000-level or higher

Total: 44

Psychology Honors Program

Students with exceptional academic credentials and interest in advanced study in psychology are encouraged to apply to the Psychology Honors Program. This program 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 or PSYC 5113)
2. Two of the following courses must be taken with a lab:
 - PSYC 3214/3224 Cognitive Psychology/Laboratory
 - PSYC 3215/3225 Learning/Laboratory
 - PSYC 3217/3227 Biological Psychology/Laboratory
3. Students must complete 9 credits of electives (not 12) for the B.A. or 6-9 credits of electives (not 9-12) for the B.S. At least one of these must be a 2000-level course or higher.

Information about admission to the Psychology Honors Program and additional details about program requirements may be obtained from the department chair.

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 three of the five categories of psychology courses. This provides sufficient breadth while permitting the students, with advisement, to obtain depth with the two remaining elective courses.

Required Course (3 credits):	Credits
PSYC 1101 Introduction to Psychology	3

Courses from three of the five following categories:

Biological Basis of Behavior and Mental Processes (3, or 4 credits):

PSYC 3213 Sensation and Perception	3
PSYC 3217 Biological Psychology	3
PSYC 3227 Biological Psychology Laboratory (optional)	1
PSYC 3319 Human Neuropsychology	3

Learning and Cognition (3 or 4 credits):

PSYC 3214 Cognitive Psychology (lab optional)	3
PSYC 3224 Cognitive Psychology Laboratory (optional)	1
PSYC 3220 Learning	3
PSYC 3225 Learning Laboratory (optional)	1
PSYC 3216 Motivation and Emotion	3

Social/Developmental (3 credits):

PSYC 1212 Child Psychology	3
PSYC 1213 Adolescent Psychology	3
PSYC 1214 Adult Development	3
PSYC 1215 (WMST 1215) Psychology of Gender	3
PSYC 2212 Developmental Psychology	3
PSYC 2216 Social Psychology	3
PSYC 3212 Advanced Social Psychology	3

Fieldwork/Applied (3 credits):

PSYC 1216 Industrial/Organizational Psychology	3
PSYC 1217 Psychology of Careers	3
PSYC 1219 Sports Psychology	3
PSYC 1222 International Psychology	3
PSYC 1223 Psychology of Religion	3
PSYC 2315 Laboratory Research Experience	3
PSYC 3408-3413 Internship in Psychology	3/6

Clinical/Professional (3 credits):

PSYC 1211 Psychology of Adjustment	3
PSYC 1218 Drug and Alcohol Abuse	3
PSYC 1221 Exceptional Child Psychology	3
PSYC 2211 Personality Concepts	3
PSYC 2213 Adult-Child Relations	3
PSYC 2214 Abnormal Psychology	3
PSYC 2215 Psychological Testing	3

Two psychology electives

Six of the 18 total credits must be at the 2000 level or higher.

B.A. Psychology/M.S. Experimental Psychology (3+2) Dual Degree Program

The Department of Psychology offers a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and a Master of Science in Experimental Psychology (M.S.). This five-year program permits undergraduate students to take two required 3-credit courses (Research Design and Analysis I, Independent Research I) and two 3-credit electives from the graduate program in the Experimental Psychology curriculum during their senior year. The 12 graduate credits earned would count toward the completion of the bachelor's degree. Students take 24 graduate credits in the fifth year and summers, preferably 9 credits during the fall and spring semesters and 3 elective credits in the summers before and after the fifth year. Satisfactory performance in these remaining 24 credits of graduate-level coursework as well as an empirical thesis project completed in the fifth year would earn students the M.S. in Experimental Psychology degree.

As part of the coursework in the M.S. Experimental Psychology program, students have the option of focusing their electives on a Behavioral Neuroscience or a Psychological Science (general) concentration. The Behavioral Neuroscience concentration requires courses and research experiences that are most directly relevant to behavioral studies of brain functioning. Either track would well prepare students for a broad range of career possibilities.

The program is designed to train students in the scientific methods of psychology in preparation for involvement in basic research and teaching, as well as for work in applied settings (e.g. clinical psychology or industrial/organizational psychology). The M.S. degree program is designed specifically for students seeking to gain a solid foundation in empirical research for eventual entry into doctoral programs in scientist/practitioner programs in clinical or counseling psychology, as well as doctoral programs in a number of experimental science fields such as Cognitive, Developmental, Social, or Biological Psychology and Neuroscience. Graduates may also go on to related areas of employment such as laboratory assistants, market researchers, science writers and community college teaching.

Students may apply for the B.A./M.S. option in their junior year (second semester). See the Graduate Catalog for program requirements and course descriptions. For more information please contact the Director of Graduate Studies in the Department of Psychology.

Requirements for Program Admission:

- Have senior status (90 credits) by the time courses begin (apply in the second semester of junior year)
- Submit College of Arts and Sciences graduate application (available online)
- Overall Undergraduate GPA 3.0; Psychology GPA 3.2
- Letter of recommendation from major adviser
- Personal Statement

Note: The GRE is waived for psychology majors applying to this dual degree program.

Required Psychology Major Courses

	Credits
PSYC 1101 Introduction to Psychology	3
PSYC 1201 Orientation to the Major	1
PSYC 2311 Elementary Psychological Statistics	4
PSYC 3311 Research Methods	4
One from PSYC 3213, 3217/3227, 3319	3/4
One from PSYC 3214/3224, 3220/3225, 3216 (one of the two above courses must include laboratory)	3/4
One from PSYC 1212, 1213, 1214, 1215, 2212, 2216, 3212	3
One from PSYC 1216, 1217, 1219, 1222, 1223, 2315, 3408-3413	3
One from PSYC 1211, 1218, 1221, 2211, 2213, 2214, 2215	3
PSYC 5111 Seminar in Psychology	3
Undergraduate Psychology electives (at least two must be 2000 or 3000 level)	12

[At least one undergraduate course must include:

PSYC 2315, 3408-3413, or any PSYC course with an explicit service-learning component	3
This does not constitute additional credits.]	
PSYC 6100 or 6200 Research Design I or II (senior year)	3
PSYC 7201 Independent Research I (senior year)	3
Total:	45
Graduate Psychology electives (senior year)	6
Total	6

Graduate Elective Courses

CPSY 6001 Tests and Measurement	3
CPSY 6102 Psychology of Human Development	3
CPSY 6103 Abnormal Psychology	3
CPSY 6105 Biological Basis of Behavior*	3
CPSY 7515 Social Psychology	3
CPSY 8521 Foundations of Neuropsychology*	3
PSYC 6211 Principles of Learning and Behavior Modification	3
PSYC 7103 Perception*	3
PSYC 7101 Conditioning and Behavior*	3
PSYC 7102 Cognition*	3
PSYC 7104 Psychopharmacology*	3

* Required for concentration in Behavioral Neuroscience

Dual Degree (3+2) Program in Psychological Studies with the College of Education and Human Services

The Departments of Psychology (College of Arts and Sciences) and Professional Psychology and Family Therapy (College of Education and Human Services) offer a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and Master of Arts in Education (M.A.E.). This five-year program permits students to take four required courses from the graduate Psychological Studies program during their senior year. Satisfactory completion of the M.A.E. program would allow students to apply to one of the Professional Psychology and Family Therapy (PPFT) Ed.S. practitioner programs in School Psychology, Mental Health Counseling, or Marriage and Family Therapy. Selection of graduate electives should be done in consultation with the PPFT graduate program adviser.

Requirements for Admission to the B.A./M.A.E. Program:

- Have senior status (90 credits) by the time courses begin (apply in the second semester of junior year)
- Submit College of Education and Human Services graduate application (available online)
- Overall Undergraduate GPA 3.0; Psychology GPA 3.2
- Letter of recommendation from major adviser
- Personal Statement

Note: The GRE is waived for psychology majors applying to this dual degree program.

Required courses:

	Credits
PSYC 1101 Introduction to Psychology	3
PSYC 1201 Orientation to the Major	1
PSYC 2311 Elementary Psychological Statistics	4
PSYC 3311 Research Methods	4
One from PSYC 3213, 3217/3227, 3319	3/4
One from PSYC 3214/3224, 3220/3225, 3216 (one of the two above courses must include laboratory)	3/4
One from PSYC 1212, 1213, 1214, 1215, 2212, 2216, 3212	3
One from PSYC 1216, 1217, 1219, 1222, 1223, 2315, 3408-3413	3
One from PSYC 1211, 1218, 1221, 2211, 2213, 2214, 2215	3
PSYC 5111 Seminar in Psychology	3
Psychology electives	18

[At least one undergraduate course must include:

PSYC 2315, 3408-3413, or any PSYC course with an explicit service-learning component	3
This does not constitute additional credits.]	

Total 45

CPSY 6002 Counseling Theory	3
CPSY 6003 Counseling Skills	3
CPSY 8100 Cross-Cultural Psychology	3
Elective	3

Total 12**Elective courses:**

	Credits
CPSY 7101 Research Methods	3
CPSY 6105 Biological Bases of Behavior	3
CPSY 6303 Community Agencies/Counseling & Consultation	3
EDST 6336 Educational Psychology	3
EDST 6337 Western Traditions in Society	3
CPSY 6301 Career Development & Information	3
CPSY 6316 Group Counseling	3
CPSY 7620 Seminar in Systematic Therapies	3
CPSY 6315 Advanced Counseling Skills	3
CPSY 8541 Mind/Body Issues & Interventions	3
CPSY 8540 Psychotherapy, Religion, & Spirituality	3
GMPA 6103 Health Maintenance & Education	3
NURS 6223 Health Promotion	3
PTHO 6741 Spirituality & Psychology	3
CPSY 7105 Psychology of Sport & Exercise	3
GMAT 6014 Exercise Physiology	4
BPSM 7535 The Management of Sports Organizations	3
CPSY 8541 Special Topics: Case Studies in Sport Psychology	3

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 1201 Orientation to the Psychology Major

Designed to give psychology majors the knowledge and tools they need to get the most out of the major and to assist them in making informed decisions about career choices in psychology. Exposes students to the subdisciplines of psychology. Students explore career options in psychology, and develop a career plan and a resume. *1 credit*

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 Gender

Examines biological, cultural and psychosocial differences and similarities between women and men with respect to development and personality. Emphasizes the role of gender in contemporary culture. *3 credits*

PSYC 1216 Industrial/Organizational Psychology

This course addresses the psychological and interpersonal components of the workplace. Organizations are understood as social systems, with an emphasis on individuals and their interaction. Topics include personnel selection, leadership, motivation, decision making, group dynamics, and performance assessment. Course readings include classic research in the discipline. Students engage in case-study analyses and bring personal observations and work experiences to the learning process. *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 1222 International Psychology

Explores psychology around the world, including the role psychologists play in major international issues, including mental and physical health, immigration, global poverty, peace and conflict, and terrorism. Examines differences in the teaching, research, and practice of psychology, including the influences of economic development, religious practices, and culture-based norms. *3 credits*

PSYC 1223 Psychology of Religion

Examines the psychological connection of religious belief to such diverse domains as: physical and mental health; attitudes, values, and traits; politics and world view, including terrorism; and interpersonal relationships and happiness. Components of religious belief and practice are analyzed using classic and contemporary psychological perspectives. *3 credits*

PSYC 1224 Decision-Making and Careers

Designed to facilitate students' career exploration process by introducing them to relevant principles from social science research on career development. Introduces theories of career decision-making, create an understanding of how different personality styles fit with different careers, and provide opportunities for students to experience these theories by engaging in academic and career development. Does not count toward the major or minor in psychology. *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 (minimum grade of C- required for psychology majors). *3 credits*

PSYC 2212 Developmental Psychology

Basic principles, data and methods in the study of human development from conception to death. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors). 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 (minimum grade of C- required for psychology majors). *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 (minimum grade of C- required for psychology majors). *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 (minimum grade of C- required for psychology majors). *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 business, health, and law. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors). *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 (minimum grade of C- required for psychology majors). *3 credits*

PSYC 2311 Elementary Psychological Statistics

Descriptive and inferential statistics in the design and interpretation of experimental data. Includes computer laboratory. Prerequisites: minimum grade of C- in PSYC 1101 and MATH 1202. *4 credits*

PSYC 2315 Laboratory Research Experience

Formalizes the experience of working as a research assistant. Provides exposure to a limited domain of psychology research with a single faculty member, while bringing together all students working as research assistants in multiple laboratories (with both human and animal participants). Familiarizes students with ethics in research, professional development, careers as a scientist, and the interaction between laboratory research and applied topics. Research duties may include literature searches, collecting and analyzing data, and reading journal articles related to the studies being conducted. *3 credits*

202 College of Arts and Sciences

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 Sensation and 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: minimum grade of C in PSYC 1101. *3 credits*

PSYC 3214 Cognitive Psychology

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. Prerequisite: minimum grade of C- in PSYC 1101. *3 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: minimum grade of C- in PSYC 1101. *3 credits*

PSYC 3217 Biological 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: minimum grade of C- in PSYC 1101. *3 credits*

PSYC 3220 Learning

An evaluation of the historical and contemporary research literature and theoretical issues concerning basic learning principles and processes (includes laboratory). Prerequisites: minimum grade of C- in PSYC 1101. *3 credits*

PSYC 3224 Cognitive Psychology Laboratory

Students participate in classic and contemporary experiments in cognitive psychology, including experiments on attention, memory, and reasoning. Students will analyze class results from these experiments, read empirical articles relevant to the experiments, and present their research findings orally and in writing. Pre- or corequisite: PSYC 3214 and PSYC 3311. *1 credit*

PSYC 3225 Learning Laboratory

Students conduct classic laboratory exercises in animal learning, including shaping, discrimination training, and chaining. Students collect, compile, and graph the results from these exercises, and produce an American Psychological Association format laboratory report. Pre- or corequisite: PSYC 3220 and PSYC 3311. *1 credit*

PSYC 3227 Biological 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 and PSYC 3311. *1 credit*

PSYC 3311 Research Methods in 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: minimum grade of C- in 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 propose and design their honors project under the direction of a faculty adviser. Prerequisites: PSYC 3311 and approval of the instructor. *4 credits*

PSYC 3319 Human Neuropsychology

Examination of neuroimaging and neuropsychological methods used to study behavior and mental function from a systems-level perspective. Survey of research in the areas of cerebral asymmetry, voluntary action, spatial processing, object recognition, attention, language, memory, and executive function, with special emphasis on disorders of these functions resulting from damage to the brain. *3 credits*

PSYC 3408-3413 Internship in Psychology

For students who have sufficient theoretical background to participate in applied fieldwork with a professional agency or other psychology-related organization. Placement settings are based upon student objectives and are chosen in consultation with the instructor. Courses may be taken for a total of 6 credits. Prerequisites: minimum grade of C- in PSYC 1101 and approval of instructor. *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: minimum grade of C- in PSYC 1101 and 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 and approval of instructor. *1/2/3 credits*

PSYC 3894 Psychology Co-op ISee Co-op Adviser *3 credits***PSYC 3895 Psychology Co-op II**See Co-op Adviser *3 credits***PSYC 3896 Psychology Co-op III**See Co-op Adviser *3 credits***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: minimum grade of C- in PSYC 3311. For senior psychology majors. *3 credits*

PSYC 5112 Honors Research

Students 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*

PSYC 5113 Advanced Seminar in Psychology

An integrative course requiring the student to survey and organize the primary research literature, develop an original research proposal, and prepare an American Psychological Association (APA) style paper outlining the proposal. Prerequisite: minimum grade of C- in PSYC 3311. For senior majors in the B.S. in Psychology. *3 credits*

Department of Religion

Fahy Hall, 3rd Floor

(973) 761-9331

www.shu.edu/academics/artsci/religion

Religion Faculty: Aburaiya; Ahr (*Director, University Honors Program*); Burk; Cafone; Carter; Choi; Conway; Holmes; Liddy; Maloney; Murzaku; Sciglitano (*Chair*); Webb

Religion Faculty Emeriti: Morley; Pire

Jewish-Christian Studies Faculty: Bossman; Brill (*Cooperman/Ross Endowed Chair of Jewish-Christian Studies*); Finkel; Frizzell

As a vital part of the Catholic mission of Seton Hall University, the Department of Religion offers programs of study leading to the Bachelor of Arts in Religion and Master of Arts in Jewish-Christian Studies. Based on a broad liberal education, the department introduces students to the academic study of religion. In order to give students an understanding of religious beliefs and practices in their various manifestations, the department applies a variety of methodologies including philosophy of religion, sociology of religion, phenomenology, and history of religions. Courses focus on the Christian and major non-Christian theological, intellectual, and moral traditions. Because religion plays such an important role in the global community, we approach specific traditions such as Judaism, Islam, Buddhism, and Hinduism from a comparative perspective and with an emphasis on ecumenism and inter-religious understanding.

Faculty and students investigate the religious quest as it relates to other areas of life, particularly human relationships, issues of race, class, and gender, the impact of religion on social and economic and political institutions, and the arts.

A bachelor's degree in religion provides an excellent foundation for graduate school. Opportunities for continued studies include master's and doctoral degree programs in religious studies and theology and graduate programs in religious education and seminary studies. Since religion graduates have a broad training in human culture, they are also in demand in many professional fields, including law, conflict resolution, education, social work and various types of ministry.

Major Program in Religion

The religion program offers courses in four areas:

- Biblical Studies and Sacred Texts
- Christian Traditions, Theology and Ecumenical Studies
- Comparative Religion
- Religious and Social Ethics

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 30 credits in religion. Students may modify the major program only in consultation with a department adviser.

The Department of Religion revised its major as of Fall 2009. Students who entered the program under the old major have the option of either completing the original requirements in effect when they first declared their major, or fulfilling the new requirements as outlined below.

Degree Requirements

The curriculum for the religion program comprises three levels.

Level I: Introductory Level Courses (6 credits)

Choose two of the following courses:

RELS 1010	Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1103	Introduction to the Old Testament/ Hebrew Bible
RELS 1104	Introduction to the New Testament
RELS 1202	Christian Belief and Thought
RELS 1302	Introduction to Catholic Theology
RELS 1402	Religions of the World
RELS 1502	Contemporary Moral Issues
RELS 1503	Christian Ethics
RELS 1504	Faith and Justice
RELS 2415	Introduction to Islam*
RELS 2418	Buddhist World of Thought and Culture*
RELS 2411	Jewish Beliefs and Practices*

* Prerequisite: CORE 1101

204 College of Arts and Sciences

Level II: Advanced Level Courses (21 credits)

RELS 2010** Methods in the Study of Religion and Theology

RELS courses numbered between 2100-3999

**In consultation with their departmental advisers, religion majors complete the course in method (3 credits), and then choose one advanced course from each of the four major areas of study (12 credits). At least one of these courses must be at the 3000 level. In order to ensure depth of study, majors complete two additional advanced courses (6 credits) in one of the four major areas of study, at least one of which must be at the 3000 level.

If RELS 2411 (Jewish Belief and Practices), RELS 2415 (Intro to Islam), and/or RELS 2418 (Buddhist World of Thought and Culture) are taken to complete the introductory level requirements, then they may not be applied toward the 21 credits of advanced courses.

Level III: Seminar (3 credits)

RELS 4010*** Religious Studies Seminar

***This seminar serves as the capstone for the religion program. Prerequisites are 75 credits overall, with 27 credits in religion (including RELS 2010).

Minor Program in Religion

To earn a minor in religion, students must complete the following program:

- Two introductory RELS courses (6 credits)
- Three 2000 or 3000 level courses (9 credits). RELS 2411, 2415, and/or 2418 may not count as upper level courses if used to fulfill the introductory level courses)
- RELS 2010 Methods in the Study of Religion and Theology (3 credits)

Religious Studies National Honor Society: Theta Alpha Kappa (TAK) Local Chapter, Alpha Omicron

Students with a 3.0 GPA and 3.5 in religion who have earned 12 credits in religion are encouraged to apply for membership.

Course Descriptions

RELS 1010 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 1102 (ARCH 1203) 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*

RELS 1103 Introduction to the Old Testament/Hebrew Bible

This course introduces students to the academic study of the Hebrew Bible/Old Testament. Focus on the literary, historical, cultural, and religious contexts from which the Hebrew Bible emerged. Examines the place of the Hebrew Bible in Jewish and Christian traditions and its relevance within contemporary global culture. *3 credits*

RELS 1104 Introduction to the New Testament

This course introduces students to the academic study of the New Testament. Focus on the literary, historical, cultural, and religious contexts from which the New Testament emerged. *3 credits*

RELS 1202 (CAST 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*

RELS 1402 (ASIA 1101) Religions of the World

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 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 the Nara to the Meiji periods. *3 credits*

RELS 1502 Contemporary Moral Issues

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*

RELS 1503 Christian Ethics

Systematic study of the distinctive contribution of Christianity to ethical norms. Comparison of various theories and moral systems with each other and with the ethical systems of non-Christian traditions. *3 credits*

RELS 1504 Faith and Justice

This course assesses various leading, historical and contemporary theories of justice and considers their implications for the life of religious faith. This course considers two, interrelated sets of questions. First, what is the nature of justice, and what kind of political, economic, and social practices do various theories of justice recommend? Second, what might justice mean from the perspective of religious faith, and does the life of faith necessarily

require the pursuit of justice in the world? In considering these questions, this course pays particular attention to the challenges of globalization and poverty and the question of human rights. Special emphasis placed on Catholic and non-Catholic Christian moral traditions, with some engagement in non-Christian religions. *3 credits*

RELS 2010 Methods in the Study of Religion and Theology

Primarily for religion 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*

RELS 2011 (CAST 2011) Catholicism and Art

This course considers the relationship between the Catholic faith and artistic expression and why art is an inextricable aspect of Catholicism. Particular attention is paid to the various forms and ages of Catholic art, and the rich theological/spiritual messages conveyed through nearly two millennia of painting, sculpture and architecture. *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 (ARCH 1114) 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 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 (CAST 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 2160 (ARCH 1250, 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 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

Tracks the 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 (CAST 2223) Modern Christian Thought

This course examines the development of Christian thought from the Reformation to modern times. Topics include: Early attempts at Church 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. We will explore the relation of free will and grace, clashes between religion and politics on a variety of fronts, including the Peasant Revolt and the French Revolution, the rise of nationalism, and Enlightenment and Romantic views of religion. The course will be grounded in close examination of theological texts, but will also include works of art, poetry, historical accounts, and film. *3 credits*

RELS 2224 (CAST 2224) Eastern Christianity

The course will provide an in depth analysis of the historical road of Eastern Christianity from the apostolic time to our own. It will facilitate students’ efforts to understand the essential dogmatic position of Eastern Orthodoxy, and the basic dogmas about Scripture, tradition, the Church, and ecclesiastical authority. *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. Persistent theological obstacles in attaining unity and solidarity; ecumenical progress of recent decades and future possibilities. *3 credits*

RELS 2261 (AFAM 2517) 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 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 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 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. Prerequisite: CORE 1101. *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. Prerequisite: CORE 1101. *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 2418 (ASIA 2118) Buddhist World of Thought and Culture

This course is intended as an introduction to Buddhist traditions in South and Southeast Asia, East Asia, and the West. Progressing both chronologically and thematically, the course begins with the earliest known strata of Buddhist ideas created in India some 2500 years ago. After an introduction to basic Buddhist doctrines and practices, students study the spread of Buddhism southward to Sri Lanka and Thailand and northward to Tibet, China, Japan, and Korea. The course will culminate in a brief overview of Buddhist practices in America. Prerequisite: CORE 1101. *3 credits*

RELS 2419 (AFAM 2515) 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*

RELS 2513 War, Peace, and Theological Ethics

This course examines the ethical dimensions of war and peace as presented in the Christian theological and moral traditions. The following areas will be examined: biblical reflections on love and violence, the formation of just war theory in the early Church and its maturation in medieval and post-medieval theology and moral and legal philosophy; the tradition of non-violence and pacifism, and modern Catholic social teaching and contemporary Protestant and philosophical-secular formulations on the use of force. Major thinkers in theological ethics such as Augustine, Aquinas, Reinhold Niebuhr, and John Courtney Murray, SJ, will be considered as well as the writings of influential contemporary thinkers such as Lisa Sowle Cahill, George Weigel, Fr. Bryan Hehir, Paul Ramsey, and John Howard Yoder. *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 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 2520 (CAST 2520) Catholic Social Teaching

Emphasizing the Catholic social encyclical tradition, the course investigates the theoretical and practical relationships between Christian belief and thought, and social and economic life (involving issues of economic justice, peace, race, gender, family, etc.). In so doing, we explore the lives of those who have worked to shape Christian social justice movements, and other concrete contemporary applications of Catholic social teaching. *3 credits*

RELS 2551 (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*

RELS 3102 (CORE 3270) The Bible, Film, and Popular Culture

The course examines the interaction of the Bible, film and popular culture by considering how stories, ideas, and themes from the Bible have been portrayed in Hollywood movies. Specific biblical texts will be analyzed in their historical context and in their depiction in popular films. The course will address such questions as: How has the Bible shaped the way the stories told in film? How has popular culture shaped the way the Bible is read or understood? In particular, the course will focus on ideas of how religion, faith, the God/human relationship, and gender roles are shaped in the intersection of the Bible and popular culture. *3 credits*

RELS 3190 (ARCH 3190) Art and Archaeology of the Ancient Near East

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. *3 credits*

RELS 3191 Special Questions in Biblical Studies

Select topics in biblical studies chosen by the instructor. *3 credits*

RELS 3201 (CORE 3721) Catholicism and Ecumenism

The course will have two major foci as expressed in Catholic ecumenical life and commitment. The first part of the course will focus on the history of Christendom and its many-fold divisions and the impulses that have historically contributed to ecumenism. Catholic ecumenical principles and foundations as found in primary sources including the documents of the Second Vatican Council and the theology of koinonia will be some of the topics to be explored within the first part of the course. The second part of the course will be praxis oriented. It will focus on specific relationships among Churches and the results of ecumenical dialogue. The role of the World Council of Churches, Catholic-Eastern Orthodox, Catholic-Oriental, Catholic-Anglican, and Catholic-Lutheran ecumenical dialogue and the documents produced from such encounters will be analyzed. Furthermore, inter-religious dialogue as expressed in the Catholic -Jewish and Catholic-Muslim dialogues will also be included in the second part of the course. *3 credits*

RELS 3392 Special Questions in Christian Tradition

Select topics in biblical studies chosen by the instructor. *3 credits*

RELS 3433 (WMST 3335) Women, World Religions and Human Rights.

Examines the role of the world’s religions in defining the nature, roles, and rights of women. Reviews both traditional religious sources and contemporary discussions on women and gender from a variety of perspectives, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism. *3 credits*

RELS 3434 (WMST 3318) Women, Gender and Islam

Examines the concept, role, and status of women in Islamic religion and societies, both historically and in the contemporary world, looking at both traditional and modern sources on gender and human rights. *3 credits*

RELS 3491 Special Questions in World Religions

Select topics in biblical studies chosen by the instructor. *3 credits*

RELS 3503 (CORE 3723) Race, Politics, and Theology

This course explores questions of race, ethnicity, and political community. More specifically, is a multi-ethnic and multi-racial society viable? Alternatively, is a post-racial society more preferable? What might it mean to “recognize” and value one’s ethnic or racial identity? Should one’s ethnicity or race be recognized at all? If so, then how? What, then, are the political implications? Questions such as these underscore the larger question of difference and cultural pluralism: in what normative sense can difference and cultural pluralism be considered public goods—what is the limit and extent of these goods? We will pursue this question through a theological-ethical perspective that is in dialogue with contemporary issues in U.S. politics, constitutional law, and moral philosophy. *3 credits*

RELS 3522 (CORE 3722) Religion, Morality, and the Problem of Suffering

This course explores the relationship between morality and religious belief. More specifically, it deals with the question of whether moral knowledge is possible without belief in God, and the manner in which religious belief is necessary for moral knowledge and action. These questions will be considered by turning to the problem of suffering and evil as a case study. We will pay particular attention to whether a religious point of view offers distinctive insight into the reality of suffering and evil. Classic theological, philosophical, and biblical reflections on this question will be studied. *3 credits*

RELS 3591-3599 Special Questions in Ethical Studies

Select topics in biblical studies chosen by the instructor. *3 credits each*

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*

RELS 3998 (CAST 3998, HONS 4195) Italy in the Footsteps of the Saints

Italy enjoys a pre-eminence as a spiritual center for the Christian world alongside its importance in the development of Western civilization's art, music, architecture and political thought. The course will examine the interplay between Italy's profound spiritual heritage and cultural achievements, focusing on the contributions of such key figures as the Apostles Peter and Paul, Saints Francis and Clare of Assisi, Saint Catherine of Siena and Saint Ignatius of Loyola. This course is part of the Catholic studies foreign study tour program. *3 credits*

RELS 4010 Religious Studies Seminar

Final project in religion relating to current trends in the study of religion, theology and other disciplines. Prerequisites: 75 credits overall, with 27 credits in religion (including RELS 2010). *3 credits*

Department of Sociology, Anthropology and Social Work

Jubilee Hall, 5th floor

(973) 761-9170

www.shu.edu/academics/artsci/sociology-anthropology-social-work

Faculty: Arancibia; Blake (*Director, Social Work*); Bunnage; Carr (*Chair*); Haynor; Heer; Kaba; Quartaro; Quinn; Quizon; Savastano

Faculty Emeriti: Abalos; Kayal; San Giovanni; Zielyk

The Department of Sociology, Anthropology and Social Work offers three major programs leading to Bachelor of Arts degrees in Sociology, Anthropology and Social Work. The Department also offers a minor in each of these three fields.

Sociology and Anthropology Programs

The sociology and anthropology programs are designed to provide students with the tools to analyze, critically evaluate, and understand pressing global and domestic concerns and then to use that knowledge for the betterment of society.

Both sociology and anthropology make connections between how we understand ourselves and behave towards others. Sociology cultivates the sociological imagination in students, enabling them to see the links between social structures and personal problems. Anthropology gives students the global perspective to examine our world with a critical and understanding eye as they learn of the different ways people around the world devise solutions to the problems that are common to us all. With an eye towards affecting change, both disciplines look behind the scenes to identify social forces that shape behavior and perceptions.

Whether in regard to urban social issues, inter-group relations, social institutions, health, gender, sexual, racial, organizational, environmental and indigenous cultural concerns, our goal is to provide students with the ability to both understand and to act on their knowledge.

There are both intellectual benefits and practical applications gained by studying sociology and anthropology. Many of our graduates find employment as educators, researchers, demographers, urban planners, sales or customer service representatives, counselors, public relations specialists, journalists, diversity trainers, event planners, market researchers, personnel and business managers, and media specialists. Others work in the applied fields of government, diplomacy, and medicine. In addition, a number of growth professions look to students with special training in these disciplines. Sociology majors work in many areas of legal studies, law and law enforcement while anthropology majors engage in historical preservation, archaeology, museum work and other fields of cultural resource management. While our sociology program is oriented toward topics and issues within the social context of American society, the anthropology program emphasizes a more comparative global cultural perspective on what are similar central concerns. The goals of the undergraduate degree programs are threefold: to provide a core of courses for students who may pursue graduate study in their respective disciplines; to prepare students to employ the sociological imagination and the lens of cross-cultural knowledge in a globalizing world; and to enable students to recognize, develop and use the humanistic dimension of these two disciplines for their personal development and on behalf of the human family. For more information on the benefits of these broad-based, flexible majors, please visit the department website at www.shu.edu/academics/artsci/sociology-anthropology-social-work

Making Connections

Both sociology and anthropology have integrated relations with other departments and programs. Social and behavioral science majors and students from the College of Education and Human Services can pick sociology or anthropology as

minor concentrations. Both sociology and anthropology offer courses that are cross-listed in the Honors Program and in the areas of women and gender studies, environmental studies, and Africana studies.

More specifically, sociology offers a dual degree program with the Department of Political Science and Public Affairs that leads to two degrees completed in a 5-year span: a Bachelor of Arts degree in Sociology and a Master of Public Administration. For more information see the Five-Year Dual Degree Programs section of this catalogue.

The anthropology program has broad offerings emerging from college-wide initiatives in Latin American and Latino/Latina Studies, the anthropology of religion, ethnography and museum studies, environmental studies and urban anthropology. These courses dovetail with the active research programs and expertise of the faculty that encompass the above mentioned areas along with the study of gender and sexuality; immigration, the Diaspora of ethnic groups, transnationalism and cultural citizenship; indigenism, ethnic identity, nationalism and the anthropology of art/material culture; visual and symbolic anthropology and postmodernism.

Anthropology students also have formal and informal opportunities to benefit from the rich cultural offerings in the New York/New Jersey metropolitan area, including the American Museum of Natural History, El Museo del Barrio, the Metropolitan Museum of Art, the National Museum of the American Indian, the Jewish Museum, the New York Academy of Sciences, the New York Public Library, Asia Society, the Calandra Institute of Italian and Italian-American Studies, the Newark Museum, and the Jersey City Museum, among others.

Alpha Kappa Delta, International Sociology Honor Society

Bi-annually eligible students are inducted into Alpha Kappa (AK) the international sociology student honor society of the American Sociological Association. Students are eligible who have completed at least 12 credits in sociology, have a 3.3 GPA overall and 3.0 in the major, and are invited by sociology faculty. Relatives of distinguished majors may be invited to the installation ceremony to join with the faculty in honoring outstanding student achievement. When appropriate, the faculty also present a Distinguished Graduate Award at this event to an alumnus who best illustrates the principles of humanistic sociology in his or her professional and community life.

Lambda Alpha, National Collegiate Honors Society for Anthropology

Students who have completed at least 12 credits in anthropology with an average of 3.0 are encouraged to apply for membership in Lambda Alpha Delta (LAD), the Seton Hall University chapter of the National Collegiate Honors Society for Anthropology. The chapter, a student-

led initiative, seeks to promote excellence and increased awareness of anthropology as a humanistic social science. The LA holds joint biannual induction ceremonies with the sociology honor society.

Major Program in 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 36 credits. With good reason, students may modify the major program in consultation with a department adviser.

In recent years, students have pursued double majors in sociology alongside degrees in education, social work, criminal justice, and others. This broad-based major is ideal for students interested in pursuing careers and graduate studies in law, business, media, government, education, counseling, corrections, and social services, among others.

Program Requirements

Required Courses (12 credits):		Credits
SOCI 1101	Introduction to Sociology	3
SOCI 2910	Research Methods	3
SOCI 3310	Sociological Theories	3
SOCI 5988	Senior Seminar in Sociology	3

Electives (15 credits):

Four sociology 2000 level courses <i>(limit one special topics course)</i>	12
One sociology 3000/4000 level course	3

Social Science Electives (9 credits):

Nine (9) credits, selected in consultation with adviser, from any of the following disciplines: anthropology, Africana studies, criminal justice, political science, economics, psychology and social work. No more than three (3) credits may be taken in each discipline.

Total: 36

Minor Program in Sociology

The minor program in sociology offers experience for students interested in careers such as law, business, marketing, communications and social services. It is comprised of 18 credits.

Required Course (3 credits):

SOCI 1101	Introduction to Sociology	3
-----------	---------------------------	---

Electives:

Four sociology 2000 level courses <i>(limit one special topics course)</i>	12
One sociology 3000/4000 level course	3

Total: 18

B.A. in Sociology/Master of Public Administration

The Department of Sociology, Anthropology and Social Work offers a dual degree program with the Department of Political Science and Public Affairs that leads to two degrees completed in a five-year span: a Bachelor of Arts (B.A.) degree in sociology and a Master of Public Administration (M.P.A.) degree. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's major in sociology; and to permit students to earn a M.P.A. degree within the timeframe of five years. For more information, please see the section on Dual Degree Programs in this catalogue.

Major Program in Anthropology

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete department requirements in anthropology and related fields for a total of 36 credits. Each student's program of study should be planned in consultation with the anthropology faculty. The program may be tailored to a student's needs depending on specialization. In recent years, a significant number of students have pursued double majors in anthropology alongside degrees in education, diplomacy and international relations, and environmental studies. Recent graduates include students from the University's prestigious Honors Program. Our alumni have pursued post baccalaureate studies in forensic anthropology, law, journalism, dentistry, museum studies, and international arts management, among others.

Program Requirements

Six Required Courses from the following (18 credits):

ANTH 1201	Introduction to Physical Anthropology
ANTH 1202	Introduction to Cultural Anthropology
ANTH 1210	Culture and Communication: Introduction to Linguistic Anthropology
ANTH 2912	Qualitative Field Research Methods
ANTH 3212	History of Anthropological Theory
ANTH 3296	Independent Study
or ANTH 5988	Senior Seminar

Six Elective Anthropology Courses (18 credits):

The student should take three courses (9 credits) in anthropology electives at the 2000-4000 level other than those required. In consultation with the department adviser, the remaining three courses (9 credits) may be taken from the courses listed below:

AFAM 2331/ANTH 2331	People and Cultures of Africa
ASIA 3115	Asian Social Life
ASIA 3132	Contemporary Japan
BIOL 1102/1103	Anatomy and Physiology I-II
CRIM 2616	Criminology
COBF 2213	Documentary Film

COGR 3320	Advanced Photography
HIST 3354	The American Frontier
RELS 1402/ASIA 1101	Religions of the World
SOCI 1101	Introduction to Sociology
SOCI 2416	Religion and American Society

Total: 36

Minor Program in Anthropology

The anthropology minor enhances a number of major programs by offering a unique cross-cultural perspective that enables students to apply their skills in their personal as well as their professional lives in an increasingly globalized world. In recent years, most students with a minor in anthropology pursue degrees in education, diplomacy and international relations, political science, biology, environmental studies, history, business, communication, and art history. Students are required to take at least six courses in the discipline, three of which are upper-division electives. In the independent study or its equivalent (normally in the senior year), students write a research paper, integrating anthropological perspectives with their major field of study. Students completing a minor in anthropology must earn 18 credits that include:

Three Required Anthropology Courses (9 credits)

ANTH 1201	Introduction to Physical Anthropology
ANTH 1202	Introduction to Cultural Anthropology
ANTH 1210	Culture and Communication: Introduction to Linguistic Anthropology

or

ANTH 2912	Qualitative Field Research Methods
-----------	------------------------------------

Three Elective Anthropology Courses (9 credits)

Total: 18

Social Work Program

The Department of Sociology, Anthropology and Social Work offers a program leading to the Bachelor of Arts (B.A.) degree in Social Work, regarded in the profession generically as the B.S.W. The program is accredited by the Council on Social Work Education. The curriculum prepares students for entry-level generalist professional practice and qualifies graduates for New Jersey State Certification (C.S.W.) under current licensing requirements. In addition, graduate programs in social work (M.S.W.) typically offer waiver of courses and advanced standing to program graduates whose applications are accepted for M.S.W. education at regional and national graduate schools. Seton Hall University does not offer the M.S.W.; students who wish to pursue this level of education are advised regarding the numerous graduate programs available at other colleges and which offer advanced standing to those who have completed a B.S.W. The major in social work also provides general preparation for graduate study in law, public administration, and other professions.

The profession of social work is strongly committed to the amelioration, prevention, and elimination of social problems. The program places strong emphasis on human diversity, discrimination, and oppression within a context of social justice and the values of professional social work. All courses offered by the program emphasize and reinforce these issues. Using a problem solving approach to professional practice, in conjunction with systems strengths, cultural competence and evidence-based thinking, the program helps students to further understand and build upon the capacities possessed by individuals, families, groups, organizations, and communities. Students will understand, comprehend, competently apply, and internalize the knowledge, skills, and values of the profession. Social work courses are taught by full-time faculty, as well as adjunct faculty who represent a wide range of diversity of demographic variables and types of social work practice. This helps to further reinforce the generalist orientation of the curriculum that is grounded in person-in-environment theory.

Undergraduate study in social work is designed to assure competence in generalist social work practice at the beginning (B.S.W.) level. This competence is to lead to employment, licensure, as well as potential for advanced standing in graduate social work education. Thus, social work is studied in preparation for a career of service to others.

Operating under philosophies of best practices and continuous self-evaluation, the program prepares students to be competent, generalist professionals at the entry level of practice. Specifically, the program emphasizes and requires for completion of the course of study in social work, the following competencies:

- Identify as a professional social worker and conduct oneself accordingly;
- Apply social work ethical principles to guide professional practice;
- Apply critical thinking to inform and communicate professional judgments;
- Engage diversity and difference in practice;
- Advance human rights and social economic justice;
- Engage in research-informed practice and practice-informed research;
- Apply knowledge of human behavior and the social environment;
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- Respond to contexts that shape practice and;
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Social work is practiced in many different types of organizations and agencies and the generalist curriculum is designed to facilitate professional practice in this broad array. In further preparation for this, students complete professionally supervised internships, described further below. The internship experience, also referred to as “field” and/or “practicum”, is an integral part of the total education

program and provides significant opportunity to apply and gain further competency. Field education is the signature pedagogy of the educational milieu. There is never any credit awarded by the program for social service activities conducted outside of the formal internship curriculum.

Internship sites include, but are not limited to: healthcare 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 programs; legal services; substance abuse treatment and prevention programs, and others. The department constantly strives to expand opportunities with regard to internships. Efforts are strongly made to link students with internships that are compatible with their career interests.

Program advisers assist students by means of consultation and guidance in developing individualized study plans within the overall curriculum design. These full-time faculty members also help students explore the appropriateness of social work as a career choice. Prospective social work students should seek advisement with department faculty as early as possible. A Social Work Program Handbook is available on the Department of Sociology, Anthropology and Social Work website and is emailed to students who declare the major. This Handbook is designed to fully communicate the details of becoming a social worker by education in the program; albeit in conjunction with individualized advisement.

Incorporating the values of professional social work, the theoretical framework assures competence in: the problem solving method; a systems approach to practice; building upon strengths of the client/client system; critical thinking; and evaluation. The social work curriculum is integrated and cumulative such that the various courses in the explicit curriculum each help students learn and develop respective competencies applicable to that respective course and building upon competencies from previous courses. In addition to other requirements for entry into the social work internship curriculum, prospective students are required to hold malpractice/liability insurance, undergo a criminal background check that includes fingerprinting, and hold membership in the National Association of Social Workers. These matters are addressed through individual advisement and consultation with respective students.

The social work program participates with other baccalaureate social work programs in New Jersey in The New Jersey Baccalaureate Child Welfare Education Program (BCWEP). This program offers a limited number of full scholarships to senior students who meet BCWEP requirements and are interested in a career in child protective services. This program is coordinated at Seton Hall University by Professor Nelida Arancibia, Director of Field Education. This scholarship program is grant-supported by Stockton College and thus is subject to change in the number of students who may be accepted in any given year.

212 College of Arts and Sciences

The social work program participates in Alpha Delta Mu, Social Work Honor Society. Membership application for the Honor Society is done in the early spring of the senior year and requires a GPA of at least 3.0. The Honor Society advisor is Dr. Emma Quartaro.

The Student Social Work Organization is an integral component of the educational milieu for social work at Seton Hall. The organization is designed to enable students to have a venue for service, self-directed learning, consultation with the program, and mutual information sharing. A representative of the Social Work Student Organization is present at all program meetings. The Student Social Work Organization is advised by Professor Nelida Arancibia.

Majoring in social work also provides opportunity for "outside" learning experiences such as conferences and other learning experiences such as may be offered by the program, The National Association of Social Workers, and other organizations.

Major Program in Social Work

Major Requirements:

	Credits
SOWK 1111 Introduction to Social Work	3
SOWK 2201 Social Problems and Programs	3
SOWK 2301 Social Policy Analysis	3
SOWK 3511 Behavior and Environments	3
SOWK 3611 Introduction to Helping Skills	3
SOWK 3811 Helping Careers Practicum	3
SOWK 4811 Senior Practicum I	6
SOWK 4812 Senior Practicum II	6
SOWK 4911 Theory and Practice I	3
SOWK 4912 Theory and Practice II	3
SOWK 5111 Senior Research Seminar	3

Total: 39

Additional (cognate) Requirements (some of which also satisfy the current College of Arts and Sciences core curriculum in respective areas); **all of the following:**

AFAM 3311 Public Institutions and the African American	3
BIOL 1101 Introduction to Biology	3
MATH 1203 Statistical Models for the Social Sciences	3
PSYC 1101 Introduction to Psychology	3
PSYC 2214 Abnormal Psychology	3
SOCI 1101 Introduction to Sociology	3
SOCI 2910 Research Methods	3

Any two of the following (some of which also satisfy current College of Arts and Sciences core curriculum requirements in respective areas and/or offerings required in respective certificate programs in the Department of Sociology, Anthropology and Social Work):

ANTH 1202 Introduction to Cultural Anthropology	3
ANTH 3215 Human Rights and Social Justice	3
ECON 1411 Introduction to Economics	3

PSYC 1215 (WMST 1215) Psychology of Gender	3
PSYC 1218 Drug and Alcohol Abuse	3
RELS 1010 The Religious Dimensions of Life	3
RELS 1402 Religions of the World	3
SOCI 2517 (LALS 2517) Latinas and Latinos in the United States	3
SOWK 1193 Independent Study in Social Work (with prior approval of program director)	3
SOWK 1311 Children and Youth in Society	3
SOWK 1314 (AFAM 1518) Social Work and the Law	3
SOWK 1333 Current Issues and Trends in Social Work Practice	3
SOWK 1335 (WMST 1335) Family Violence	3
SOWK 1911 Introduction to Gerontology	3

Total Credits Required for the Social Work Major: 66

(Also see A& Core Curriculum requirements; the department has integrated numerous courses into the requirements for the social work major in consideration of our liberal arts foundation.)

Minor Program in Social Work

A minor in social work is available. The minor consists of SOWK 1111 Introduction to Social Work and any other 15 credits of social work courses (total 18 SOWK credits) at the 1000 and 2000 levels. Students minoring in social work may not take courses above the 2000 level. Students wishing to pursue the minor in social work must notify the department in writing and be linked with a faculty adviser.

The availability of courses at the 1000 and 2000 levels is limited, so students who are minoring, or who are planning to minor in social work, should take courses as soon as possible. The minor is designed, primarily, to provide an appropriate learning experience for those planning a career in occupational, physical and speech and language therapy; criminal justice; law; and education.

Course Descriptions

Sociology

Note: SOCI 1101 Introduction to Sociology is a prerequisite for all sociology courses except SOCI 2601 and SOCI 2716.

SOCI 1101 Introduction to Sociology

An introduction to the sociological perspective, exploring basic concepts and theories relevant to various dimensions of social life. May include discussion of socio-cultural influences on everyday social interaction, collective behavior, social inequalities, deviance, socialization, sexuality and identity, as well as social institutions and organizations, such as bureaucracy, religion, family, education, health, class, race, ethnicity, and gender. *3 credits*

SOCI 2010-2018 Special Topics in Society

Student and Faculty generated questions about contemporary social issues particularly rich in sociological potential. An applied sociological focus on emerging trends, political behavior, religious and legal questions, race and gender relations, etc. *3 credits*

SOCI 2211 Sociology of the Family

An exploration of the social influences on family life. Examines how social and cultural factors affect our understandings of, experiences with, and opportunities within families. Examines the diversity of family forms over time, across cultures, and within the U.S. May include topics such as dating, marriage, parenting, housework, balancing work and family, divorce, family violence, and the effects of economics, poverty, social policies, and social status on family life. *3 credits*

SOCI 2212 The Sociology of Education

Education as a politicized social institution; schools and enculturation; schooling and bureaucratization; educational philosophies across cultures and historically; social functions and dysfunctions of schooling; schooling, the social order and mobility; education and employment; educational trends; de-schooling, alternative schools, charter schools, home-schooling. *3 credits*

SOCI 2213 (ANTH 2213, POLS 2229) Sociology of Law and the Legal System

Examines legal institutions in their social context and cross-culturally. The relationships between law and social norms, values and beliefs; the formulation and implementation of laws; interdependence between the law and social structure, power and change; the legal profession. The process of law making/breaking; law and power, change and social justice; the practice of law. *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 of sport. Special topics include sports' relation to other institutions, such as family, politics, mass media, education, economy and religion. *3 credits*

SOCI 2224 (ANTH 2224) Sociology of Health and Medicine

Sociological examination of health and illness and the social institutions that affect them. Explores social issues of health and illness and the manner by which medical resources and health hazards are distributed. May cover topics such as HIV/AIDS, health care institutions, medical stigmas, the health effects of environmental toxins, and food safety issues. *3 credits*

SOCI 2233 (ANTH 2233, WMST 2233) Sociology of Sexuality

A focus on the socio-cultural aspects of sexuality, including social scientific theories for understanding sexuality, the interconnections of gender and sexuality, manners by which we learn about sexuality from childhood through adolescence and adulthood, social institutions and cultural forms that affect individual experiences and conceptualizations of sexuality, and current social issues concerning the sexual. *3 credits*

SOCI 2303 Crime, Law and Society

This course broadly examines the relationship, as well as social construction, of crime and criminal law. Legal constructions of crime do not take place in a vacuum; rather, they are also the domain of legislatures, interest groups (and lobbies), task forces, implementation authorities, law enforcement, prosecutors, defense attorneys and social groups. Crime may be also be construed as local, national or global, and comparative in nature. Prerequisite: SOCI 1101 or ANTH 1202 or permission of the department chair. *3 credits*

SOCI 2311 (ANTH 2311; ENVL 2311) Population, Ecology and the Environment

Examines diverse socio-cultural strategies used by human societies throughout the world. The course addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists and pastoralists, peasant farmers, and agro-industrial corporations as they respond to and transform the natural environment. Students will learn to apply an anthropological perspective toward the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. *3 credits*

SOCI 2314 (POLS 2115) Formal Organizations

Nature of bureaucracy and its effect on personality, social relations, group dynamics and social change. Bureaucratic arrangements and processes in a variety of organizational contexts, such as the corporation, voluntary associations, university, union, professional association, government bureau and church. Special attention to the role of power in bureaucratic settings and exchanges. *3 credits*

SOCI 2410 The Sociology of Mass Media

This course offers an in-depth analysis of mass media, critically focusing on the political context and uses of film, television and newspapers in a democratic society. Special attention is given to the position of women and minorities in the media industry. Includes comparative analysis with other societies. *3 credits*

SOCI 2412 The Sociology of Religion

What is the "sacred?" Why do we "need" God? Critique of traditional sociology of religion through consideration of classical and recent works regarding its origins and functions. Comparison of theological and sociological approaches to the sacred. Interrelationship of religion, society and culture on the rise of religious ideology and religious organization (churches, sects, "healing ministries"). Religion and social change. Alternate religious systems. The link between religion, sexism and homophobia. *3 credits*

SOCI 2416 Religion and American Society

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 and religious ideology; religion and social control; counterculture movements, immigration patterns and the religious landscape. *3 credits*

SOCI 2511 (AFAM 2328) Growing Older: The Sociology of Aging

A sociological investigation of growing older in American society. Focus is on ageism and life-cycle adjustments for different generations and in different societies. Aging and cultural values across the life-course are emphasized. Theories of aging are examined in relationship to economic variables, occupations, and cultural values. Topics include: intergenerational conflicts, retirement, dying and death, nursing homes, contemporary problems of the young and elderly, institutional and individual responses to the problems of aging. *3 credits*

SOCI 2512 Careers and Occupations

Work and occupations in today's society. The meaning of labor; work and alienation. Trends in the division of labor; links between occupation and social stratification; professionalization of work; occupational ideologies and associations. Career patterns and the various job markets. *3 credits*

SOCI 2513 (WMST 2513) Social Inequalities

An examination of social inequalities, concentrating on class, national, racial, ethnic and gender inequalities in the U.S. and the globe. Discussion will include such topics as the distribution of influence and wealth in occupations, families, and religious and educational institutions, explanations for wealth and poverty, and sources of mobility and change. *3 credits*

SOCI 2514 (WMST 2514) 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 egalitarian roles and life-styles for today's women and men. *3 credits*

SOCI 2515 Majority-Minority Relations

Sociology of race/ethnic, religious, class, and gender relations. Becoming American-the process of assimilation (Anglo-conformity, multiculturalism, melting pot). Social order and social conflict perspectives on American society. Prejudice and discrimination. Religion, race, gender and ethnicity in everyday life, integration and pluralism; old vs. new immigrations, illegal immigration and the economy. Hispanic and Asian immigration; strategies of social change; race vs. class relations in contemporary society. *3 credits*

SOCI 2517 (LALS 2517) Latinas and Latinos in the United States

The course will examine the current situation of Latinas/Latinos in U.S. society from the perspective of a theory of transformation. Latinas/Latinos are the youngest and the fastest growing ethnic population in the United States. Their growing involvement is having a significant impact on culture and politics but they continue to experience high levels of unemployment, poor education, substandard housing, inadequate social services and political underrepresentation. Solutions compared and contrasted: assimilation vs. transformation. *3 credits*

SOCI 2601 Social Problems and Solutions

Sociological examination of a variety of current social problems and possible solutions, including, for example: privacy issues, poverty; environmental degradation; media issues; national security; racism, sexism, and heterosexism; drugs and the drug war; crime and prison issues; and health care system failures. Assigned to groups based on interest, students focus on particular social problems for more intensive study, and present their work to the class. *3 credits*

SOCI 2701 Social Change

A review and critical examination of the transformation of human societies from pre-industrial to industrial, as well as the various forms-capitalist and socialist-that industrialization has taken. An analysis of various theories of "development" and "underdevelopment," colonialism and post-colonialism, postindustrial society, globalization, and civilizational conflict. A consideration of the role of technology in shaping the current world order and how it is likely to shape the future, with particular attention given to communication information, and bio-technology. *3 credits*

SOCI 2713 Political Sociology

Relationship between, culture, social structures and political ideologies cross culturally. Role and functions of government. Politics and International Law; Police and personal freedom and behavior. Social policy engineering and government; Government, media and elections; Contemporary political issues are discussed. *3 credits*

SOCI 2716 (ANTH 2716) American Society

The culture and social structure of American society. Evolving American national character. Tracing some present problems: wealth and poverty, fascistic tendencies, religion and democratic tensions, crime and policing. Understanding American institutions, consumption patterns, celebrity culture, media and voting, etc. The themes of continuity vs. change, unity vs. diversity, individualism vs. community. *3 credits*

SOCI 2813 Self and Society

A consideration of various theories of the self and its development through social interaction. Emphasis is given to the stages of the life course as they are shaped by broader institutional and historical forces, as well as to the fit or lack of fit between the needs of the individual and the functioning of collectivities. A critical review of the evolution from pre-

modern to modern identity, and from modern to post-modern identity, and how these processes are filtered through the cultural frame of reference of particular groups and societies. *3 credits*

SOCI 2815 Deviant Behavior

Analysis of socially stigmatized behavior, its functions and consequences; individual differences, democracy, and societal toleration or oppression; “Deviant” identities - labeling, identity formation, behavioral consequences, statuses/roles, subcultures, etc. Stereotyping, power, control of, conflicts between groups, responses, normalization. *3 credits*

SOCI 2910 (AFAM 2910) Research Methods

Introduction to the enterprise of social science research. How we collect data, what statistics mean. 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. Pre-requisites: SOCI 1101 and MATH 1101 or MATH 1203. *3 credits*

SOCI 2911 (POL 2911) Research Methods II

Advanced instruction in sociological research, requiring the completion of a research paper. More detailed methodological techniques. Introduction to qualitative techniques of data collection and analysis. Employment opportunities in research outlined. Written paper based on original research. *3 credits*

SOCI 2912 (ANTH 2912) Qualitative Field Research Methods

This course is designed for 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 qualitative research methods and techniques including participant observation, structured and unstructured interviewing techniques, non-probability sampling, among others. The course will also address ethical issues in social science research including privacy, institutional oversight, rights of the state, and common strategies and solutions. Final research paper is based on original fieldwork. *3 credits*

SOCI 3219 (ANTH 3219) Urban Sociology

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, life-styles, 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 such as families and ethnicity. *3 credits*

SOCI 3310 Sociological Theories

A survey of classical and contemporary approaches to collective life and the transformation of human societies. A major objective is to show the philosophical, moral, cultural and historical foundations of the dominant theoretical orientations in sociology over time. Consideration of the

nature of social order and change, agency and constraint, and sociology as an objective and interpretive science. Focus given to the conversational chains that have been established between theorists from differing schools and within any given school. *3 credits*

SOCI 3330 Crime and Civil Rights

This course broadly examines constitutional law, civil rights, and civil liberties in a socio-legal context. The intention of the course is to develop an understanding of the legal principles and rules that define the nature and the limits of American government. Prerequisite: SOCI 1101 or ANTH 1202 or permission of the department chair. *3 credits*

SOCI 3382 Sociological Practice

Approaches to and varieties of sociological practice, including policy research, action research, evaluation research, strategic planning, and clinical intervention. An in-depth analysis of the problem-solving process and guided social change, and the role of sociological knowledge and insight. Examination of the values guiding the sociological practitioner and the ethical challenges associated with being a consultant, policy research or social activist; and the criteria used to define “successful” practice. Students will participate in a sociological practice project. *3 credits*

SOCI 3417 Sociology of Knowledge

What do we know, how do we “know” it? Examines “knowledge” in society and its relationship to social structure and individual consciousness. Emphasis is on the social construction of reality, the meaning of truth and fact, i.e., scientific, theological and sociological truth compared. How the social attributes of groups as well as individuals affect the production ordering and presentation of “information.” The form knowledge will take in a particular society. *3 credits*

SOCI 3420 Crowds, Cults, and Revolutions

This course focuses on the social phenomenon of collective behavior from a multicultural perspective. Revolutions, social protest, fads, trends, social movements and crowd behavior across cultures are examined through comparative analysis. *3 credits*

SOCI 3514 (ANTH 3514, WMST 3514) Sociology of Gender

Advanced exploration of social scientific theory and research on women and men, including such topics as: the social construction and interconnectedness of sex, gender, race, class, and sexuality; how gender operates in everyday social interaction, affecting love, violence, and friendships; how gender inequalities are institutionalized in work, education, religion, and family; and how gender differences and inequalities are implicated in relations of power and politics. *3 credits*

SOCI 3815 Theories of Deviance and Conformity

An application of various sociological theories of deviance and conformity to a variety of deviant and conforming attitudes, behaviors, and conditions, including, for example: issues of crime and punishment; legal and illegal drug use; sexual minorities, majorities, and fetishes; body presentation, maintenance, and modification; and public opinion and

political dissent. Taught as a seminar, with students responsible for presenting on the assigned readings and assisting in leading discussion. *3 credits*

SOCI 3816 (ANTH 3816, CORE 3790) West African Derived Religions in the Americas in Dialogue with Catholicism

Examines the interrelations between West African religions and Catholicism as they met via the slave trade and forced relocation of Africans to the New World as well as contemporary practices. Cross-cultural, social-scientific exploration of issues of authority and power, cultural variation and similarities, authenticity and syncretism in Mexican, Cuban, Haitian, Trinidadian, Brazilian, and U.S. American traditions, that may include discussions of Catholic Saints, slave Baptisms, the Inquisition, folk Catholicism, sacred drumming, trance possession, ritual retention and innovation, Santería/Lukumi, Candomblé, Umbanda, Vodou, Regla de Palo, Abakuá, Yoruba Revivalism, Orisha Religion, and Spiritism. The course will be run as a seminar in which students will be responsible for taking part in leading class discussion. *3 credits*

SOCI 3881-3888 Special Issues in Sociology

Topics to be announced by the department. Students should consult the registration handbook for specific titles. *3 credits*

SOCI 3892 Internship

Students work in settings where they can apply their theoretical knowledge and research skills to the practical demands of the workplace. Designed to enhance the competencies of students as they prepare for their careers. Supervision is provided both by the site supervisor and a department faculty member. Students must obtain prior approval from their advisers. Seniors and juniors only. *3 credits*

SOCI 5978 Independent Study 2 credits

SOCI 5979 Independent Study 1 credit

SOCI 5980 Independent Study 3 credits

SOCI 5981 Independent Study 1 credit

SOCI 5982 Independent Study 2 credits

SOCI 5983 Independent Study 3 credits

SOCI 5984 Independent Study 3 credits

SOCI 5986 Independent Study 3 credits

SOCI 5988 Senior Seminar in Sociology

A capstone course for majors, which integrates knowledge and skills acquired in the sociology program. Original research paper required that demonstrates mastery of program goals. Topics and approach to be announced by the department and instructor. *3 credits*

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 and 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. This course takes a holistic approach to human behavior from our evolutionary past, to the present and the 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 Culture and Communication: Introduction to Linguistic Anthropology

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 1215 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 intergroup relations. *3 credits*

ANTH 2213 (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 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 2224) Health and Medicine: An Anthropological Approach

Explores how culture, religion, and history shape practices and ideas regarding diagnosis and treatment, and the meaning of sickness, illness, healing, cure, and health. Investigates health and medicine not only as biological phenomena, but in the context of the economic, political, kinship, and religious systems in which they occur. *3 credits*

ANTH 2228 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 with emphasis on the anthropology of modern nationalisms and the related discourses of ethnic identity and genocide, indigenism and modernity, nations-within-states, and the cultural ironies of tourism. *3 credits*

ANTH 2230 Folklore and Mythology

Focus is on the origins, commonalities and differences in the diverse myths present in all cultures. Course will explore the connections between folklore and myth and their function in maintaining cultural systems. Special emphasis will be given to the effects of globalization on the appropriation of the myths and folkloric practices of various indigenous peoples as well as the way they are transformed and/or given new meaning in the complex, technologically developed societies of the contemporary world. *3 credits*

ANTH 2232 Kinship in Cross-Cultural Perspective

Cross-cultural comparison of structure, organization and behavior associated with different models of kinship and social organization in diverse societies both traditional and modern. Social systems based on idioms of blood, marriage forms and marital relations, the incest taboo, mate selection and issues arising from new reproductive technologies will be explored. *3 credits*

ANTH 2233 (SOCI 2233, WMST 2233) Understanding Human Sexuality

This course examines human sexuality and gender relationships from an anthropological and cross cultural perspective. It examines the culturally constructed roles of women and men in evolutionary perspective and within specific cultural and social contexts both past and present. The course also focuses on the economic, political and domestic roles, social statuses; and adaptive and maladaptive features of sociosexual patterns. This course pays specific attention to the impact of globalization and contemporary technological developments on the socially and constructed nature of human sexuality and sexual identity, with specific attention paid to the Internet. It also pays close attention to the power of religion and politics to liberate, regulate and/or limit human sexual expression. *3 credits*

ANTH 2241 (ARCH 2346) Native People of North America

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 2242 Peoples & Cultures of Southeast Asia

New approaches to the ethnography of Southeast Asia introduce students to the contemporary culture and social organization of the peoples of the region. Students will read and respond to classic works as well as contemporary monographs that address characteristic social formations; upland-lowland dynamics; maritime vs. agricultural states; indigenous responses to early modern, colonial and post-colonial European/American expansion, and organized around three themes; the cultural construction of the gendered self; the material expression of the imagined nation, and the technologically mediated paradox of world-systems. *3 credits*

ANTH 2243 Peoples and Cultures of Latin America

This course focuses on recent approaches to the ethnography of the Americas, specifically those countries which were formerly Iberian (Spanish and Portuguese) colonies. Addresses Pre-Columbian social formations, the impact of the arrival of Europeans, and the contemporary postcolonial social landscape. Some of the themes of our inquiry are: Conquest and colonialism, post-colonial nationalism, indigenous cultures, hierarchies of class and caste, social movements, religions, migration, the impact of international monetary policy on cultural formations, globalization and transnationalism, and race and ethnicity. While the course spans more than five centuries in our conceptualizations, it primarily focuses upon the present. *3 credits*

ANTH 2311 (SOCI 2311, ENVL 2311) Population, Ecology and the Environment

Examines diverse socio-cultural strategies used by human societies throughout the world. Addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists & pastoralists, peasant farmers, and agro-industrial corporations, as they respond to and transform 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 2331 (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*

ANTH 2412 Anthropology of Religion

Introduces students to the study of the Anthropology of Religion from a historical and theoretical perspective. Provides a framework for understanding the diverse ways in which "religion" manifests in different cultural settings and historical contexts. The course explores the human capacity

to “make meaning” through the use of symbol, myth and ritual. It also explores transpersonal states of consciousness, many of which are induced through various public and private rituals and other devotional, ascetic and ecstatic practices. The category of “the religious” or “the sacred” as defined according to the western worldview is interrogated and explored. The course content is also relevant to students in religious studies, Catholic studies, sociology, psychology and Italian studies. *3 credits*

ANTH 2716 (SOCI 2716) Understanding Americans: 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. (Formerly ANTH 2234) *3 credits*

ANTH 2912 (SOCI 2912) Qualitative Field Research Methods

This course is designed for 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 qualitative field research projects using methods and techniques including participant observation, and structured and unstructured interviewing techniques and non-probability sampling. Emphasis is not only on collecting, analyzing and evaluating ethnographic data within a hands-on research context, but also the very process of building relations between researchers, their communities of study, and other stakeholders. The course will also address ethical issues in social science research including privacy, institutional oversight, rights of the state, and common strategies and solutions. Final research paper is based on original fieldwork. *3 credits*

ANTH 3212 The History of Anthropological Thought

Examines the history of the discipline of anthropological thought and the theoretical corpus as it developed from the 19th century to the present. Students are exposed to the major theories and theorists in the field and to some of the contemporary debates within the discipline. This course challenges students to critically assess the validity of various analytical approaches to the concept of culture, society and the person. *3 credits*

ANTH 3215 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 3218 Immigration to the United States

This course examines the history of immigration to the United States from the 17th Century to the present. Explores distinct waves or moments of immigration; presents theoretical explanations for these population movements; and assesses the cultural, political, and economic consequences of immigration to the United States. *3 credits*

ANTH 3219 (SOCI 3219) 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 3294 Independent Study 1 credit

ANTH 3295 Independent Study 2 credits

ANTH 3296 Independent Study 3 credits

ANTH 3297 Independent Study 3 credits

ANTH 3301-04; 3307-08; 3331 Special Topics in Anthropology

Topics to be announced. Check semester course offerings for specific themes *3 credits*

ANTH 3305-06, Special Issues In Anthropology

Issues pertinent to the discipline. Check semester course offerings for specific themes. *3 credits*

ANTH 3330 Visual Anthropology

Students will study the ways by which people and their cultural expressions have been documented and represented through the creation and refinement of photographic and cinematographic techniques, including documentary film. The implications of the reversal of the camera lens, such that the anthropologists or filmmakers become subject to scrutiny and investigation, as well as the analysis of the visual production of different groups of people, will be a central theme throughout the course. Topics to be addressed include the scientific and colonial legacy of *National Geographic*, representations of desire in Indian and Arab soap operas, Brazilian Kayapo photojournalists, indigenous Australians/Pacific Islanders addressing their own communities, as well as movies representing indigenous Eskimo/Inuit made by themselves for a world audience. *3 credits*

ANTH 3514 (SOCI 3514/WMST 3514) The Anthropology of Gender

This course examines the history of a gendered approach to anthropology in light of second-wave feminism’s theoretical contributions and to the new questions that gender analysis brings to traditional anthropological issues such as work, kinship, immigration, race and nationalism. *3 credits*

ANTH 3816 (SOCI 3816, CORE 3790) West African Derived Religions in the Americas in Dialogue with Catholicism

Examines the interrelations between West African religions and Catholicism as they met via the slave trade and forced relocation of Africans to the New World as well as contemporary practices. Cross-cultural, social-scientific exploration of issues of authority and power, cultural variation and similarities, authenticity and syncretism in Mexican, Cuban, Haitian, Trinidadian, Brazilian, and U.S. American traditions, that may include discussions of Catholic Saints, slave Baptisms, the Inquisition, folk Catholicism, sacred drumming, trance possession, ritual retention and innovation, Santería/Lukumi, Candomblé, Umbanda, Vodou, Regla de Palo, Abakuá, Yoruba Revivalism, Orisha Religion,

and Spiritism. The course will be run as a seminar in which students will be responsible for taking part in leading class discussion. *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. Course focuses on art both as observable phenomena (human-made objects, spaces, images, narratives) but also as a universal conceptual category approached through the lens of material culture and symbolic behavior. *3 credits*

ANTH 4000 Anthropology of Art

An anthropological approach to the study of the arts. Students will read new and classic works that address the biological roots of the making of art, historical evidence in the archaeological record, the relationship of art and artists to religious, political and economic organization, and the arts as an expression, or rejection, of the cultured body as well as the collective identity of one's group. Course focuses on art both as observable and meaningful phenomena (human-made objects, spaces, images, narratives) as well as process and structure (how artists/specialists are trained, organize themselves, make a living). Emphasis on anthropological theories on art as a universal conceptual category, approached through the lens of material culture and symbolic behavior, will be applied to both vintage and contemporary case studies in visual arts and architecture. *3 credits*

ANTH 5988 Senior Seminar in Anthropology

A capstone course for majors, which integrates knowledge and skills acquired in the sociology anthropology program. Original research paper required that demonstrates mastery of program goals. Topics and approach to be announced by the department and instructor. *3 credits*

Social Work

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, issues of poverty and oppression, and the values and ethics of the profession. *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 program director. *1/2/3 credits*

SOWK 1311 Children and Youth in Society

Overview of principal supportive, supplementary and substitutive 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. This course is required for social work majors who have been accepted into the Baccalaureate Child Welfare Education (BCWE) Program. *3 credits*

SOWK 1314 (AFAM 1518) Social Work and the Law

Examines the interaction of the disciplines of law and social work, as well as interaction between lawyers and social workers and the relationship of ethics and law. *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. This course is designed as a potential prototype for what is planned to be a CORE III (Engaging the World) course focusing on diversity, cultural competency and social justice. *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 (SOWK 6911) Introduction to Gerontology

Overview of the basic facts about aging and aging processes, including demography, biology, psychology, sociology and policy analysis. Also includes financial, legal, and end-of-life issues. *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 2201 Social Problems and Programs

Introduces students to the nature and extent of social problems and governmental and not-for-profit programs that attempt to ameliorate, prevent, or eliminate these problems. *3 credits*

SOWK 2301 Social Policy Analysis

Analyzes major factors involved in social policies, programs and organizations. 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. This course is approved for infusion as critical thinking. Prerequisite: SOWK 2201. *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*

SOWK 3511 Behavior and Environments

Intensive elaboration of the life course with emphasis on the interactive effects of economic, physical, social, and technological environments (the ecological perspective) on the growth and development of individuals and families. There is emphasis on the interactive effect of these environmental variables. Social work majors only. Prerequisites: BIOL 1101, PSYC 1101, SOCI 1101, SOWK 1111. *3 credits*

220 College of Arts and Sciences

SOWK 3611 Introduction to Helping Skills

Introduces and furthers comprehension and application of ethical caring, self-awareness, respect, effective communication and resource mobilization. Social work majors only. Prerequisite: SOWK 1111. Corequisite: SOWK 3811. *3 credits*

SOWK 3811 Helping Careers Practicum

Introductory field work experience for students planning a career in social work. Students maintain written records and learn under professional supervision at social agencies for 84 hours paced over the semester, plus a minimum of three, one-hour in-class meetings with the Director of Field Education over the semester. Social work majors only. Corequisite: SOWK 3611. *3 credits*

SOWK 4611 Social Work Practice and Research

Students gain proficiency in research processes and methodologies, particularly evaluative and including single system design, used in social work practice. Corequisite: any 4000 level social work course. *3 credits*

SOWK 4811 Senior Practicum I

First of a two semester sequence that is the signature pedagogy of the program and designed for students to gain competency in the aforementioned list of competencies. Under professional supervision, students function in a social work agency to gain beginning level generalist social work competencies. An internship of approximately 200 hours is to be completed during this fall semester learning experience. This course also includes periodic meetings with students as a group in class and with the Director of Field Education. Prerequisites: Formal admission to the social work program. The admission process takes place over the spring semester of the junior year and is explicated in the Program Handbook, and implemented by the program under the leadership of the Director of Field Education. Corequisite: 4911. *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 competencies. Includes various student reports and periodic class/group meetings with the Director of Field Education. Total number of practicum hours for the SOWK 4811-4812 sequence is 400. Prerequisites: SOWK 4811, 4911. Corequisites: SOWK 4912, 5111. *6 credits*

SOWK 4911 Theory and Practice I

First of two theory and practice methodology course 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. Emphasizes problem solving, strengths, cultural competence, best practices, and evidence-based practice. Prerequisite (formal admission into the social work program): SOWK 3611, 3811. Corequisite: SOWK 4811. *3 credits*

SOWK 4912 Theory and Practice II

The second theory and practice (methods) course designed to help students develop the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for professional mezzo and macro practice to serve individuals, families and large groups, organizations, communities, and society at large. Emphasizes problem solving, strengths, cultural competence, best practices, and evidence-based practice. Prerequisites: SOWK 4911. Corequisites: SOWK 4812, 5111. *3 credits*

SOWK 5111 Senior Research Seminar

A capstone learning experience 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. The course focuses on specific areas of interest identified by participants with the guidance of the instructor. Through a written research requirement, student presentations, group discussions, community observations and guest lectures, the selected areas of interest will be integrated with the strengths perspective especially in needs assessment, with the fullness of cultural competency, in evidence-based/research-based best practice. Corequisites: 4812, 4912. *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. These include:

- **Interdisciplinary Majors:** criminal justice*, economics*, environmental studies*, and social and behavioral sciences
- **Interdisciplinary Minors, Certificates and other special programs:** archaeology minor, Italian Studies minor, Multidisciplinary Certificate in Gerontology, Russian and East European Studies minor and certificate, women and gender studies minor, and the Multicultural Program.
- **Dual Degree Programs:** B.S. in Biology/D.P.T or M.S.P.A. or M.S.A.T.; B.A. Social and Behavioral Studies/M.S.O.T. or M.S.A.T.; B.A. or B.S./M.B.A.; B.A. in Political Science/M.P.A.; B.A. in Sociology/M.P.A., B.A./M.A. in English; B.A./M.A. in History; B.A./M.A. in Museum Professions; B.A. in Psychology/M.S. in Experimental Psychology; and B.S. in Physics or Chemistry/Bachelor of Engineering with the New Jersey Institute of Technology

*An interdisciplinary minor or certificate is also available through this program.

Criminal Justice Program

Arts and Sciences Hall
(973) 761-9470

www.shu.edu/academics/artsci/criminal-justice

Interim Director: Christopher A. Kaiser, Ed.D.

Faculty: Athens; Launer; Palenski

Affiliated Faculty: Paitakes

Leading to a Bachelor of Arts (B.A.) degree, the Criminal Justice program of study can lead to professional careers in law enforcement, courts, corrections, police, and other areas relating to crime and justice. The major in criminal justice is designed to give students a broad understanding of the operation of the criminal justice system. Graduates from the program may pursue careers in criminal justice, law enforcement, courts, and corrections or undertake graduate professional degrees in areas such as criminology and criminal justice. A series of internships are offered in federal, state, and municipal 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 University criminal justice program.

Major in Criminal Justice

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:

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	Introduction to Sociology	3

Unit II Intermediate Required Courses (9 Credits)

CRIM 2616	Criminology	3
CRIM 3550	Criminological Theory	3
CRIM 2910	Research Methodology	3
or CRIM 3120	Qualitative Methods of Criminal Justice Research	3

Unit III Criminal Justice Electives (18 credits)

Students are required to complete six 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	Criminal Justice Administration and Management	3
CRIM 2913, 2915-2916, 2918-2920	Special Issues in Criminal Justice	3
CRIM 3310	Violent Crime	3
CRIM 3894	Criminal Justice Co-op I	3
CRIM 3895	Criminal Justice Co-op II	3
CRIM 3896	Criminal Justice Co-op III	3
CRIM 4400	Homicide	3
CRIM 5986-5987	Special Theoretical Issues in Criminal Justice	3
CRIM 5988	Senior Seminar	3

Unit IV Additional Electives (9 credits)

Students are to select three of the following courses, with no more than two courses selected from the same department.

AFAM 3311	Public Institutions and the African American	3
ANTH 1210	Culture and Communication	3
ANTH 1215	Race, Racism and the Meanings of Human Difference	3
POLS 2122	Public Administration	3
PSYC 2214	Abnormal Psychology	3
POLS 2229	Introduction to U.S. Law	3
SOCI 2314	Formal Organizations	3
SOCI 2515	Majority-Minority Relations	3
SOWK 1314 (AFAM 1518)	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	3
CRIM 2616	Criminology	3
SOCI 1101	Introduction to Sociology	3

Elective Courses

Any two of the following:

ANTH 2213	Case Studies in the Anthropology of Law	3
CRIM 2613	Victimology	3
CRIM 2614	Police in Modern Society	3

222 College of Arts and Sciences

		Credits
CRIM 2615	Penology	
CRIM 2617	Juvenile Delinquency	
CRIM 2618	Community Supervision	
CRIM 2619	Prosecution and Adjudication	
CRIM 2912	Criminal Justice Administration and Management	
CRIM 2913, 2915-2916, 2918-2920	Special Issues in Criminal Justice	
CRIM 3894-3896	Criminal Justice Co-op I, II and III	
SOCI 2213	Law and the Legal System	
SOCI 3815	Theories of Deviance and Conformity	
<i>Any one of the following:</i>		
SOCI 2211	Sociology of the Family	
SOCI 2314	Formal Organizations	
SOCI 2513	Social Inequalities	
SOCI 2515	Majority-Minority Relations	
SOCI 2701	Social Change	
SOCI 2713	Political Sociology	

Total: 18

Police Training Program

State Police 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 as long as they receive actual grades for the courses taken at the Academy. Pass/Fail grades will not be accepted for credit. Please call (973) 761-9430 for more information. Most of the following courses are restricted to this 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
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

Law enforcement personnel seeking academic credit for the municipal police academy experience should call (973) 761-9430 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 municipal police academies in New Jersey:

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

County Police Program

Law enforcement personnel seeking academic credit for the county police academy experience should call (973) 761-9430 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 3894	Criminal Justice Co-op 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, courts and corrections, 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 and probation 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 defendants legal rights at middle stage of criminal justice system. *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: Two of the following courses: SOCI 1101, PSYC 1101, ANTH 1202 and MATH 1203; or permission of the instructor. *3 credits*

CRIM 2912 Criminal Justice Administration and Management

Exploration of contemporary criminal justice administration with emphasis on leadership and management skills, as well as organizational theory. Discussion of management principles, communication, motivation of personnel, leadership and power, organizational conflict, decision making, organizational effectiveness, and innovation and change. *3 credits*

CRIM 2913, 2915-2916 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: Two of the following courses: 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, 3895, 3896 Criminal Justice Co-op I, II, III

Internships or work experience in local, state, or federal criminal justice institutions. *3 credits each*

CRIM 4400 Homicide

The nature of criminal homicide and its investigation are examined from both a legalistic and social scientific perspective. In part I of the course, criminal homicide is legally distinguished from non-criminal homicide, and five different types of criminal homicide are legally distinguished from each other: capital murder, first and second degree murder, and voluntary and involuntary manslaughter. In addition, the main legal defenses to criminal homicide (immaturity, insanity, intoxication, self defense, prevention of dangerous felony, and duress) are reviewed. In part II, various social scientific schemes for classifying and investigating homicide offenses and offenders, including the FBI’s standardized system, are critically compared. In comparing these different classification systems, actual death investigation reports, autopsies, toxicological and ballistic reports, crime scene stills and sketches, and trial court transcripts are utilized. Students will be required to classify homicide offenses and offenders on the bases of the different schemes and methods reviewed. Prerequisite: CRIM 2612. *3 credits*

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 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**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*

B.A. in Economics

Jubilee Hall Fifth Floor
Department of Political Science and Public Affairs
(973) 761-9384

www.shu.edu/academics/artsci/ba-economics

Administrator: Jeffrey Togman, Ph.D.

The Department of Economics in the Stillman School of Business 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 the economics and quantitative courses specified below. 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
MATH 1303	Quantitative Methods for Business and Economics Students	3
BQUA 2811	Business Statistics	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 xxxx	Electives in Economics	12

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.*

Environmental Studies Program

Fahy Hall 3rd Floor and
Science & Technology Center 3rd Floor Office Suite
(973) 761-9473 or (973) 761-9052

www.shu.edu/academics/artsci/ba-environmental-studies

Co-Directors: Judith C. Stark, Ph.D. and Marian Glenn, Ph.D.

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.

Environmental studies provides a multidisciplinary medium for the study of the scientific and humanistic aspects of environmental problems. The Bachelor of Arts in Environmental Studies includes two tracks, one in education and one in public policy. This program, along with the minors in environmental studies and environmental science, includes courses that are rigorous within their traditional disciplines, from natural science (biology, chemistry, physics and geology) to political science, philosophy, economics, management and sociology.

Major in Environmental Studies

The major in environmental studies prepares students to become leaders with expertise in sustaining and conserving our environment and natural resources while balancing the needs of a changing economy. Students prepare to take on service and leadership roles in an area of increasing global and local importance. Seton Hall's location in northern New Jersey, at the borders of old industrial cities and new and old suburban communities places students at the growing edge of many environmental problems and their solutions: pollution, toxic wastes, land use, Brownfield remediation, development pressures on open space, and habitat loss. New Jersey is home to a number of unique and fragile ecosystems, e.g. the Palisades, the Great Swamp, extensive salt marsh estuaries, and the Pine Barrens and these places provide venues for research and fieldwork. As the Catholic university in the state, Seton Hall brings issues of environmental justice, sustainability and new understandings of stewardship to regional conversations on the environment.

The major in environmental studies offers a systematic, interdisciplinary approach to education, insuring the rigorous and integrated use of the natural and social sciences and humanities to understand the profound impacts of human activity upon the interrelations of all components of the natural environment and the critical importance of restoring and maintaining environmental quality. The environmental studies major builds upon a foundational interdisciplinary team-taught course in environmental studies and culminates in a capstone course that involves the writing of a senior thesis under the guidance of a faculty mentor. Global and local in focus, the major involves students in experiential learning through community outreach activities and internships. The major prepares students to be servant leaders who build an environmentally, economically, and socially sustainable society, one that balances the needs of people today with those of future generations.

Required Courses for all tracks (37 credits)

ENVL 1011	Introduction to Environmental Studies	3
ENVL 1019/ERTH 1019	Introduction to Geology	3
ENVL 1111/GEOG 1111	Fundamentals of Geography	3
MATH 1203*	Statistical Models for Social Sciences	3
BIOL 1101*	Introduction to Biology	3
CHEM 1001*	Chemistry and the World Around Us	3

ECON 1402*	Microeconomics	3
ECON 1403*	Macroeconomics	3
ENVL 2122/BIOL 2122	Introduction to Ecology	4
ENVL 2115/PHIL 2115	Environmental Ethics	3
ENVL 2910/POLS 2910	Research Methods for Social Sciences	3
ENVL 5050	Senior Capstone	3

* Satisfies the A&S Core Curriculum requirements.

Environmental Education Track (15 credits):

For students interested in enhancing public awareness of environmental issues through schools, non-profit organizations and community-based organizations

	Credits
PHYS 1001 Introduction to Physical Science and	3
ENVL 2311/ANTH 2311/SOCI 2311 Ecology, Demography and Environment	3
or ENVL 3014/POLS 3014 Ecology and Politics	3
Plus three electives from the list of electives	9

Environmental Policy Track (15 credits):

For students interested in developing skills for work in the public sector: local, regional, national and international levels

	Credits
ENVL 2311/ANTH 2311/SOCI 2311 Ecology, Demography and Environment	3
ENVL 3014/POLS 3014 Ecology and Politics	3
ENGL 3513 Scientific and Technical Writing or	
COMM 1421 Writing for the Media	3

Select one course from the following:

POLS 1111 Introduction to Public Policy	3
SOCI 2701 Social Change	3
Plus one elective from the list of electives	3

Practicum Requirement (3 credits)

ENVL 4511 Practicum	3
---------------------	---

Elective Courses:

ENVL 2311/ANTH 2311/SOCI 2311 Ecology, Demography and Environment	3
ENVL 3014/POLS 3014 Ecology and Politics	3
ENVL 3050-3099 Selected Topics in Environmental Studies	3
ENVL 3200** Sustainability in the Marine Environment	3
ENVL 3592** Humans and the Natural World	3
ENVL 4111, 4112, 4113 Reading and Writing Tutorial in Environmental Studies	1-3

226 College of Arts and Sciences

ANTH 2234	Anthropology of American Culture	3
ANTH 3219	Urban Anthropology	3
BMGT 4925	Managing the Environment	3
ENGL 3426	Literature and Nature	3
ENGL 3514	Scientific and Technical Writing	3
GEOG 1112	Principles of Human Geography	3
GEOG 2111	Principles of Political Geography	3
HIST 4390	Topics in American History	3
POLS 1111	Introduction to Public Policy	3
RELS 3591-3593	Special Questions in Ethical Studies	3
SOCI 2701	Social Change	3
SOCI 2716	American Society	3

***Satisfies the University Core Curriculum requirement for Engaging the World*

Minor in Environmental Studies

The environmental studies minor is intended to complement a major in any subject to increase awareness of environmental problems and possible solutions.

Required Courses: 10-11 Credits

ENVL 1011	Introduction to Environmental Studies	3
ENVL 2121/BIO 2121	Introduction to Ecology	4

One of the following as a prerequisite to ENVL 2121/BIO 2121

BIO 1101	Introduction to Biology *	3
BIO 1104	Biology and the World Around Us	4
CHEM 1001	Chemistry and the World Around Us**	3

** BIO 1201 or BIO 1202 may be substituted for BIO 1101 or BIO 1104. **CHEM 1123-1124 or CHEM 1107-1108 may be substituted for CHEM 1001-1005.*

Elective Courses: 9 Credits

Choose from any ENVL courses.

Minor in Environmental Sciences

The interdisciplinary minor in environmental sciences is designed for students majoring in biology, biochemistry, chemistry or physics. The environmental sciences minor teaches students scientific skills for practical use in this field of investigation.

Required Courses*

ENVL 1011	Introduction to Environmental Studies	3
BIO 2341	Ecology	4

Two of the following:

BIO 3341	Environmental Toxicology	3
CHEM 2215	Analytical Chemistry 1	4
CHEM 2216	Analytical Chemistry 2	4
PHYS 3511	Environmental Physics	3

Choose other ENVL courses to make a total of 20 credits

*The required courses have the following pre-requisites:

1. Prerequisites for Ecology and Environmental Toxicology: BIO 1201 General Biology/Organism; BIO 1202 General Biology/Cell; BIO 2211 Genetics;
2. Prerequisites for Environmental Chemistry, Environmental Toxicology, and Environmental Physics: CHEM 1123/1125-1124/1125 General Chemistry I-II and CHEM 2313-2314 Organic Chemistry I-II;
3. Prerequisite for Environmental Physics: PHYS 1701-1702 General Physics I-II, MATH 1401 Calculus I

Course Descriptions

ENVL 1011 Introduction to Environmental Studies

This course introduces students to the interdisciplinary field of environmental studies, through lectures and discussion led by environmental studies program faculty from the social sciences, natural sciences and humanities. *3 credits*

ENVL 1019 (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*

ENVL 1111 (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*

ENVL 2115 (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 the inherent value of the natural world. *3 credits*

ENVL 2122 (BIO 2122) 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 and global climate change will be examined. Three-hour lecture, three-hour laboratory per week. (Part of the environmental studies program; not a biology major elective course.) Prerequisites: BIO 1101, BIO 1104 or CHEM 1001 or equivalent. Lab fee \$25. *4 credits*

ENVL 2311 (ANTH 2311/SOCI 2311) Ecology, Demography and 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*

ENVL 2321 (HIST 2321) Environmental History of the United States

Explores the changing relationship between people and the environment in the United States. As a general survey of the nation's environmental history, the course examines a variety of issues, including our changing understanding of the "natural" world and our place in it; the consequences of human efforts to commodify and control nature; social and ethical responses to environmental problems; and the evolution of environmental policy. *3 credits*

ENVL 2910 (POLS 2910) Research Methods for Social Sciences

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. Prerequisite: Math 1203 or MATH 1101. *3 credits*

ENVL 3014 (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 climate change, species depletion, land management and hazardous waste. Explores attempts by government and other interested parties to rectify these problems. *3 credits*

ENVL 3050-3052 Selected Topics in Environmental Studies

Topics are chosen by the environmental studies faculty. Through lectures, discussion of readings, written assignments, field work and other means, students explore a special topic in the field of environmental studies. *3 credits*

ENVL 4111, 4112, 4113 Reading and Writing Tutorial in Environmental Studies

The tutorial courses provide opportunities for a senior student to pursue an in-depth reading and writing project in close consultation with a member of the environmental studies faculty. *1-3 credits*

ENVL 4511 Practicum

This course provides a field experience under the supervision of a member of the environmental studies faculty. The specific form and requirements of the practicum, e.g. internship, service learning, etc., is developed in close consultation with the instructor. Students share their reflections on the experience during the semester and make a formal presentation of the results. *3 credits*

ENVL 5050 Senior Capstone

This course is the senior capstone for all students majoring in environmental studies. A broad topic of pivotal importance to the field is selected annually. Each student prepares an independent research project on a specific aspect of the topic, closely mentored by faculty of the environmental studies program. The course is taught in the fall semester, but students begin preparation through required summer reading. The fall semester is a structured research/writing seminar that culminates in a formal written and oral presentation of the student's findings. *3 credits*

Liberal Studies Program

Fahy Hall Room 314

(973) 761-9000 Ext. 5183

www.shu.edu/academics/artsci/ba-liberal-studies

Director: Mark B. Couch, Ph.D.

Leading to a Bachelor of Arts (B.A.) degree, the liberal studies program provides a broader-oriented education than might be gained from a concentration in one of the usual majors of the College of Arts and Sciences. The program offers a two-track curriculum each of which can set a foundation for a teaching career or any profession in which skills are needed in reading, analysis, and oral and written communication. Because of the extensive choices of minors and electives, students can also tailor their courses with a view toward graduate studies.

Program Requirements

Requirements for a Bachelor of Arts degree in Liberal Studies include:

Track I

- 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:
 - Graphic, Interactive and Advertising Design
 - Africana Studies
 - Anthropology
 - Archaeology
 - Art History
 - Asian Studies
 - Classical Studies
 - Communication
 - English
 - Fine Arts
 - French
 - German
 - History
 - Italian
 - Latin
 - Music Performance
 - Philosophy
 - Religion
 - 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 one English course from the following: ENGL 2511, ENGL 2514, ENGL 2515, and ENGL 3511;
- E. Completion of six creative arts credits from the following: AART 1110-2316, MUAP 1011-3699, COBF 2222 and 3222, COTH 3620 and 3625;

228 College of Arts and Sciences

- F. Completion of additional elective credits sufficient to meet the 120-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: 120

Track II

- A. Completion of the core curriculum of the College of Arts and Sciences;
- B. Completion of two minors (minimum 18 credits each), at least one from the following disciplines:

- Art History
- Classical Studies
- English
- History
- Languages (Chinese, Japanese, Italian, Spanish, French, Latin, Greek, Russian)

- Philosophy
- Religious Studies

and one from the following disciplines:

- Africana Studies
- Anthropology
- Fine Arts
- Archaeology
- Asian Studies
- Catholic Studies
- Communication
- Environmental Studies
- Music Performance
- Women and Gender Studies

Other minors with adviser/department approval

- C. Completion of one English course from the following: ENGL 2511, ENGL 2514, ENGL 2515, and ENGL 3511;
- D. Completion of IDIS 5001 Senior Seminar in Liberal Studies;
- E. Completion of additional elective credits sufficient to meet the 120-credit minimum graduation requirement of the College; and
- F. A minimum GPA of 2.0 in the courses used to satisfy major requirements (B)-(F) inclusive.

Total: 120

Social and Behavioral Sciences Program

Mooney Hall Room 11

(973) 275-2595

www.shu.edu/academics/artsci/ba-social-behavioral-sciences

Director: Joan Brennan, M.P.A.

Leading to the degree of Bachelor of Arts (B.A.) in Social and Behavioral Sciences, this interdisciplinary major provides the basis for a general education in the social and behavioral sciences. Students seeking a broad based liberal arts education and/or seeking careers in law, government, education, human resources, management, or business are encouraged to enter this program; there is a strong emphasis on human relations.

B.A. in Social and Behavioral Sciences

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 either MATH 1101 or MATH 1203;
- 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. May include those required for the Social Science section of the College of Arts and Sciences Core Curriculum.
- D. Completion of a research methods course approved by the selected minor department;
- E. Completion of IDIS 5002 Senior Seminar (3 credits), resulting in a significant research project and paper. Prerequisites for this course include: senior standing and satisfactory completion of the statistics and research methods courses;
- F. Completion of additional elective credits sufficient to meet the 120-credit minimum graduation requirement of the College; and
- G. A minimum GPA of 2.0.

Total: 120

Joint Programs in Occupational Therapy or Athletic Training

Social and Behavioral Science (SOBS) majors may also choose to enter a dual degree program in either Occupational Therapy (OT) or Athletic Training (AT) with Seton Hall's School of Health and Medical Sciences. Students would receive both a B.A. in Social and Behavioral Sciences and Master of Science (M.S.) in OT or AT.

SOBS students who elect the dual degree programs must pick a minor in sociology, psychology or anthropology. SOBS/OT students can also minor in social work or anthropology that focuses on culture, communication, rituals and language usage. A minor concentration in 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. Psychology, on the other hand, concentrates on the understanding of individual behavior, laying the foundation for understanding emotional and psychosocial functioning. The special concerns of social work are poverty, illness, racism, sexism, homophobia, ageism, and indifference to human suffering. Social work is committed to the prevention of social problems and the provision of social services.

The following Social and Behavioral Science dual degree programs are offered in conjunction with the School of Health and Medical Sciences (SHMS).

Occupational Therapy

Program Overview

The College of Arts and Sciences and the School of Health and Medical Sciences 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 Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number for AOTA is (301) 652-2682.

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 clinician, educator, administrator and researcher. As clinicians, occupational therapists 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 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

The Occupational Therapy Program at Seton Hall University is unique because it accepts students for enrollment in the entire program. Admission to the program is both competitive and extremely selective.

Applicants should have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, English and a foreign language. 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 overall GPA, a C or higher in each prerequisite course, and a cumulative GPA of at least 3.0 in prerequisite courses. It is recommended that transfer credits into dual degree programs be limited to 70.

Before entering the graduate program, applicants are required to complete 50 hours of volunteer/observation work under the supervision of a licensed occupational therapist in a hospital or other health care setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of clients and the role of the occupational therapist. A supportive letter of reference from a supervising occupational therapist is required of all students entering the graduate program.

Program Requirements:

Students who maintain the required 3.0 grade point average as an undergraduate and complete the requirements of the social and behavioral sciences program by the end of their junior year are guaranteed admission into the final three years of professional studies. Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than October 15th of their junior year. Eligible students seeking to transfer into any SHMS dual degree program will be considered on a space-available basis.

In order to move into the professional stage of this 3+3 program, students must also have a minimum overall GPA of 3.0 in the prerequisite courses indicated below (*) with no grade being less than a C in a prerequisite course.

Students in Social and Behavioral Science-Occupational Therapy (SOBT) can choose from one of four concentrations in their undergraduate program: sociology, anthropology, social work or psychology. Regardless of minor selected, all students must take Introduction to Psychology (PSYC 1101) before taking the required prerequisite courses in Developmental Psychology (PSYC 2212) and Abnormal Psychology (PSYC 2214). Introduction to Sociology (SOCI 1101) is a pre-requisite for all sociology courses and Cultural Anthropology (ANTH 1202) for all Anthropology courses. The director of social and behavioral sciences assists students in planning their undergraduate course of study in order to complete that part of the 3+3 program by the end of junior year. Total number of credits by end of junior year is 89-90.

Curriculum: Pre-Professional Phase**Social and Behavioral Science - Sociology, Anthropology, Social Work or Psychology (SOBT)**

SOBT majors declare a minor in either of the social sciences listed above. Though the program sequence below is only a model, students are encouraged to take their biology requirement in the summer between sophomore and junior year. **

Regardless of the minor selected, all SOBT students must successfully take the following courses and achieve a minimal grade of C.

BIOL 1102	Anatomy and Physiology I	4
BIOL 1103	Anatomy and Physiology II	4
ENGL 1201	English I	3
MATH 1101		
or MATH 1203	Statistics	3
PSYC 1101	Introduction to Psychology	3
PSYC 2212	Developmental Psychology	3
PSYC 2214	Abnormal Psychology	3
SOCI 1101	Introduction to Sociology	3

***It is highly recommended that Part I (BIOL 1102) and Part II (BIOL 1103) of Anatomy and Physiology will be taken prior to the summer sessions I & II of the junior year.*

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 4412	Introduction to Theory and Practice	3
OTFY 4415	Seminar: Activity Analysis in OT	1
OTFY 4417	Seminar: OT Practice Skills	1

Spring Semester

OTFY 4111	Clinical Integration Seminar I	1
OTFY 4130	Kinesiology	3
OTFY 4140	Neuroscience	3
OTFY 4210	Clinical Medicine in Occupational Therapy I	3
OTFY 4330	Development Across the Life Span II	2
OTFY 4510	Psychosocial Studies and Group Process I	4

Summer Session

GMOT 6420	Occupational Therapy Theory and Practice II	3
GMOT 6524	Adult Rehabilitation in Occupational Therapy I	4
GMOT 7210	Ethical and Legal Issues in Occupational Therapy	2

Fifth Year (Professional Year II)**Fall Semester**

GMOT 7013	Clinical Affiliation I (3 months)	3
-----------	-----------------------------------	---

Spring Semester

GMOT 6531	Adult Rehabilitation in Occupational Therapy II	3
GMOT 6544	Pediatrics in Occupational Therapy	4
GMOT 7220	Healthcare Organizations	2
GMOT 7303	Research Methods I	3
GMOT 7311	Research Practicum I	1
GMOT 6232	Orthotics in OT	2

Summer Session

GMOT 6222	Clinical Medicine in Occupational Therapy II	2
GMOT 6432	Occupational Therapy Theory and Practice III	2
GMOT 6550	Geriatrics in Occupational Therapy	2

Sixth Year (Professional Year III)**Fall Semester**

GMOT 7230	Consultation, Community and Alternative Models	2
GMOT 7320	Research Methods II	2
GMOT 7512	Seminars in Advanced Theory and Practice in Occupational Therapy	2
GMOT 7520	Activity Group Process	3
GMOT 7530	Advanced Concepts in Adapting Environments	3
GMOT 7321	Research Practicum II	1

Spring Semester

GMOT 7023	Clinical Affiliation II (3 months)	3
GMOT 7032	Clinical Affiliation III (2-3 months)	3
or		
GMOT 7033	Clinical Affiliation III (3 months)	3

Athletic Training Program

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Science (B.A.) and a Master of Science in Athletic Training (M.S.A.T.). This five year program offers students the opportunity to study in a liberal arts environment as well as the opportunity to study the art and science of athletic training.

The M.S.A.T. dual degree program 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 and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating on professional organizations in athletic training, and administering athletic training services.

The mission of the Master of Science in Athletic Training program is to prepare students to become competent and independent clinicians who will enhance the quality of patient health care and to advance the profession of athletic training. The program teaches and provides practical experiences to enable graduates to assume leadership roles both within the field of athletic training, and within the community.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students develop the knowledge and skills needed to perform as entry-level athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion, students will be thoroughly prepared for the Board of Certification (BOC) Examination and prepared to enter the profession as entry-level athletic training clinicians. Additionally, the curriculum prepares students for the Strength and Conditioning Specialist (SCS) examination.

Accreditation

The Master of Science in Athletic Training is a fully CAATE accredited entry-level graduate program. The Commission on Accreditation of Athletic Training Education (CAATE) maintains educational standards for accredited athletic training education programs.

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 an acceptable overall average.

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.A./M.S.A.T. program is unique because it accepts students for enrollment in the entire program. Students who maintain a preferred overall 3.0 GPA as an undergraduate are guaranteed admission into the final two 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 complete the requirements of the social and behavioral sciences program, and who maintain a preferred overall 3.0 average with successful completion of selected prerequisite courses (8 credits of A&P I and II, 3 credits of pre-calculus or calculus or statistics, 3 credits of biology, 4 credits of physics, as well as English, psychology, sociology – with no grade less than a C in prerequisite courses) will enter the professional phase of the program after their junior year. Prior to admission into

the fourth year, students must submit a current CPR/AED card for the Professional Rescuer and 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 the athletic trainer. The observational experience can be completed anytime before they begin the professional phase of the program in their fourth year and require a letter of reference from the supervising ATC. Students can choose psychology, sociology, or anthropology as their concentration in their undergraduate program. 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. Students must complete at least 94 credits before they begin the graduate courses in athletic training. Students enrolled in an undergraduate dual degree program just declare their intent to continue matriculation in their major no later than October 15th prior to their junior year. Eligible students seeking to transfer into any SMHS dual degree program will be considered on a space-available basis.

Curriculum: Professional Phase

Fourth Year

Fall Semester (20 credits)

- ATFY 4010 Athletic Training Principles I ***
- ATFY 4907 Research Methods ***
- ATFY 4011 Athletic Training Principles II
- ATFY 4007 Research Project I
- GMED 4001 Functional Human Anatomy
- GMED 4009 Surface Anatomy and Palpation
- GMED 4022 Basic Rehabilitation Procedures
- GMED 4101 Human Physiology

Spring Semester (13 credits)

- ATFY 4107 Research Project II
- ATFY 4400 Clinical Practicum I
- GMED 4012 Kinesiology
- GMED 4013 Therapeutic Modalities
- GMED 4014 Exercise Physiology and Nutrition

Summer (6 credits)

- GMAT 6115 General Medical Conditions
- GMED 6004 Biomedical Ethics
- GMAT 7402 Clinical Practicum II

Fifth Year

Fall Semester (13 credits)

- GMAT 7207 Research Project III
- GMAT 7403 Clinical Practicum III
- GMED 6016 Orthopedic Clinical Medicine
- GMED 6017 Clinical Imaging
- GMED 6018 Therapeutic Exercise
- GMED 6019 Management of Musculoskeletal Problems II: Extremities

Spring Semester (12 credits)

GMAT 6113	Sports Psychology
GMAT 6116	Healthcare Administration
GMAT 7404	Clinical Practicum IV
GMED 6015	Pharmacology
GMED 6020	Management of Musculoskeletal Problems I: Spine
GMED 6021	Exercise Pharmacology

***Classes begin in late July/early August.

Interdisciplinary Minor, Certificate and Other Special Programs

The College of Arts and Sciences offers several interdisciplinary minor programs: the minor in archaeology, the minor in Italian Studies, and the minor in Russian and East European Studies. The College also offers two interdisciplinary certificate programs: the multidisciplinary certificate in gerontology and the certificate in Russian and East European Studies.

Archaeology Program

Co-sponsored by the Departments of Religion, Classical Studies and Sociology, Anthropology and Social Work.

Participating faculty bring a broad range of academic experience from disciplines of arts and humanities, behavioral and exact sciences.

The Minor in Archaeology 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 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 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 a broad liberal arts education is all about.

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.

Archaeology Minor

Requirements

Each course is offered for 3 credits and may be taken either under ARCH or under the cross-listed department designation.

A. Three credits:

ARCH 1001/IDIS 1201
Archaeology for Liberal Arts

B. Six credits in the following:

ANTH 1201 Physical Anthropology
ARCH 1112/CLAS 1311
Archaeology of Greece
ARCH 1113/CLAS 1312
Archaeology of Rome
ARCH 1114/RELS 2121
Archaeology and the Bible
ARCH 3110/RELS 3190
Art and Archaeology of the Ancient Near East

RELS 2122 Practicum in Biblical Archaeology

C. Six credits in the following:

ANTH 1202 Cultural Anthropology
ARCH 1250/RELS 2160
Women in the Biblical Tradition
ARCH 2112/CLAS 2319/HIST 3220
Greek Civilization
ARCH 2113/CLAS 2320/HIST 3221
Roman Civilization
ARCH 2303/CLAS 2303/POLS 2411
Politicians in Antiquity
ARCH 2304/CLAS 2304/HIST 3183
Historians of Greece and Rome
ARCH 2311/ARTH 2111
Greek and Roman Art
ARCH 2317/CLAS 2317/ENGL 3612
Classical Mythology
ARCH 2322/CLAS 2322/HIST 2170/WMST 2322
Women in Antiquity
ARCH 2346/ANTH 2241
Native People of North America

HONS 1101 Colloquium on the Ancient World

RELS 1102 Introduction to the Bible

RELS 2111 Genesis and Exodus

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.

Italian Studies Program

Fahy Hall Room 219
(973) 275-2718

www.shu.edu/academics/artsci/minor-italian-studies.cfm

Faculty and Committee Members: Bénéteau (*Director*); Booth; Capra, Connell (*La Motta Chair*); Murzaku; Nichols; Romani (*Director of Alberto Institute*); Savastano

The Italian Studies program offers all Seton Hall University students an integrated, interdisciplinary approach to the language, history and culture of Italy. Defined as a nation in cultural terms long before it achieved political definition as a state, Italy has created with its literary and cultural achievements an exciting history that has spanned more than 2,500 years and several continents. The Italian Studies program offers an excellent opportunity to study the effects of this history 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. The Charles and Joan Alberto Italian Studies Institute coordinates initiatives throughout the university, organizes conferences and oversees the awarding of scholarships to students working in Italian Studies. A vibrant Italian Language and Literature program, housed in the Department of Languages, Literatures and Cultures offers an array of courses in Italian (on-campus and in Rome). The Joseph M. and Geraldine C. La Motta Chair in Italian Studies sponsors a lecture series; the Valente Family Italian Studies Library has an important book collection on the third floor of the Walsh Library; and the University Archives house detailed records from the historically important Italian American communities of New Jersey.

Italian Studies Minor

The Italian Studies Minor (18 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 Studies Minor 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 majoring 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.

Requirements

The Italian Studies Minor requires 18 credits of study distributed among at least three of the participating departments and programs. Students must complete at least 6 credits in Italian language and literature at any level.

Courses

ANTH 1202	Introduction to Cultural Anthropology
ANTH 2230	Folklore and Mythology
ANTH 2412	Anthropology of Religion
ARTH 1113	Italian Renaissance Art
ARTH 1115	Baroque and Rococo Art
CAST 3999	Emergence of Christian Rome
CLAS 1312	Archaeology of Rome
CLAS 2320	Roman Civilization
HIST 2365	Italian American History
HIST 3233/CAST 2233	Dante and His World
HIST 3234/CAST 2234	Medieval Italy
HIST 3235/CAST 2235	Modern Italy
HIST 3240	The Renaissance and Reformation
ITAL 1001-1002	Elementary Italian I-II
ITAL 2001-2002	Intermediate Italian I-II
ITAL 3001-3002	Advanced Italian I-II
ITAL 3011	Conversational Italian I
ITAL 3305-3306	Italian Civilization I-II
ITAL 3321-3322, 4324-4325	Special Topics in Italian Civilization
ITAL 3401-3402	Survey of Italian Literature
ITAL 3601	Italian Cinema
ITAL 4401	The Italian Renaissance
ITAL 4411	Dante's Commedia I
ITAL 4412	Dante's Commedia 2
ITAL 4421	Manzoni and the Historical Novel
ITAL 4431-4432	Modern Italian Literature I-II
ITAL 4441-4442	Contemporary Italian Prose
ITAL 4463	The Italian Theater
ITAL 4468-4469	The Italian Short Story I-II
ITAL 4801-4803	Studies in Italian Literature I-II
ITAL 2701-2702, 3701	Study Abroad in Rome, Italy
ITST 3192	Special Topics in Italian History
ITST 3193	Special Topics in Italian Art History and Music
ITST 3194	Special Topics in Italian Language and Literature
LATN 3150	Medieval Latin
MUHI 1119	History of Opera

Multidisciplinary Certificate in Gerontology

Director: Emma Quartaro, D.S.W., A.C.S.W., L.C.S.W.
(*Social Work*)

Advisers: St. Romain (*Law*); Boroff (*Business*); Levy (*Psychology*); Mirabella (*Political Science and Public Affairs*); Pritchett (*Africana Studies*); Smith (*Philosophy*)

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 certificate is multidisciplinary and is administered under the administrative auspices of the Department of Sociology, Anthropology and Social Work. The concentration may be taken in addition to an appropriate major: nursing, social work, sociology, social and behavioral sciences/occupational therapy, business, psychology, biology, political science, Africana studies, education or religion. Students wishing admission into the concentration should contact the program director and/or the gerontology adviser in their discipline, as indicated above.

Requirements

In addition to the requirements of the school and the major upon which the concentration is built, the following four units - a minimum of 17 credits - are required. Courses are all 3 credits, except as noted.

I. Gerontology: 8 credits

AFAM 3312 Advanced Seminar in Gerontology
NUTH 3002 Gerontological Nursing (2 credits)
SOWK 1911 Introduction to Gerontology

II. Electives: 6 credits from the following courses:

PSYC 1214 Adult Development
SOCI 2511/AFAM 2328
 Growing Older: The Sociology of Aging
SOWK 1912 Psychosocial Aspects of Aging

III. 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 an internship. Contact the director of the Gerontology Program to plan for satisfaction of the internship requirement.

3 credits minimum

IV. Additional electives (not required)

Students wishing to supplement the required courses should consider the following courses:

Social and Behavioral Sciences

ANTH 2224 Health and Medicine: An Anthropological Approach
PSYC 2212 Developmental Psychology
SOCI 2813 Self and Society

The Life Sciences

BIOL 1102-1103 Human Anatomy and Physiology I-II

Policy and Economics

POLS 2110 Contemporary Issues in U.S. Public Policy
SOWK 2201 Social Problems and Programs
SOWK 2301 Social Policy Analysis

Contact the Director of the Gerontology Program for additional elective options. See Index to locate elective course descriptions.

Russian and East European Studies Program

Fahy Hall

(973) 761-9386

www.shu.edu/academics/artsci/russian-east-european-studies

Director: Maxim Matusevich, Ph.D.

The Russian and East European Studies Program brings together students and faculty from a range of different disciplines around a common interest in the cultures, languages, history and political institutions of Eastern Europe and the territories of the former USSR. Students pursuing a minor or certificate in the program receive a comprehensive interdisciplinary training preparing them for a life-long engagement with this intriguing and important region. In addition to the academic offerings students in the program will have the opportunity to take part in a wide variety of cultural activities including lectures, forums, films, field trips and our study abroad program in St. Petersburg.

Minor in Russian and East European Studies

Requirements:

To complete the Minor in Russian and East European Studies student must receive 23 credits consisting of eight credits of intermediate level Russian and 15 credits of area studies courses drawn from the list below. The language requirement may be waived for students passing an advanced level proficiency exam in a major Slavic or East European language.

Courses:

Language:

RUSS 2001 Intermediate Russian I
RUSS 2002 Intermediate Russian II
RUSS 2011 Interactive Intermediate Russian I
 (1 credit)
RUSS 2012 Interactive Intermediate Russian II
 (1 credit)

Multidisciplinary Certificate in Gerontology/Russian and East European Studies 235

Area Studies:

DIPL 4185	Foreign Policy of the Post-Soviet States
DIPL 4193	Eastern European and Post-Soviet Politics
ENGL 3401	Classical Russian Literature
ENGL 3402	Contemporary Russian Literature
HIST 3246	Kievan Rus' and Moscow
HIST 3256	History of Imperial Russia
HIST 3257	East Central Europe
HIST 3266	Twentieth Century Russia
HIST 3276	The Transformation of Russia, 1894-1932
HIST 4290	Topics in Modern Russian History
POLS 2613	Russian Politics
RELS 2224	Eastern Christianity
RUSS 3011	Russian Conversation
RUSS 3001-3002	Advanced Russian I and II
RUSS 3031-3032	Scientific Russian I and II
RUSS 3401-3402	Introduction to Russian Literature I and II
RUSS 3301	Russian Civilization through Film
RUSS 4431-4432	Modern Russian Literature I and II
RUSS 3601	Russian Cinema
RUSS 4463	Russian Drama
RUSS 4801-4802	Studies in Russian Literature I and II

Additional area studies electives may be accepted for credit toward the minor at the discretion of the Russian and East European Studies Program Director. No more than 9 credits of area studies electives may be taken within a single department.

Students wishing to receive a certificate in Russian and East European Studies must complete all the requirements for the minor plus a certificate essay, a substantial work of original research produced in the course of a three credit research seminar or directed reading.

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 multidisciplinary 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 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 2001-2002 Intermediate Russian I-II	6
RUSS 1011-1012 Elementary Interactive Russian I-II	2
RUSS 2011-2012 Intermediate Interactive Russian I-II	2

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 majors.

Area Study Courses*

Students must elect 15 credits from the following list.

DIPL 4185	Foreign Policy of the Post-Soviet States
DIPL 4193	Eastern European and Post-Soviet Politics
ENGL 3401	Classical Russian Literature
ENGL 3402	Contemporary Russian Literature
HIST 3246	Kievan Rus' and Moscow
HIST 3256	History of Imperial Russia
HIST 3257	East Central Europe
HIST 3266	Twentieth Century Russia
HIST 3276	The Transformation of Russia, 1894-1932
HIST 4290	Topics in Modern Russian History
POLS 2613	Russian Politics
RELS 2224	Eastern Christianity
RUSS 3011	Russian Conversation
RUSS 3001-3002	Advanced Russian I and II
RUSS 3031-3032	Scientific Russian I and II
RUSS 3401-3402	Introduction to Russian Literature I and II
RUSS 3301	Russian Civilization through Film
RUSS 4431-4432	Modern Russian Literature I and II
RUSS 3601	Russian Cinema
RUSS 4463	Russian Drama
RUSS 4801-4802	Studies in Russian Literature I and II

Additional topics and courses may be approved for credit toward the certificate at the discretion of the program director.

**See index to locate course descriptions.*

Women and Gender Studies Program

www.shu.edu/academics/artsci/womens-studies

Co-Directors: Vanessa May, Ph.D. and Ines Murzaku, Ph.D.

Affiliated Faculty: Alexander (*English*); Alvarez-Amell (*Languages, Literatures and Cultures*); Balkun (*English*); Bloom (*University Libraries*); Booth (*Languages, Literatures and Cultures*); Buckner (*Psychology*); Carpentier (*English*); Carter, (*Religion*); Carr (*Sociology, Anthropology and Social Work*); Conway (*Religion*); Das Bender (*English*); Deyrup (*University Libraries*); Gevirtz (*English*); Glenn (*Biological Sciences*); Gottlieb (*Freshman Studies*); Greene (*History*); Marzabadi (*Chemistry and Biochemistry*); May (*History*); Mott (*Political Science and Public Affairs*); Murzaku (*Religion*); Nichols (*Communication and The Arts*); Nolan (*Psychology*); Nyberg (*Communication and The Arts*); Quartaro (*Sociology, Anthropology and Social Work*); Rennie (*Communication and The Arts*); Romani (*Languages, Literatures and Cultures*); Savastano (*Sociology, Anthropology and Social Work*); Sharrett (*Communication and The Arts*); Stark (*Philosophy*); Unna (*Philosophy*); Webb (*Religion*); Weisl (*English*); and Yates (*Communication and The Arts*).

The Elizabeth Ann Seton Center for Women's Studies was established in the spirit of St. Elizabeth Ann Seton, whose life of activism, spirituality and leadership serves as an inspiration to our community. The center offers an interdisciplinary minor in Women and Gender Studies.

Minor in Women and Gender Studies

As an 18 credit minor, Women and Gender 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 culture. Students who have explored the disciplines through the gender lens will be better prepared to understand the complexities of the work world.

The women and gender studies minor at Seton Hall University is an interdisciplinary exploration of the experiences of women and the diverse perspectives on women and gender. Courses will investigate the roles of gender in society and culture.

I. Minor Requirements

	Credits
WMST 1401 Women, Culture and Society	3
WMST 2110 Feminist Theories	3
WMST Electives*	12

*Students must take at least one course from Behavioral Sciences and one course from Humanities. The third and fourth electives may be from either area, or students may choose to take a 3-credit Independent Study (WMST 3193) as an elective.

II. Elective Courses

Humanities

WMST 2113/ENGL 3113	Women and Literature I
WMST 2114/ENGL 3114	Women and Literature II
WMST 2160/RELS 2160	Women in the Biblical Tradition
WMST 2171/HIST 2171	Women in Modern Times
WMST 2317/AFAM 2617	The Black Man and Woman
WMST 2322/CLAS 2322/ARCH 2322/HIST 2170	Women in Antiquity
WMST 2431/ENGL 3431	Immigrant and Post-Colonial Women Writers
WMST/HIST 2341	Women in America to 1869
WMST/HIST 2342	Women in America from 1869 to the Present

Behavioral Sciences

WMST 1215/PSYC 1215	Psychology of Gender
WMST 1334/SOWK 1334	The Well-Being of Women
WMST 1335/SOWK 1335	Family Violence
WMST 2211/SOCI 2211	Sociology of the Family
WMST 2233/ANTH 2233/SOCI 2233	Understanding Human Sexuality
WMST 2514/SOCI 2514	Sociology of Women and Men
WMST 2513/SOCI 2513	Social Inequality
WMST 2610/POLS 2610	Women and Politics
WMST 3318/RELS 3434	Women, Gender and Islam
WMST 3335/RELS 3433	Women, World Religions
WMST 3432/COJR 3432	Women and the Media
WMST 3514/ANTH 3513/SOCI 3514	Sociology of Gender
WMST 4001/ANTH 4001	American Indian Women

Course Descriptions

See cross-listed courses for additional 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 3191 Independent Study 1 credit

WMST 3193 Independent Study 3 credits

WMST 3194 Independent Study 2 credits

Directed study and research in chosen area of women and gender 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 3332 Special Topics in Women's Studies

3 credits

Additional 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 A&S Core Curriculum or consult with an adviser in the appropriate department.

DAVA courses are jointly offered by the Department of Mathematics and Computer Science and the Department of Psychology.

DAVA 3000 Data Visualization

Visualization is crucial for understanding complex information and for enabling humans to act on information appropriately. For example, visualization is used in many application areas such as social and health sciences, business, the natural sciences and engineering. This course introduces the foundations of information visualization rooted in cognitive psychology and perception. This course also teaches retrieving information from data sources, such as data bases and the internet, preparing data for processing, as well as creating and presenting information visualizations using standard software. Corequisite: PSYC 3214. *3 credits*

DAVA 3010 Data Mining

This course introduces the foundations of applied data mining. There is a need for extracting useful information from raw data in fields such as social and health sciences, business, the natural sciences and engineering. This course covers the fundamental ideas and algorithms of data mining. Furthermore, it teaches applying data mining techniques in order to extract useful information from data. Standard software for data mining will be used. The course is intended for any student desiring an introduction to data mining. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

DAVA 4011 Intern in Visual Analytics

This course provides credit for students participating in an internship experience through the Career Center. As part of the requirements, students are required to give a presentation about their experience in the departmental seminar. Students interested in the internship experience are required to consult the departmental internship adviser. Prerequisites: DAVA 3000 and PSYC 3214 with an average 2.5 GPA in each. Corequisites: DAVA 3010 and MATH 1203 (or equivalent). *3 credits*

IDIS 1201 (ARCH 1001) Archaeology for Liberal Arts

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. *3 credits*

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 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*

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 the department or Enrollment Services.

Department of Biological Sciences Dual Degree Programs

The following dual degree programs are administered through the Department of Biological Sciences and the School of Health and Medical Sciences (SHMS). Please see the Department of Biological Sciences section of this catalogue on pages 97-109 for admission and curriculum information.

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 Biological Sciences offers a 3+4 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy with the School of Health and Medical Sciences. 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 Biological Sciences.

Physician Assistant

The Department of Biological Sciences offers a 3+3 dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant with the School of Health and Medical Sciences. 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 Biological Sciences.

Athletic Training

There are two options for this six-year program. The Department of Biological Sciences offers a 3+2 dual degree program leading to a Bachelor of Science in Biology and Master of Science in Athletic Training with the School of Health and Medical Sciences. The second option involves completion of the Bachelor of Arts in Social and Behavioral Sciences program. Both programs offer select students the opportunity to study in a liberal arts environment as well as in a major healthcare organization. For a complete description of the Biology program, see the Department of Biological Sciences. The description of the Social and Behavioral Sciences program follows.

Social and Behavioral Sciences Dual Degree Programs

The following Social and Behavioral Science dual degree programs are offered in conjunction with the School of Health and Medical Sciences (SHMS). Please see the Social and Behavioral Sciences Program information on pages 228-232 for admission and curriculum information.

Occupational Therapy

The College of Arts and Sciences and the School of Health and Medical Sciences 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.

Athletic Training Program

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Science (B.A.) and a Master of Science in Athletic Training (M.S.A.T.). This five year program offers students the opportunity to study in a liberal arts environment as well as the opportunity to study the art and science of athletic training.

Five-Year Dual Degree Programs

The College of Arts and Sciences offers eight five-year programs: the B.A. or B.S. degree and Master of Business Administration program, the B.A. Political Science or Sociology/Master of Public Administration program, the B.A./M.A. in Museum Professions program, the B.A./M.A. in English program, the B.A./M.A. in History program, the B.A./M.A.E. in Psychological Studies, the B.A. in Psychology/M.S. in Experimental Psychology, and, in cooperation with New Jersey Institute of Technology, the Physics/Chemistry and 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 offered by the College of Arts and Sciences; and
- a Master of Business Administration degree from the Stillman 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 a minimum of 120 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 minimum total of 140 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 / M.P.A. B.A. in Sociology / M.P.A.

The Department of Political Science and Public Affairs and the Department of Sociology, Anthropology and Social Work offer a dual degree program that leads to two degrees completed in a five-year span: a Bachelor of Arts (B.A.) degree in Political Science or Sociology and a Master of Public Administration (M.P.A.) degree.

The 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, and
- submit three letters of recommendation from his/her undergraduate instructors, two of which must be from full-time political science or sociology faculty.

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 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 program, students may take a maximum of four M.P.A. courses (12 credits) 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 a minimum of 120 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 internship, must be completed.

For further information, please contact the Department of Sociology, Anthropology and Social Work, or the Department of Political Science and Public Affairs.

Dual Degree Programs in Psychological Studies

The Departments of Psychology (College of Arts and Sciences) and Professional Psychology and Family Therapy (College of Education and Human Services) offer a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and Master of Arts in Education (M.A.E.). This five-year program permits students to take four classes (12 credits) from the psychological studies core curriculum during their senior year. Satisfactory completion of the M.A.E. program would enable entry into one of the PPFT Ed.S. practitioner programs in School Psychology, Mental Health Counseling, or Marriage & Family Therapy. For more information, please contact the Director of Graduate Studies in the Department of Psychology.

B.A. Psychology/M.S. Experimental Psychology (3+2) Dual Degree Program

The Department of Psychology offers a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and a Master of Science in Experimental Psychology (M.S.). This five-year program permits undergraduate students to take 12 graduate credits in their senior year, which would count toward the completion of the bachelor's degree. Satisfactory performance in these remaining 24 credits of graduate-level coursework as well as an empirical thesis project completed in the fifth year would earn students an M.S. degree in Experimental Psychology.

As part of the coursework in the M.S. Experimental Psychology program, students have the option of focusing their electives on a Behavioral Neuroscience or a Psychological Science (general) concentration. Both areas would well prepare students for a broad range of career possibilities, or would enable students to more successfully compete for admission into a Ph.D. program in a number of experimental psychology fields such as cognitive, developmental, social, and biological psychology, or neuroscience.

Students may apply for the B.A./M.S. option in their junior year (second semester). For more information please contact the Director of Graduate Studies in the Department of Psychology.

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 biomedical, civil, computer, industrial, 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 chairperson of the Department of Physics (for biomedical, civil, computer, industrial, mechanical and electrical engineering) or the chairperson of the Department of 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 non-technical public.

Stillman School of Business



Jubilee Hall, 5th and 6th Floors

(973) 761-9222

business.shu.edu

Acting Dean: Joyce A. Strawser, Ph.D.

Associate Dean of Academic Services:

Karen A. Passaro, M.B.A., J.D.

Associate Dean of Undergraduate and M.B.A. Curricula:

Rob R. Weitz, Ph.D.

Assistant Dean of Undergraduate Assessment and Special

Projects: Leigh M. Onimus, M.B.A., J.D.

Director of Graduate Admissions:

Catherine Bianchi, M.B.A.

Director of Administrative Services:

Brian Condon, M.B.A.

Departments and Chairs

Accounting and Taxation:

Mark P. Holtzman, Ph.D.

Computing and Decision Sciences:

David A. Rosenthal, Ph.D.

Economics and Legal Studies: Richard Hunter, J.D.

Finance: Tony Loviscek, Ph.D.

Management: Jason Yin, Ph.D.

Marketing: Stephen Pirog, Ph.D.

Center and Institute Directors

Center for Entrepreneurial Studies:

Susan Scherreik, M.B.A.

Institute for International Business:

Larry McCarthy, Ph.D.

Center for Leadership Development:

Michael M. Reuter, M.B.A.

Center for Market Research:

Adam Warner, M.B.A.

Center for Securities Trading and Analysis:

Elven Riley, B.A.

Center for Sport Management: Ann M. Mayo, Ph.D.

Seton Hall Sports Poll Conducted by The Sharkey

Institute: Richard Gentile, B.A.

Mission Statement

The mission of the Stillman School of Business is to enrich the life of each student through a nationally recognized educational experience that is inspired by innovative teaching, supported by applied research, and guided by a values-centric curriculum.

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, and Master of Business Administration, as well as Master of Science degrees in Accounting and Professional Accounting. 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. In addition, the program enhances students' competency in change management, communication, critical thinking, ethics and social responsibility, teamwork and technology. For all concentrations, the program culminates with Business Policy, a course that integrates skills developed in previous courses.

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 pursuing the B.S. in Business Administration concentrate in accounting, economics, finance, information technology management, management, marketing or sport management. These students also may use general elective credits to pursue a second concentration or a minor in business. The concentrations in accounting, finance, economics and marketing are offered during the day only, on a full- or part-time basis. Evening students wishing to concentrate in information technology management must first contact the chair to discuss availability. Students pursuing the B.A. in Business Administration concentrate in arts and sciences, international studies, diplomacy and international relations or general studies.

Students pursuing the B.A. or B.S. in Business Administration may apply for admission to the Stillman School's Master of Business Administration program through a dual-degree study option. In addition, the School offers a minor in international business (to business majors only). This minor is designed to enhance a business major's relevance in today's global business environment.

The Stillman School also offers several programs for students majoring in areas other than business administration. These programs include a five-year B.A. or B.S./M.B.A. (dual degrees including a liberal arts bachelor's degree and Master of Business Administration) and a minor in business administration. Business and non-business majors may pursue a certificate in information technology management, the minor in accounting, the minor in economics and the minor in legal studies in business, which is designed to help students study how to manage the legal aspects of business, rather than simply learn black-letter law, that is, a set of legal rules.

Programs of the Stillman School are fully accredited by the Association to Advance Collegiate Schools of Business - International (AACSB), 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, the Stillman School meets the highest standards in business education.

In 2010, the School earned separate accreditation of its accounting programs, a distinction shared by only 173 business schools worldwide.

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.

Internships/cooperative education can be paid or non-paid and credit bearing or non-credit bearing. All students interested in either a credit-bearing or non-credit internship/co-op experience should schedule an appointment with a career professional at The Career Center.

Internships/co-ops are available to business majors for academic credit in the Stillman School. An internship/co-op integrates substantive supervised work experience with intentional learning/academic goals involving the student in a career-related activity. Before taking the first co-op course, students must complete 30 credits, 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. Students pursuing a non-credit co-op/internship must have at least a 2.5 GPA. Transfer students must have completed a semester to be eligible. Students are not required to take all 9 co-op credits. While credits earned

through internship/co-op courses are normally considered to be general elective credits, 6 credits of co-op coursework are generally required for students concentrating in Sport Management.

Courses in the Internship/Cooperative Education program within the Stillman School of Business all require sophomore standing. Courses include:

Cooperative Education/Internship I: 1-3 credits

Preprofessional introductory/exploratory experience in a field. Assignments are made in an entry-level position of employment. Taken only with the permission of an intern/co-op faculty adviser.

Cooperative Education/Internship II: 1-3 credits

Intermediate introductory professional experience in a field. Taken only with the permission of an intern/co-op faculty adviser.

Cooperative Education/Internship III: 1-3 credits

Professional experience in the field specifically oriented to the academic major and career objectives. Taken only with the permission of an intern/co-op faculty adviser.

Center for Entrepreneurial Studies

Director: Susan Scherreik, M.B.A.

The Center for Entrepreneurial Studies was created in 2003 to raise student awareness of self-employment as a career option. The Center fosters the collaboration of faculty, students, alumni and entrepreneurs in a variety of activities and projects to advance hands-on entrepreneurial learning at the Stillman School. The Center is integral to the Stillman School's mandate to prepare students for careers in the 21st century by acknowledging the growing importance of entrepreneurship in the global economy.

Center for Leadership Development

Director: Michael M. Reuter, M.B.A.

Since its inception in 1994, the mission of the program has been to develop great leaders of the future, enabling its members to successfully achieve their fullest potential in both their personal and professional lives. The program enhances its members' core values, competencies and skills that will enable them to be effective leaders, corporate citizens and community servants. The essential skills include proficiency in strategic thinking, critical analysis, logical reasoning and effective oral and written communications.

Practical business experiences are an integral part of the program and are emphasized in the program's lecture series. During their junior year, students are paired with mentors from the Leadership Council – the advisory body to the

Leadership Development program, which is comprised of senior corporate executives, entrepreneurs and community leaders – and work with them on a project related to the individual executive's company or organization. The project and personal mentoring experience provide students with insights into leadership perspectives and thinking as well as important networking opportunities.

The Leadership Development Program consists of a specialized curriculum that combines traditional course work with practical experiential learning. These courses, which are outlined later in this section of the Catalogue, have been recommended by the Leadership Council.

In addition to the academic requirements, students must complete 80 hours of community service, hold leadership positions both on and off campus to complement their studies, attend leadership functions, and maintain a GPA of 3.4 or higher.

Center for Securities Trading and Analysis

Director: Elven Riley, B.A.

The Center for Securities Trading and Analysis is designed to mimic the actual trading room activity that occurs in investment banking: up-to-the-second market-clearing quotes, dynamic information flow, and domestic and international data on all frequently traded securities, including stocks, bonds, options, commodities, and currencies. Partnering with Telemet and Bloomberg, both renowned for financial news and market data, the Center provides students with an unprecedented opportunity to enhance the realism and relevance of accounting, finance, economics, and international business. The Stillman School is building on its leadership in wireless technology and its innovative academic programs to provide students with real-time, cutting-edge technology that inventively integrates the theory and practice of business disciplines.

The Center is the home for the *Stillman Exchange*, an undergraduate student newspaper that covers local, domestic and international business news, featuring articles on investments, macroeconomic policy, business ethics, and international political economy.

Institute for International Business

Director: Larry McCarthy, Ph.D.

The Institute for International Business, established in 1964, serves as the center of international business expertise for students, faculty and the business community. It fosters collaboration between faculty and students to engage in a wide variety of activities and projects to advance the internationalization of the Stillman School. The Institute is critical to the mission of Seton Hall University and of the Stillman School in accepting the challenges of the global marketplace. As a center for academic excellence,

244 Stillman School of Business

the Institute aims to assure that the academic and business communities work in harmony to create an atmosphere of competence, progress, professionalism, and integrity in the realm of international business.

The Institute sponsors international courses, lectures, internships and scholarly exchange for both students and faculty with several leading academic institutions as part of the mission of the Stillman School. Endowed with a grant from the estate of W. Paul Stillman in 1994 to support its initiatives, the Institute funds internationally focused faculty research.

At 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. The concentration in International Business and Certificate in International Business, offered as part of the M.B.A. program, consist of courses in the international aspects of accounting, economics, finance, management and marketing. The certificate also is available to qualified individuals from industry on a non-degree basis.

Course Identification

The disciplines and the associated abbreviations used to designate courses are as follows:

Accounting - BACC

Business Policy - BPOL

Economics - ECON

Finance - BFIN

Information Technology Management - BITM

Interdisciplinary - BINT

Legal Studies and Business Law - BLAW

Management - BMGT

Marketing - BMKT

Quantitative Analysis - BQUA

Sport Management - BSPM

Please see the Index for course descriptions.

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 120 credits (121 credits for students concentrating in accounting and economics). The last 30 credits of the B.S. in Business Administration degree 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 as well as any minimum grade requirements for specific courses. Each student is advised by a faculty member in the area of 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, but normally occurs 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 (37 credits):		Credits
CORE 1001	University Life	1
CORE 1101	Journey of Transformation*	3
CORE 2101	Christianity and Culture in Dialogue**	3
COST 1600	Oral Communication	3
COST xxxx	Communication elective***	3
ENGL 1201-1202	Core English I-II	6
ENGL 2516	Business Writing	3
BIOL, CHEM, ERTH, PHYS	Science****	3
MATH 1205	Finite Mathematics with Calculus for Business	3
PHIL 1125	Business Ethics	3
RELS	Religious Studies (any course)	3
† World Culture (one course)		3
		Total: 37

**Generally taken in the fall semester of the first year.*

***Generally taken in the spring semester of the second year.*

****Choose from COST 2623, COST 2625, COTH 2624, COTH 2626. Stillman School students are strongly encouraged to take their six hours of required communication courses within the first 75 credits of their curriculum.*

*****A roster of acceptable science courses is available in Jubilee Hall, Room 526, as well as on each student's degree audit.*

†Students are required to complete one 3-credit world culture elective. Please consult your academic adviser or the staff of the Student Information Office (Jubilee Hall, Room 526) for a roster of acceptable courses. Language courses are recommended.

General Elective Requirement (15 credits):

We recommend that these credits include a logic course (e.g., PHIL 1104) and a sociology course (e.g., SOCI 1101). If they so desire, students can use these elective credits to fulfill the requirements for an additional business or other concentration.

Business Required Core (45 credits):

BACC 2103, 2104	Accounting	6
CORE 3101 (BINT 3001), BPOL 5000	Integrative Courses	6
BFIN 2201	Finance	3
BLAW 2301	Legal Studies	3
BITM 2701	Management Information Systems*	3

B.S. in Business Administration 245

BMGT 2501, 2503	Management	6
BMKT 2601	Marketing	3
BQUA 2811, 2812	Quantitative Analysis	6
ECON 1402, 1403, 2408	Economics	9

Total: 45

**Because of the competency-based curriculum, this specific course must be taken. No substitutions will be permitted.*

Concentration (15-24 credits):

See specific concentration requirements.

General Electives (0-8 credits):

General elective credits may be selected from any school in the University.

A Model Program

The following suggested program of study includes all core courses over a four-year period. When applicable, course prerequisites are indicated below the course title.

First Year	Credits
CORE 1001 University Life	1
CORE 1101 Journey of Transformation	3
BITM 2701 Management Information Systems	3
COST 1600 Oral Communication	3
ECON 1402 Principles of Economics I	3
ECON 1403 Principles of Economics II (Prerequisite: ECON 1402)	3
ENGL 1201 Core English I	3
ENGL 2516 Business Writing	3
MATH 1205 Finite Mathematics with Calculus for Business	3
RELS Religious Studies Elective	3
World Culture World Culture Elective	3
Subtotal: 31	
Second Year	Credits
CORE 2101 Christianity and Culture in Dialogue (Prerequisite: CORE 1101)	3
BACC 2103 Financial Accounting (Prerequisite: 30 credits)	3
BACC 2104 Managerial Accounting (Prerequisite: BACC 2103)	3
BFIN 2201 Business Finance (Prerequisite: ECON 1403, BACC 2103 and BQUA 2811)	3
BIOL, CHEM, PHYS, EARTH Science Elective	3
BLAW 2301 Legal Foundations of Business	3
BQUA 2811 Business Statistics (Prerequisites: MATH 1205 and BITM 2701)	3

BQUA 2812	Quantitative Decision Making	3
	(Prerequisite: 45 credits and BQUA 2811)	
ENGL 1202	Core English II	3
	(Prerequisite: ENGL 1201)	
ECON 2408	Money and Banking	3
	(Prerequisite: ECON 1403)	

Subtotal: 30

Third Year

CORE 3101 (BINT 3001)		
	Global Business	3
	(Prerequisites: BACC 2103-2104, BITM 2701, BLAW 2301, CORE 2101, and ECON 1402-1403)	
BMGT 2501	Principles of Management	3
	(Prerequisite: 45 credits and ECON 1403)	
BMGT 2503	Organizational Behavior	3
	(Prerequisite: BMGT 2501)	
BMKT 2601	Principles of Marketing	3
	(Prerequisite: 45 credits and ECON 1403)	
COST xxxx	Communication Elective	3
PHIL 1125	Business Ethics	3

Subtotal: 18

Fourth Year

BPOL 5000	Business Policy	
	(Prerequisite: All Business Core Courses)	3

Subtotal: 3

Notes:

- Prerequisites are strictly enforced. Students registering prematurely for courses will be administratively withdrawn.*
- Participation in Senior Assessment Panels, which take place in fall, requires the completion of all business core courses except BPOL 5000.*

Concentration Requirements

Accounting	24
Economics	24
Finance	15
Information Technology Management	18
Management	15
Marketing	15
Sport Management	15-21

B.A. in Business Administration

Adviser: Ann M. Mayo, Ph.D.

The Stillman School provides education geared toward the complex practical needs of business leaders. Consistent with that objective, the 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 120 credits, including 82 core credits and 38 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 the arts and sciences fields. The number of credits required is the equivalent of a minor program in the chosen area; this number generally 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 complete the requirements of the minor in diplomacy and international relations offered by the Whitehead School of Diplomacy and International Relations. Remaining elective credits must be selected from courses offered by the College of Arts and Sciences.

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 "Experiential Education/Cooperative Education/ Internship" in this catalogue).

Dual Degree Programs

B.S.B. or B.A.B.A./M.B.A. Program

(For Business Majors)

Adviser: Karen A. Passaro, M.B.A., J.D.

Students pursuing either the B.S. or B.A. in Business Administration have the option to apply to a dual degree program in which they can earn both their bachelor's degree and a Master of Business Administration within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.B.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1300 or higher (math and critical reading components). To be eligible to begin graduate coursework (generally after the completion of 90 credits), dual-admissions applicants must have attained a GPA of 3.5 or higher.

Stillman students who do not apply for dual admission may apply after completing between 75 and 90 undergraduate credit hours. Applicants must meet all requirements for admission to the M.B.A. program, including earning a GMAT score of 500 or higher and attaining an overall GPA of 3.5 or above.

If accepted, the student takes a mixture of undergraduate and graduate business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and at least 120 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

The breakdown of the minimum 150 credit hours is as follows:

1. Students complete all requirements of the B.S.B. or B.A.B.A. program; 2 credits of general elective coursework will be waived for all concentrations other than accounting and economics.
2. Students will receive waivers for the following M.B.A. Pre-Qualification courses: Accounting, Economics, Finance and Legal Studies.
3. Students will receive waivers for the following M.B.A. core courses:

	Credits
BMBA 9202 International Perspective (Waiver is available only to those students who complete the CORE 3101 (BINT 3001) course as part of their undergraduate program.)	2
BMBA 9112 Accounting and Legal Considerations	4
BMBA 9114 Organizational and Market Dynamics	4

4. Remaining M.B.A. curriculum requirements, including 12-15 credits in the selected concentration area, are fulfilled by taking graduate business courses.*

**As part of their program, students must take at least one 3-credit BMKT course. In addition, students concentrating in areas other than sport management must take at least one 3-credit BACC course.*

The total credit hours consist of 118-121 undergraduate credits and 32-35 graduate business credits. Students must consult their concentration advisers in the Stillman School for specific information. Graduate course information is available through the Stillman School's Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

B.A. or B.S./M.B.A. Program

(For Non-Business Majors)

Adviser: Karen A. Passaro, M.B.A., J.D.

The College of Arts and Sciences and the Stillman School offer a joint program that leads to two degrees: a bachelor's degree in a liberal arts or science and a Master of Business Administration.

The unique feature of this program is that both degrees can be earned in five years. By carefully selecting courses, the student can complete the requirements for both degrees in as few as 150 credit hours. The student spends the first three years taking arts and sciences courses. After the completion of 75 credit hours, the student applies for the M.B.A. program. Students must meet all requirements for admission to the M.B.A. program, including earning a GMAT score of 500 or higher and attaining an undergraduate GPA of 3.5 or above. If accepted, the student takes a mixture of arts and sciences and business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and 120 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

Purpose

The purpose of the program is twofold:

1. Students receive a broad-based undergraduate education. Students major in an arts and sciences discipline to gain a broad perspective in the humanities and social and physical sciences and a comprehensive grasp of one arts and sciences major;

2. Students begin graduate coursework while completing a bachelor's degree. This enables the arts and sciences student to obtain an M.B.A. with one additional year of study.

Basic Principles and Requirements

In offering this program, Seton Hall operates on three basic principles:

1. Students must complete their undergraduate arts and sciences courses and fulfill the requirements for an undergraduate major;
2. Students must apply for and gain admission to the M.B.A. program after the completion of a minimum of 75 credit hours in arts and sciences; and
3. The joint program requires a minimum of 150 credit hours; within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The breakdown of the minimum 150 credit hours is as follows:

1. Students complete the core curriculum of the College of Arts and Sciences and major field requirements. The total credits vary depending upon the requirements of the major field.
2. Students complete the following undergraduate and graduate business courses:

	Credits
BLAW 2301 Legal Foundations of Business	3
BACC 2103 Financial Accounting	3
BMBA 9112 Accounting and Legal Considerations	4
BMBA 9114 Organizational and Market Dynamics	4
BMBA 9201 Corporate Social Responsibility	2
BMBA 9202 International Perspective	2

3. Remaining M.B.A. curriculum requirements, including 12-15 credits in the selected concentration area, are fulfilled by taking graduate business courses.

The total credit hours consist of a minimum of 108 undergraduate credits and 42-45 graduate business credits. Students must consult their major advisers in the College of Arts and Sciences for specific information. Graduate course information is available through the Stillman School's Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

B.A./M.B.A. Curriculum

1. Arts and Sciences Core Requirements.
2. Arts and Sciences Major Field Requirements.
3. M.B.A. Pre-Qualification Sequence.
4. M.B.A. curriculum credit-bearing courses: Foundation Sequence, Essential Knowledge Sequence, Breadth Sequence, Concentration Courses and the Business Policy Capstone.

Consult course descriptions for more details. If these requirements can be met in fewer than 150 credit hours, students may take elective courses to complete the 150 credit-hour minimum.

B.S.B./M.S.P.A. Program

(For Seton Hall Accounting Majors)

Adviser: David Mest, Ph.D.

Students pursuing the B.S. in Business Administration with a concentration in accounting have the option to apply to a dual degree program in which they can earn both their bachelor's degree and a Master of Science in Professional Accounting within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.S.P.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1300 or higher (math and critical reading components). To be eligible to begin graduate coursework (generally after the completion of 90 credits and BACC 3111), dual-admissions applicants must have attained a GPA of 3.5 or higher.

Stillman students who do not apply for dual admission may apply for admission to the M.S.P.A. program after completing between 75 and 90 undergraduate credit hours. Applicants must meet all requirements for admission to the M.S.P.A. program, including earning a GMAT score of 500 or higher and attaining an overall GPA of 3.0 or above.

Students are eligible to enroll in the combined B.S.B./M.S.P.A. program once they have earned 90 credits and have completed BACC 3111 (Intermediate Accounting II). Students enrolled in the combined program take a mixture of undergraduate and graduate courses during their senior year followed by all graduate work thereafter. After earning 120 undergraduate credits, completing the required accounting concentration courses with an average GPA of 2.0 or higher, and fulfilling all other specific B.S.B. degree requirements, students have the option of receiving their B.S.B. degree. Students in the combined program will satisfy the required courses in Auditing (BACC 3119), Enterprise-Wide Accounting Information Systems II (BACC 4102), and Advanced Accounting (BACC 4113) by taking similar graduate courses. Courses taken at the graduate level cannot be used to satisfy the 120 undergraduate credit hour requirement. After completing all M.S.P.A. requirements and earning 150 credits (120 undergraduate credits and 30 graduate credits), students receive their M.S.P.A.

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
BITM 2701	Management Information Systems
BQUA 2811	Business Statistics
ECON 1402-1403	Principles of Economics I-II
MATH 1205	Finite Mathematics with Calculus for Business
2. Declare a concentration upon completion of 75 credits.

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 earn at least 45 credits, of which 12 credits must have been earned at Seton Hall University.
2. The student must successfully complete MATH 1205, ECON 1402 and BACC 2103, where successful completion is defined as a grade of at least "C+" in MATH 1205 and at least "C" in ECON 1402 and BACC 2103.
3. The student must successfully complete (with a grade of at least "C+") MATH 1205 before taking either ECON 1402 or BACC 2103.
4. The student must achieve an average GPA of at least 2.67 (equivalent to "B-") across all three courses.
5. The student must maintain an average GPA of at least 2.67 in the required 45 credits.

Finally, for the purpose of admission to the Stillman School, a student may take each of the courses (MATH 1205, ECON 1402 and BACC 2103) no more than three times.

Students who desire to transfer to the Stillman School from other schools and colleges within the University are advised to do so before the completion of 60 credit hours. Students who are designated as BART or PART pre-majors should seek academic advising in the Stillman School's Student Information Office (Jubilee Hall, Room 526).

Department of Accounting and Taxation

Jubilee Hall, Room 608
(973) 761-9133

Faculty: Abdallah; Easton; Fried; Gelb; Henry; Holtzman
(*Chair*); Mest (*Adviser*); Murtuza; Strawser

Mission Statement

The mission of the Department of Accounting and Taxation is to prepare students to assume roles as accounting professionals in a global society and to advance the body of knowledge in the discipline. Our curricula, delivered in an environment characterized by small classes and extensive faculty-student engagement, provide innovative and high-quality educational experiences that emphasize technical knowledge, analytical and communication skills, proficiency in information technology, and ethics. Our programs are strengthened both by the contributions made by our industry partners and the ethical philosophy of the University.

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.

Individuals who wish to become licensed as a Certified Public Accountant in the state of New Jersey must complete 150 college credit hours. Those concentrating in accounting can obtain the necessary requirements by enrolling in the combined Bachelor of Science in Business Administration/Master of Science in Professional Accounting Program. Students who wish to sit for the Certified Public Accountant exam in the state of New York should take one additional 3-credit accounting elective course. Students with questions are encouraged to see the Accounting Department Chair.

B.S.B./Master of Science in Professional Accounting (M.S.P.A.) Combined Program

Students pursuing the B.S. in Business Administration with a concentration in accounting have the option to apply to a dual degree program in which they can earn both their bachelor's degree and a Master of Science in Professional Accounting within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.S.P.A. portion of the program during their junior year. For additional details, please see the full description of the program under the "Dual Degree Programs" section.

Certified Public Accountant (CPA) Examination

Applicants for examination for a New Jersey Certificate as a CPA should contact CPA Examination Services at 1-800-CPAEXAM or refer to information posted at www.nasba.org/nasbaweb.nsf/exam

Information on requirements for admission to practice in New York state as a CPA may be obtained from the New York State Education Department, Albany, New York or at www.op.nysed.gov/cpa.htm

Certified Internal Auditor (CIA) Examination

The CIA designation acknowledges a professional level of competence in internal auditing. Information on the CIA Examination and the additional requirements for the CIA designation is available from The Institute of Internal Auditors, 249 Maitland Avenue, Altamonte Springs, Florida 32701-4201, (407) 937-1100 or at www.theiia.org

Certified Management Accountant (CMA) Examination

The CMA Examination is a four-part examination in the areas of: (1) Business Analysis, (2) Management Accounting and Reporting, (3) Strategic Management and (4) Business Applications. Successful completion of the examination requires mastery of a comprehensive body of knowledge in management accounting and financial management. Information on the CMA Examination and the additional requirements for the CMA designation can be found at www.imanet.org/certification.asp

Beta Alpha Psi

Beta Alpha Psi is the international honors organization 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 business students. 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 earn a grade of C- or better in both BACC 2103 and BACC 2104 and must complete the following courses with an average GPA of 2.0 or higher:

	Credits
BACC 3110-3111 Intermediate Accounting I-II	6
BACC 3115 Cost Accounting	3
BACC 3117 Federal Income Tax Accounting	3
BACC 3119 Auditing	3
BACC 4101 Enterprise-Wide Accounting Information Systems I	3
BACC 4102 Enterprise-Wide Accounting Information Systems II	3
BACC 4113 Advanced Accounting	3

Total: 24

Students pursuing the Accounting concentration are required to successfully participate in an assessment panel and complete a post-assessment test, preferably in the last semester before graduation.

Please note: Students who wish to qualify to take the Uniform CPA Examination in either New Jersey or New York must: (1) meet specific course requirements determined by the state and (2) earn a baccalaureate degree. The specific course requirements set by the State of New Jersey are met by fulfilling the requirements of the Accounting concentration. Students who wish to satisfy the specific course requirements set by the State of New York must take three additional credits from courses offered by the Department of Accounting and Taxation. Regardless of whether they wish to qualify under New Jersey or New York requirements, all students must complete a total of 150 credit hours in order to become licensed as a CPA.

Department of Computing and Decision Sciences

Jubilee Hall, Room 675

(973) 761-9250

Faculty: Epstein; Gibson; Orenstein; Rosenthal (*Chair, Adviser*); Shim; Viswanathan; Weitz; Wilamowsky

Concentration in Information Technology Management (ITM)

The concentration in information technology management is designed to achieve the following objectives: to provide a thorough understanding of the strategic importance of information systems to organizations; to enable students to identify information systems necessary for effective and efficient operations of an organization; to empower students to effectively link business managers with information technology professionals in the process of information systems development; to communicate the principles of computerized information systems, including computer

programming concepts, techniques and languages; 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 students from other concentrations, several elective courses provide a general introduction to computers and their applications in business.

Note: Evening students wishing to concentrate in ITM must first contact the chair to discuss course availability.

Beta Alpha Psi

Beta Alpha Psi is the international honors organization 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 (information technology management), 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.

Information Technology Management Concentration Requirements

Students concentrating in information technology management must maintain a 2.5 GPA in concentration courses. In addition, all students must complete the following requirements:

	Credits
I. Required Courses:	
BITM 3724 Business Information Modeling	3
BITM 3727 Advanced Business Software Tools	3
BITM 3740 IT Project Management	3
II. BITM Electives:	
BITM three 3000-level or 4000-level elective courses	9

Total: 18

Quantitative Analysis

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 not a concentration in quantitative analysis, courses in management science, supply chain management and business statistics are offered.

Department of Economics and Legal Studies

Jubilee Hall, Room 674
(973) 761-9356

Faculty: Amoroso, Cotet; Hunter (*Chair; Adviser, Minor in Legal Studies in Business*); Kant; Rotthoff; Shannon

Concentration in Economics

The concentration in 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

Membership by invitation. Seniors concentrating in economics are considered.

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
Subtotal:		9
Economics Major Courses		
ECON 2420	Intermediate Microeconomic Analysis	3
ECON 2421	Intermediate Macroeconomic Analysis	3
ECON 3470	History of Economic Thought	3
ECON xxxx	Economics electives	15
Subtotal:		24
Total:		33

Economics Minor

Both business and non-business majors 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.

Legal Studies in Business Minor

Both business and non-business students may choose legal studies as a minor. The Legal Studies in Business minor consists of two core courses plus three elective courses for a total of 15 credits. The Legal Studies in Business minor is designed to help students study how to manage the legal aspects of business, rather than simply learn black-letter law, that is, a set of legal rules. Often, managers view the law as limiting their ability to manage, innovate and lead. The law provides stability and predictability in business transactions and a mechanism to help managers develop and implement a set of achievable objectives. The exercise of informed judgment when evaluating and assessing the legal implications of a business opportunity or management decision is a critical skill set every successful manager must master.

Legal Studies Honor Society

Students who maintain high academic standing are eligible for induction into the Legal Studies Honor Society. For details, please consult the Legal Studies in Business minor adviser.

Department of Finance

Jubilee Hall, Room 615
(973) 761-9127

Faculty: Itzkowitz; Jacoby; Lee; Loviscek (*Chair*); Riley (*Adviser, Co-op Adviser*); Rothbort; Tang; Xu; Yoon

Mission Statement

The mission of the Department of Finance is to enrich the educational experience of each student through a sustained commitment to excellence in teaching, the pursuit of high-quality research, and dedicated service to the community and profession, all within a values-centric framework.

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 financial strategy, asset pricing, investments, fixed income, security trading and analysis, portfolio analysis, financial modeling, advanced corporate finance and international finance.

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 and Investment Club

The department promotes student activities through this organization, which is a chapter under the Financial Management Association International. Major activities include field trips to Wall Street firms, guest speakers, security research, securities trading, portfolio construction, and networking with peers, industry professionals and finance professors. The club offers tutoring for finance courses in the Center for Securities Trading and Analysis.

Finance Honor Society

The Stillman School's Finance Honor Society formally recognizes students who consistently achieve academic excellence and who contribute to community development through their active involvement in the finance-related campus activities. The criteria for induction are: (1) GPA of at least 3.50; (2) GPA of at least 3.50 in all finance courses (prefix BFIN) completed; (3) Completion of at least 12 credit hours of BFIN courses with a grade no lower than a B; (4) Active involvement in finance-related campus activities such as the Finance Club, the Investment Club, the *Stillman Exchange*, or the Investment Research Challenge.

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. A single BFIN course of 3000 series or higher can be taken at most twice.

	Credits
BFIN 3211 Financial Strategy	3
BFIN 4227 Investment Analysis	3
BFIN 4228-4999 Finance electives	9
Total:	15

Notes:

1. Students are strongly advised to complete BFIN 3211 *Financial Strategy* and BFIN 4227 *Investment Analysis* before taking upper-level finance electives (BFIN 4228-4999).
2. Co-op courses count only as general education electives.

Department of Management

Jubilee Hall, Room 683

(973) 761-9360

Faculty: Alexander; Amar; Boroff; Gentile; Mayo; McCarthy; McCrea; Reuter (*Adviser, Co-op Adviser*); Sadler; Scherreik; Valdez; Yin (*Chair*)

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 and to encourage flexible learning practice in managerial skills and ethical business dealings.

Management concentration students should pursue a co-op or intern placement as part of their preparation. These credits will count as general electives.

Alpha Sigma Omega

Alpha Sigma Omega, the Stillman School's Management Honor Society, invites qualified management majors to join during their junior or senior years. The members will have completed 60 credits, have an average GPA of at least 3.25, with a 3.5 in their concentration courses. Transfer students will have completed 60 credits and are required to complete one full semester at the Stillman School before admittance.

Management Concentration Requirements

Students concentrating in management must maintain an average GPA of 2.5 or higher in concentration courses. All students must complete the following requirements:

	Credits
I. Two required courses:	
BMGT 3511 Managing Human Capital	3
BMGT 3515 Managing Operational Activities	3
II. <i>One</i> of the following two courses:	
BMGT 4640 Entrepreneurship	
or	
BMGT 4565 Innovation in Entrepreneurship	3
III. BMGT Electives	
Any two BMGT courses in the 3000-4999 range	6
Total:	15

Department of Marketing

Jubilee Hall, Room 654
(973) 761-9237

Faculty: Kritz; Ladik; Lozada; Pirog (*Chair, Adviser*); Warner; Wisenbilt

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 and marketing research 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.

The Stillman School Marketing Honor Society

The objective of this group is the pursuit of excellence in undergraduate marketing studies at Seton Hall University and the productive involvement of the best marketing students in the life and activities of the Stillman School of Business. This society is open to marketing majors who have completed a substantial portion of their marketing courses, demonstrated excellence by obtaining high overall and marketing GPAs, and have been active members of the Marketing Club. Students who fulfill these criteria, according to standards set annually by the marketing faculty, are invited to join the society each Spring.

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.

Specific course requirements are as follows:

	Credits
I. Two of the three following core courses:	
BMKT 3611 Marketing Research	3
BMKT 3615 Consumer Behavior	3
BMKT 4631 Advertising Management	3
II. BMKT Electives*	9-12
Total: 15-21	

**At least 6 credits must be BMKT 4000-level courses.*

Center for Sport Management

Jubilee Hall, Room 543
(973) 761-9707

Faculty: Gentile; Mayo (*Director, Adviser*); McCarthy (*Co-op Adviser*); Rotthoff

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. As sales is an important part of the curriculum, the Seton Hall Sports Poll provides opportunities for working the phones and a call center for Sport Marketing experiences.

Alpha Chi Lambda

Alpha Chi Lambda is the Sport Management Honor Society. In Spring 2001, the Center for Sport Management in the Stillman School of Business at Seton Hall University, and the Sport Management Student Association (SMSA), having discovered no honor society in sport management programs nationally, founded *Alpha Chi Lambda*, the first Sport Management Honor Society. Requirements for nomination, which is awarded in either the junior or senior year, include a 3.4 GPA in 60 or more earned credits. Initiation occurs in the spring of each academic year and members wear a royal blue cord at graduation.

The Sport Management Student Association (SMSA)

The Sport Management Student Association (SMSA) is one of the largest and most active student organizations in the Stillman School of Business. Comprising both graduate and undergraduate students, the organization provides an outlet for students to engage in the interactive learning of the business of sport through off-campus visits to sporting

254 Stillman School of Business

events and facilities, internships, guest speakers and more. The SMSA also holds community service in the highest regard and works diligently to be a leader and facilitator of charitable activities at Seton Hall University and in the surrounding communities. Annual field trips to the sports Halls of Fame are a favorite activity.

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
BSPM 4594, 4595**	Sport Management Co-op I, II	6

Total: 15-21

* *Sports Psychology (PSYC 1219)* is recommended as a liberal arts elective.

**Credit requirement may be waived, at the discretion of the Director, for full-time industry employment or for non-credit Co-op if student opts to complete a second concentration or minor.

Minor Programs

Minor in Accounting

The Minor in Accounting is open to all business and non-business majors. The curriculum consists of 18 credits of coursework – 12 credits of required courses and 6 credits of accounting electives.

Required Courses (12 credits)

BACC 2103	Financial Accounting
BACC 2104	Managerial Accounting
BACC 3110	Intermediate Accounting I
BACC 3111	Intermediate Accounting II

Electives (6 credits)

Choose two courses from the following:

BACC 3115	Cost Accounting
BACC 3116	Financial Statement Analysis
BACC 3117	Federal Income Tax Accounting
BACC 3119	Auditing
BACC 4101	Enterprise-Wide Accounting Information Systems I
BACC 4113	Advanced Accounting

Minor in Business Administration

(For College of Arts and Sciences and John C. Whitehead 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 totaling 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 information technology management; 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	45 credits, BACC 2103 and ECON 1411 or equivalent
BLAW 2301	Legal Foundations of Business	3	none
BITM 2701	Management Information Systems	3	none
BMGT 2501	Principles of Management	3	45 credits and ECON 1411 or equivalent
BMKT 2601	Principles of Marketing	3	45 credits and ECON 1411 or equivalent
BQUA 2811	Business Statistics (or MATH 1101)	3	MATH 1205
ECON 1411	Introduction to Economics (or equivalent)	3	none
		Total: 24	

*Note: Prerequisites are strictly enforced.

Transfer Courses

With the approval of the associate 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 economics course requirements (ECON 1402, 1403 and 2408).

Minor in Economics

(For both Business and Non-Business Majors)

Both business and non-business majors may elect to complete a minor in economics. This 18-credit minor consists of the three core courses in economics (ECON 1402, 1403 and 2408) plus one required course (either ECON 2420 or 2421) and two economics electives.

Minor in International Business

(For Business Majors Only)

Adviser: Larry McCarthy, 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 international business environment.

The opportunity to study abroad may also become a component of this program. The credits earned abroad will count toward but are not restricted to 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 courses;

Western European Track: French, German, Italian or Spanish languages and related cultural and geopolitical courses;

Pacific Rim Track: Japanese or Chinese languages and related cultural and geopolitical 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 Non-business 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 preapproved studies abroad.

Language and Cultural Component

A. Eastern European Track

*Language Electives * (3 credits each)*

RUSS 1001-1002	Elementary Russian I-II
RUSS 2001-2002	Intermediate Russian I-II
RUSS 3001-3002	Advanced Russian I-II
RUSS 3031-3032	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 3256	History of Imperial Russia
HIST 3257	East Central Europe
HIST 3266	History of 20th Century Russia
HIST 3276	The Transformation of Russia 1894-1932
HIST 4290	Topics in European History
POLS 2613	Russian Politics
POLS 3612	Foreign Policies of Major Powers

B. Western European Track

Language Electives

French * (3 credits each)

FREN 1001-1002	Elementary French I-II
FREN 2001-2002	Intermediate French I-II
FREN 3011	Conversational French I
FREN 3021-3022	Business French Correspondence I-II

German * (3 credits each)

GERM 1001-1002	Elementary German I-II
GERM 2001-2002	Intermediate German I-II
GERM 3011	Conversational German I
GERM 3021-3022	Business German I-II

Italian * (3 credits each)

ITAL 1001-1002	Elementary Italian I-II
ITAL 2001-2002	Intermediate Italian I-II
ITAL 3011	Conversational Italian I

Spanish * (3 credits each)

SPAN 1001-1002	Elementary Spanish I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 3011	Conversational Spanish I
SPAN 3213	Advanced Spanish Grammar and Composition
SPAN 3021	Business Spanish: Correspondence

256 Stillman School of Business

**Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue. Placement tests may be required.*

Other Electives (3 credits each)

FREN 3305-3306	French Civilization I-II
GERM 3305-3306	German Civilization I-II
HIST 1201-1202	Western Civilization I-II
HIST 3252	History of Modern France
HIST 3260	Western Europe in the 20th Century
HIST 3265	History of Germany, 1848 to the Present
ITAL 3305-3306	Italian Civilization I-II

C. Pacific Rim Track

Language Electives

Chinese *

CHIN 1101	Intensive Introductory Chinese I (6 credits)
CHIN 1102-1103	Introductory Chinese I-II (3 credits each)
CHIN 1104-1105	Introductory Chinese Reading I-II (3 credits each)
CHIN 2101-2102	Intermediate Chinese I-II (3 credits each)
CHIN 2103-2104	Intermediate Chinese Reading I-II (3 credits each)
CHIN 3101-3102	Advanced Chinese 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 (3 credits each)
JAPN 2101-2102	Intermediate Japanese I-II (3 credits each)
JAPN 2111	Intensive Intermediate Japanese (6 credits)
JAPN 3111-3112	Third-Level Japanese I-II (3 credits each)
JAPN 3113-3114	Introduction to Readings in Japanese I-II (3 credits each)
JAPN 3211-3212	Business Japanese I-II (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. Placement tests may be required.*

Other Electives (3 credits each)

ASIA 1403	History of Asian Religious Reflections
ASIA 1601 (HIST 1601)	History of Traditional Asia
ASIA 1602 (HIST 1602)	History of Modern Asia
ASIA 2112	Geography of Asia
ASIA 2114	China in World Affairs
ASIA 3127 (HIST 3621)	History of Traditional China
ASIA 3128 (HIST 3651)	History of Modern China
ASIA 3129 (HIST 3622)	History of Traditional Japan
ASIA 3130 (HIST 3652)	History of Modern Japan
ASIA 3131 (POLS 2616)	Contemporary Chinese Politics
ASIA 3132 (HIST 3686)	Contemporary Japan
ASIA 3134	China and Japan: Diplomacy, Politics and Economy
POLS 2611 (ASIA 3114)	Asian Politics

D. Latin American Track

*Language Electives * (3 credits each)*

SPAN 1001-1002	Elementary Spanish I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 3011	Conversational Spanish I
SPAN 3213	Advanced Spanish Grammar and Composition
SPAN 3021	Business Spanish: Correspondence

**Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue. Placement tests may be required.*

Other Electives (3 credits each)

HIST 1401-1402 / LALS 1401-1402	History of Latin America I-II
POLS 2614 / LALS 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:

POLS 1611	Comparative Politics
POLS 1711	International Relations

F. Business Electives

(3 credits each)

BFIN 4233	International Finance
BLAW 4315	International Law
BMGT 4993	Foreign Business Operations
BMKT 3617	International Marketing
ECON 4483	International Economics

Minor in Legal Studies in Business

(For both Business and Non-Business Majors)

This minor is a uniquely designed interdisciplinary program. By structuring required course selections and making the commitment toward a rigorous course of study, students will demonstrate competence in areas of legal studies in business.

This minor is open to any student who has successfully completed 15 credit hours and who has maintained a 2.75 GPA. In addition, students must maintain a 2.75 GPA in the legal studies curriculum. Upon successful completion of the requirements, the student will be awarded the Minor in Legal Studies in Business.

I. Required Courses (6 credits):

BLAW 2301	Legal Foundations of Business
BLAW 4325*	Law, Ethics and Public Policy

II. Elective Courses

(9 credits selected from the following):

BLAW (BFIN) 4242*	Corporate Governance
BLAW 4310*	Advanced Topics in Legal Studies
BLAW 4315*	International Law
BLAW 4316*	Consumer Law
BLAW 4318*	Products Liability
BLAW 4319*	Securities Law and Regulation
BLAW 4321*	Uniform Commercial Code
BLAW 4326*	Issues in Employment Law
BLAW 4327*	Legal Aspects of Conflict Resolution
BLAW (BSPM) 4330*	Sport Law
BLAW (BITM) 4336*	Legal Aspects of Information Technology
BLAW 4340*	Legal Research, Writing and Moot Court

*Prerequisite: BLAW 2301 Legal Foundations of Business

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 form in Room 526 of Jubilee 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
BACC 2103 Financial Accounting	30 credits
BMGT 2501 Principles of Management	45 credits and ECON 1411 or equivalent
BMKT 2601 Principles of Marketing	45 credits and ECON 1411 or equivalent
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 Certificate in Business.

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 Entrepreneurial Studies

(For Business Majors)

This Certificate in Entrepreneurship is composed of four 3-credit courses (12 credits). See below for the list of required and elective courses. These courses will focus on providing theory and practical knowledge and skills through class instruction and will employ experiential learning to help students start a new business or become a major contributor to their family's business upon graduation. These skills are just as relevant to students who desire a career in the corporate world. These four complementary courses have been structured so that each addresses skills that are necessary to be a successful entrepreneur. The certificate requires at least two courses that address important fundamental skills (e.g., analyzing the feasibility of a business opportunity, developing a business plan, and product and business innovation) that are necessary in starting a business and one elective course that provides specific skills that entrepreneurs need in starting and running a business (e.g., sales, negotiating, conducting financial statement analysis, and creating financial strategies). A student who wishes to earn the certificate should consult with the faculty in the Center for Entrepreneurial Studies.

Requirements

Students are required to take two or more of the following courses: (Course offerings change each semester.)

BMGT 4640 Introduction to Entrepreneurship	3
BMGT 4566 Starting a Business	3
BMGT 4565 Innovation and Entrepreneurship	3
BMGT 4599 Directed Research (Approval Needed)	3
Students select two or more additional courses from the following:	
BACC 3116 Financial Statement Analysis	3
BACC 3211 Financial Strategy	3
BLAW 4310 Advanced Topics: Law and Entrepreneurship	3
BMGT 3524 Doing Business in India	3
BMGT 3641/BITM 3741 Supply Chain Management	3
BMGT/BSPM 4535 The Management of Sport Organizations	3
BMGT 4552/BINT 4928 Doing Business in China	3
BMGT 4562 Negotiation	3
BMGT 4599 Directed Research*	3
BMGT 4625 Retail Marketing	3
BMKT/BMGT 4629 Sales and Personal Selling	3
BMKT 4633 Product Management and Development	3
BMKT 4637 Services Marketing	3
BMKT 4627 Channels of Distribution	3

**Only if not counted toward one of the two courses from the first list.*

Certificate in Information Technology Management (ITM)

(For both Business and Non-Business Majors)

The Certificate in Information Technology Management is a four-course (12-credit) sequence that consists of BITM 2701, BITM 3727 and two BITM elective courses. A student who wishes to earn the Certificate in ITM should consult with the Department Chair or Adviser for the Department of Computing and Decision Sciences to ensure that the two BITM elective courses selected are in line with the student's academic/career objectives.

Certificate in Supply Chain Management (SCM)

(For both Business and Non-Business Majors)

The Certificate in Supply Chain Management is a four-course (12-credit) sequence that consists of BQUA 2812, BITM 3740, BITM 3741 (or any of the equivalent cross-listed classes), and BITM 3742. Supply Chain Management (SCM) is a process used by companies to ensure that the chain of activities starting with acquisition of raw materials and ending with the delivery of goods to the customer and after sales service are all well-integrated and carries out effectively and efficiently. Supply Chain Management integrates supply and demand management functions within and across companies. With increasing globalization of business over the past few decades, supply chains have increased in prominence within most companies. There is now a growing need for people who understand and can effectively manage large supply chains.

Leadership Development Program

Leadership Development is the undergraduate honors program for the Stillman School of Business. Students in the Leadership Program must be admitted to the Stillman School. In addition to the academic requirements, students must complete 80 hours of community service, participate in the mentor program during their junior year, hold leadership positions both on and off campus to complement their studies, attend leadership functions and maintain an overall GPA of 3.4.

In addition to the Stillman School and liberal arts cores and the courses needed for a concentration, students must take the courses listed below. Some of the courses are either completely or largely restricted to leadership students; these are designated with a LS suffix. Students may enter both the Leadership Development program and the University's Honors program. Students enrolled in both Leadership and the University Honors Program are not required to take COST 1600, SOCI 1101, RELS 1102/1502, and ANTH 2912.

Freshman Year:

Fall

BITM 2701 LS	Information Technology Management
COST 1600 LS	Oral Communication
SOCI 1101 LS	Understanding Society Leadership 101*

Spring

RELS 1102** LS	Introduction to the Bible
RELS 1502** LS	Contemporary Moral Values
or	
RELS 1503** LS	Christian Ethics

Sophomore Year:

Fall

BACC 2103	Financial Accounting
-----------	----------------------

Spring

ANTH 2912 LS	Qualitative Field Research Methods
--------------	------------------------------------

Junior Year:

Fall

CORE 3101 (BINT 3001) LS	Global Business Ideas and Trends*
--------------------------	-----------------------------------

Spring

BMGT 2503	Organizational Behavior
-----------	-------------------------

Senior Year:

Fall

BMGT 4562 LS	Negotiation
--------------	-------------

Spring

BPOL 5000 LS	Business Policy
--------------	-----------------

**Leadership 101 and Ideas and Trends are mandatory, non-credit-bearing courses to be offered only to Leadership Development Students.*

***Religious Studies courses are offered on a rotating basis each year. Students take one of these courses.*

Course Descriptions

Course descriptions provide information on offerings for the 2011-2012 academic year. All courses run subject to enrollments and faculty deployment within each department. Note: Prerequisites are strictly enforced.

Accounting

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. Prerequisite: 30 credits. (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 2103 with a grade of C- or better and BACC 2104. Prerequisite for BACC 3111: BACC 3110 with a grade of C- or better. Offered Fall, Spring. *3 credits each*

BACC 3115 Cost Accounting

Elements of cost accounting: material, labor, overhead. Application of cost accounting involving the use of job order, process and standard cost systems. Study of joint costs, depreciation and distribution costs. Prerequisite: BACC 2104 with a grade of C- or better. Offered: Spring. *3 credits*

BACC 3116 (BFIN 4251) Financial Statement Analysis

Understanding and interpreting public company financial statements. Examination of the balance sheet, income statement, and statement of cash flows to analyze the effects of routine and repetitive business transactions. Criteria for revenue and liability recognition. Impact of off balance sheet financing, accounting for pension, income taxes and other business activities are also examined. Use of a sequential strategy that includes identifying key economic characteristics of the firm's industry, key company strategies, assessing the quality of earnings, and analyzing risk and profitability. Prerequisite: BACC 2103 with a grade of C- or better and 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 with a grade of C- or better. Offered: Fall. *3 credits*

BACC 4101 (BITM 3752) Enterprise-Wide Accounting Information Systems I

Course is designed to provide an understanding of the roles of accounting information and information technology in the decision-making and operational support of the firm. Relational databases and data modeling are covered in significant detail. Students will become familiar with the revenue, expenditure, conversion and general ledger transaction processing subsystems. Students will develop an awareness of the impact of accounting information systems on managerial decisions as well as organizational competitiveness. Prerequisite: BACC 3110 with a grade of C- or better and senior status. Offered: Fall. *3 credits*

BACC 4102 (BITM 3753) Enterprise-Wide Accounting Information Systems II

This course will provide participants with a clear understanding of various enterprise applications like accounting, contracts, work orders, materials requirement planning and process manufacturing. Each application will be studied through an extensive REA model. In addition, the course will cover important issues including information systems security and auditing, evaluation and implementation of information systems. Prerequisite: BACC 4101. Offered: Spring. *3 credits*

BACC 4113 Advanced Accounting

Course focuses on accounting for investments, including business combinations, and foreign currency accounting. Foreign currency financial statements, segment reporting and other advanced accounting topics are covered as well. Prerequisite: BACC 3111 with a grade of C- or better. Offered: Spring. *3 credits*

BACC 4191, 4192, 4193 Accounting Co-op I, II, III

See Co-op Adviser. Cooperative Education courses are counted as general electives. *1 credit each*

Finance

BFIN 1003 Personal Money Management

Easy ten-week course on the ABCs of personal credit and debt decisions. Topics include checkbooks, savings accounts, credit cards, school loans, mortgages, brokerage accounts, and taxes. Offered: Fall, Spring. No credit toward finance concentration. *1 credit*

BFIN 2201 Business Finance

Introduction to major finance principles: financial goals, financial instruments, time value of money, risk and return, asset pricing, and capital budgeting. Prerequisites: ECON 1403, BACC 2103 and BQUA 2811. Offered: Fall, Spring. *3 credits*

BFIN 3211 Financial Strategy

Extension of basic financial principles with emphasis on corporate finance. Advanced topics include capital budgeting, capital structure and cost of capital estimation, and long-term financial policy. Prerequisite: BFIN 2201. Offered: Fall, Spring. *3 credits*

BFIN 4227 Investment Analysis

Coverage of the fundamental principles underlying investment decisions, including security market structure, asset pricing, portfolio theory, valuation of stocks and bonds, portfolio performance evaluation and an introduction to derivatives. Prerequisite: BFIN 2201. Offered: Fall, Spring. *3 credits*

BFIN 4230 Portfolio Analysis

Introduction to financial decision making from the perspective of efficient portfolio construction, including measurement and estimation of return, risk and portfolio performance. Offered: Irregularly. Prerequisite: BFIN 4227. *3 credits*

BFIN 4231 Risk Management

Introduction to risk management, including analysis of risk and methods of risk bearing: property, casualty, claim control, and loss prevention. Includes environmental risk, captive insurance, and enterprise risk management. Prerequisite: BFIN 2201. Offered: Fall. *3 credits*

BFIN 4232 (BSPM 4232) Sport Finance

Application of finance principles to the sport industry, including revenue sources, valuation issues, performance, and corporate sponsorships. Prerequisite: BFIN 2201. Offered: Fall, Spring. *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. Prerequisite: BFIN 2201. Offered: Fall, Spring. *3 credits*

BFIN 4234 Futures, Options and Other Derivatives

Examination of topics involving options, futures and swaps, including trading strategies, pricing fundamentals and models, risk management and other applications. Prerequisite: BFIN 4227. Offered: Fall, Spring. *3 credits*

BFIN 4235 Working Capital Management

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. Prerequisite: BFIN 2201. Offered: Irregularly. *3 credits*

BFIN 4238 Investment Banking

A fundamental overview of the investment banking process and the role of investment banks in capital formation. Major topics may include IPOs, leveraged buyouts, debt and equity markets, leveraged finance, mergers and acquisitions and non-traditional forms of capital. Prerequisite: BFIN 2201. Offered: Irregularly. *3 credits*

BFIN 4239 Real Estate Finance

Examination of residential and commercial real estate, including property valuation, mortgages, and financing arrangements. Prerequisite: BFIN 2201. Offered: Summer. *3 credits*

BFIN 4241 Mergers and Acquisitions

Examination of the financial aspects of corporate mergers and acquisitions, including growth through acquisition, valuation issues, and tax and legal implications. Prerequisite: BFIN 3211. Offered: Irregularly. *3 credits*

BFIN 4242 (BLAW 4242) Corporate Governance

Examination of issues related to the relationship between the decision makers and owners of a corporation, including role, duties, responsibilities, and liability of directors, officers, and management. Also covered is a discussion of recent statutory and regulatory developments affecting reporting and decision making. Prerequisites: BLAW 2301, BFIN 2201. Offered: Irregularly. *3 credits*

BFIN 4244 Securities Trading and Financial News

Analysis of the impact of financial news and events on the prices of securities, including technical analysis, fundamental analysis, and trading strategies. Prerequisite: BFIN 2201. Prerequisite/Co-requisite: BFIN 4227. Offered: Fall. *3 credits*

BFIN 4247 Securities Trading and Analysis

Covers operational functions of brokerage firms, including types of securities, post-trade execution processing, and support operations. Prerequisite: BFIN 2201. Offered: Fall. *3 credits*

BFIN 4250 Fixed Income Analysis

Analysis and valuation of fixed-income securities and markets, including pricing, yields, volatility and the impact of interest rate movements. The course covers traditional bonds and term structure concepts as well as fixed-income derivatives and interest rate modeling. Prerequisite: BFIN 4227. Offered: Fall, Spring. *3 credits*

BFIN 4251 (BACC 3116) Financial Statement Analysis

Understanding and interpreting public company financial statements. Examination of the balance sheet, income statement, and statement of cash flows to analyze the effects of routine and repetitive business transactions. Criteria for revenue and liability recognition. Impact of off balance sheet financing, accounting for pension, income taxes and other business activities are also examined. Use of a sequential strategy that includes identifying key economic characteristics of the firm's industry, key company strategies, assessing the quality of earnings, and analyzing risk and profitability. Prerequisite: BACC 2103 with a grade of C- or better and BACC 2104. Offered: Spring. *3 credits*

BFIN 4253 Advanced Corporate Finance

An in-depth examination of real world corporate financial decisions from the point of view of the firm's management using case studies. Topics covered include capital budgeting, capital structure, corporate financing strategy and mergers and acquisitions. Prerequisite: BFIN 3211. Offered: Spring. *3 credits*

BFIN 4255 Financial Modeling

A practical perspective on the major finance models using Microsoft Excel, with a focus on the development and use of spreadsheet-based financial models, implementation of a concise and sound methodology, and utilization of financial theory over a wide range of applications used in the financial industry. Examples of implemented theories include: portfolio selection and risk assessment, DCF valuation, bond pricing and duration, option pricing and applications, portfolio insurance and Value-at-Risk. Prerequisite: BFIN 3211, BFIN 4227. Offered: Fall, Spring. *3 credits*

BFIN 4290 Seminar in Finance

Topical coverage of corporate financial management, financial markets, institutions and/or investments. Prerequisite: BFIN 2201. *3 credits*

BFIN 4294, 4295, 4296 Finance Co-op I, II, III

See Co-op Adviser. Cooperative Education courses are counted as general electives. 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, Summer. *1/2/3 credits*

Computing and Decision Sciences**Information Technology Management (ITM)**

Evening students wishing to concentrate in ITM must first contact the department adviser to discuss course availability.

BITM 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*

BITM 3724 Business Information Modeling

The course uses a combination of the technical and non-technical approaches to explore the management of information in the business environment. Topics covered include Database Models, Business Rules, Database Design and Performance principles and Structured Query Language. The course also provides a solid introduction to SAP as a prelude to the course BITM 3743, which prepares students for SAP certification. Prerequisite: BITM 2701. Offered: Fall. *3 credits*

BITM 3727 Advanced Business Software Tools

This course will teach advanced topics in spreadsheet (Excel) design/programming. The course will show students how to use Visual Basic for Applications (VBA) to build functionally rich spreadsheets. In addition, the course will show how VBA can also be used with a database tool (Access) for building user-friendly applications. Prerequisite: BITM 2701 or permission of the instructor. Offered: Fall, Spring. Offered: Fall. *3 credits*

BITM 3730 Developing Web Applications

The course will focus on the development of web pages enhanced with live data from databases, adding interactivity, user preferences, and storage. The course will start out with a simple example and end with a “sophisticated” project that uses all the techniques and technology examined in the course. Prerequisite: BITM 2701. Offered: Fall. *3 credits*

BITM 3740 (BMGT 4560) IT Project Management

With the pervasive use of IT in organizations for mission critical applications, successfully envisioning and implementing these applications is critical to the success of modern organizations. With the rise of outsourcing, this is becoming even more critical. Managing IT projects is very complex and requires not only general project management techniques and skills, but also the mastery of some IT specific project management issues. This course will sensitize participants to various IT project management skills and techniques relevant to current practice. Prerequisites: BITM 3727 and BITM 3724. Offered: Spring. *3 credits*

BITM 3741 (BMGT 3641, BMKT 4627) Supply Chain Management

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers’ demands. Globalization of the economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. Offered: Spring. *3 credits*

BITM 3743 Enterprise Systems Deployment

This course prepares students for SAP’s TERP 10 certification (SAP certified business associate). It provides a deep overview of several SAP topics including sales and distribution, purchasing, manufacturing, plant maintenance and customer service, material planning, lifecycle data management, data warehousing and project management. Prerequisite: BITM3724. Offered: Spring. *3 credits*

BITM 3744 Business Intelligence

An important determinant of success today is the ability of a business to extract intelligence from data generated as a byproduct of normal operations. Typical business intelligence applications include: Recommender systems, used for example by Amazon.com to suggest additional products and by Netflix.com to suggest movies; Market-based analysis, used to identify which products are frequently purchased together. This can in turn be used for store shelf layout and for promotions to shoppers and classifier systems, used to identify customers who should receive promotional mailers or subscription offers. Also used to identify spam email. This course covers the analytic techniques currently used by businesses. Rather than stress the mechanics of the

underlying mathematical and statistical concepts, the course will build a strong intuitive understanding of the techniques and leave the mechanics to statistical packages. Offered: Spring. *3 credits*

BITM 3750 Managing Computer Networks

This course examines the principles of computer networks. This includes communications mediums (wired and wireless), protocols and equipment. The course will look also at the architecture of networks, which will include local area networks (LAN) and the Internet. Students will get hands-on experience by configuring routers and the components of an operating system that deal with networks. Prerequisite: BITM 2701. Offered: Irregularly. *3 credits*

BITM 3752 (BACC 4101) Enterprise-Wide Accounting Information Systems I

Course is designed to provide an understanding of the roles of accounting information and information technology in the decision-making and operational support of the firm. Relational databases and data modeling are covered in significant detail. Students will become familiar with the revenue, expenditure, conversion and general ledger transaction processing subsystems. Students will develop an awareness of the impact of accounting information systems on managerial decisions as well as organizational competitiveness. Prerequisite: BACC 3111. Offered: Fall. *3 credits*

BITM 3753 (BACC 4102) Enterprise-Wide Accounting Information Systems II

This course will provide participants with a clear understanding of various enterprise applications like accounting, contracts, work orders, materials requirement planning and process manufacturing. Each application will be studied through an extensive REA model. In addition, the course will cover important issues including information systems security and auditing, evaluation and implementation of information systems. Prerequisite: BITM 3752 or knowledge of ER and REA modeling. Offered: Spring. *3 credits*

BITM 4639 Web 2.0 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. Prerequisite: BMKT 2601. Offered: Spring. *3 credits*

BITM 4730 (BSPM 4730) Application of Information Technology in Sport Management

This course will examine the use and impact of Information Technology (IT) on different aspects of the sport industry. As video and audio media are an important part of the revenues generated by sport companies, they are also included. The

course will provide foundation knowledge in key IT topics such as networking, WWW, hardware, CRM (customer relationship management) and data mining. Included in the course will be material on building and evaluating Web sites. The goal of the course is to show how and where IT has been an “enabler” in the Sport Industry. Prerequisite: BITM 2701. Offered: Irregularly. *3 credits*

BITM 4794, 4795, 4796 ITM Co-op I, II, III

See Co-op Adviser. Cooperative Education courses are counted as general electives. Offered: Fall, Spring. *3 credits each*

BITM 4799 Directed Research/ITM

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 Business Statistics

This course provides students with an understanding of statistical techniques for analyzing business problems. Concepts are developed using calculations for simple problems with small amounts of data. Larger and more realistic problems are handled using Microsoft Excel. Topics include descriptive statistics, elements of probability, sampling, interval estimation, hypothesis testing and regression analysis. Prerequisites: MATH 1205, BITM 2701. Offered: Fall, Spring. *3 credits*

BQUA 2812 Quantitative Decision Making

This course introduces quantitative models of management science and their applications to decision making in a business environment. Topics may include decision analysis, forecasting, linear programming, inventory, queuing and simulation. Prerequisite: BQUA 2811 and 45 credits. Offered: Fall, Spring. *3 credits*

BQUA 3510 (ECON 3510) Business Decision Making with Game Theory

Game theory is the theory of independent and interdependent decision making. It is concerned with decision making in organizations where the outcome depends on the decisions of two or more autonomous players, one of which may be nature itself, and where no single decision maker has full control over the outcomes. In this course students will learn about different types of games and understand how to apply these categories to business decision making. Game theory will be used to find (where possible) optimal solutions to situations of conflict and cooperation under the assumption that players behave rationally and act in their own best interests. Prerequisite: BQUA 2812. Offered: Spring. *3 credits*

Economics

At least two 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. *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. *3 credits*

ECON 1409 Economics in Our Nation’s Capitol

Students attend a three-day seminar on location in Washington D.C. This course specifically integrates economics, ethics, finance, law and socio/political/cultural issues to provide students with a comprehensive view of the functioning of our nation’s capitol. Students visit institutions central to U.S. economic policy, domestic and global, including but not limited to the International Monetary Fund, the Securities and Exchange Commission, the Board of Governors of the Federal Reserve System, and various foreign embassies. The itinerary is changed year to year to reflect current trends and issues of interest. Prerequisite: None. Offered: Spring. *1 credit*

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. This course will not count as an economics elective. 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. *3 credits*

ECON 2410 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: ECON 1403. *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. Offered: Fall. *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. Offered: Spring. *3 credits*

ECON 3410 Environmental Economics

Major environmental problems delineated. Economic definitions and aspects of environmental quality. Reasons for environmental quality reductions in market economy, including externalities, private vs. common property resource use, public goods and irreversible change. Survey of alternative public policy options. Prerequisite: ECON 1403. *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 1403. *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 1403. *3 credits*

ECON 3437 Economics and Liberty

This is an interactive course that will increase the students' ability to apply their problem solving skills through discussions on the impact of liberty and freedom. This course will have requisite readings in economics, politics, and philosophy, and their combination in the political economy. The course will promote interaction between students, faculty, and guest speakers to discuss these resources

in detail and how they affect our lives and the world.

Prerequisites: ECON 1403 and instructor approval. Offered: Spring. *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 United States. 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. 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 1403. *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. Prerequisite: ECON 1403. Offered: Every third semester. *3 credits*

ECON 3510 (BQUA 3510) Business Decision Making with Game Theory

Game theory is the theory of independent and interdependent decision making. It is concerned with decision making in organizations where the outcome depends on the decisions of two or more autonomous players, one of which may be nature itself, and where no single decision maker has full control over the outcomes. In this course students will learn about different types of games and understand how to apply these categories to business decision making. Game theory will be used to find (where possible) optimal solutions to situations of conflict and cooperation under the assumption that players behave rationally and act in their own best interests. Prerequisite: BQUA 2812. Offered: Spring. *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. Prerequisite: ECON 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 1403, 2408. *3 credits*

ECON 4494, 4495 Economics Co-op I, II

See Co-op Adviser. Cooperative Education courses are counted as general electives. *3 credits each*

ECON 4496, 4497, 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. Offered: Spring. *3 credits*

Legal Studies

BLAW 2301 Legal Foundations of Business

Examination of the relationship between the business environment and the legal environment. Topics include constitutional law implications, contractual relationships, employment and ethics. Offered: Fall, Spring. *3 credits*

BLAW 4242 (BFIN 4242) Corporate Governance

Examination of issues related to the relationship between the decision makers and owners of a corporation, including role, duties, responsibilities, and liability of directors, officers, and management. Also covered is a discussion of recent statutory and regulatory developments affecting reporting and decision making. Prerequisite: BLAW 2301, BFIN 2201. Offered: Spring. *3 credits*

BLAW 4310 Advanced Topics in Legal Studies

Extension and application of legal and ethical issues beyond the foundations level. Prerequisite: BLAW 2301. Offered: Fall. *3 credits*

BLAW 4315 International Law

Highlights those aspects of public and commercial law that are relevant to American business operating in the international environment. Includes legal and ethical aspects of international trade and commercial transactions. Prerequisite: BLAW 2301. Offered: Irregularly. *3 credits*

BLAW 4316 Consumer Law

In-depth examination of legal and ethical issues relating to consumer rights, responsibilities, and advertising. Prerequisite: BLAW 2301. Offered: Irregularly. *3 credits*

BLAW 4318 Products Liability

Examination of legal and ethical issues of this specialized area of tort law. Particular emphasis is on the development of products liability and its impact on the business environment. Topics include negligence, warranties and strict liability. Offered: Irregularly. *3 credits*

BLAW 4319 Securities Law and Regulation

Examination of the legal and ethical implications of the Securities Act of 1933, Securities Exchange Act of 1934, Investment Company Act of 1940, Investor Protection Act of 1970 and Sarbanes-Oxley Act and their impacts on the management of corporations. Offered: Irregularly. *3 credits*

BLAW 4321 Uniform Commercial Code

Examination of legal and ethical issues related to transactions involving aspects of commercial paper, sales warranties and secured transactions with respect to personal property under the Uniform Commercial Code. Also considers issues arising under bankruptcy and debtor-creditor rights. Prerequisite: BLAW 2301. Offered: Irregularly. *3 credits*

BLAW 4325 Law, Ethics and Public Policy

Examines the ethical and public policy issues raised in a variety of areas of law. Provides an in-depth treatment of many of the legal and ethical issues faced in the business environment. Prerequisite: BLAW 2301. Offered: Fall. *3 credits*

BLAW 4326 Issues in Employment Law

Examination of employment law issues and ethical dilemmas facing today's managers. Emphasis on sexual discrimination, racial discrimination, sexual harassment, whistle blowing, hiring, firing, layoffs and disability. Discussion of the relationship between corporate social responsibility and employment. Prerequisite: BLAW 2301. Offered: Irregularly. *3 credits*

BLAW 4327 Legal Aspects of Conflict Resolution

Examines the myriad of issues which may result in adversarial litigation and how best to avoid those conflicts. These include proven methods of resolving disputes, such as negotiation, mediation, arbitration and other forms of alternative dispute resolution. The course will also consider cross-cultural issues, which may manifest themselves as potential disputes that can best be avoided if we understand the different values and attitudes of the various parties to a dispute. Such issues include cultural difference and detecting the viewpoint of the business and the individual and how best to achieve a mutual satisfactory goal without conflict. Prerequisite: BLAW 2301. Offered: Spring. *3 credits*

BLAW 4330 (BSPM 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*

BLAW 4335 Legal Aspects of Information Technology

Examination of legal, ethical, and social responsibility issues related to information technology, including privacy and confidentiality, e-commerce law fundamentals, consumer protection, content regulation, Internet and intellectual property law and the protection of information products and services. Discussion of information technology innovation, including, but not limited to, new media and social networking platforms, and its impact on legal and ethical issues. Prerequisite: BLAW 2301, BITM 2701. Offered: Irregularly. *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. Prerequisite: BLAW 2301. Offered: Spring. *3 credits*

BLAW 4397, 4398, 4399 Directed Research/Legal Studies

Individual research in the area of legal studies independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

Management

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: Irregularly. 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/operations management and social responsibility. Prerequisite: 45 credits and ECON 1403. Offered: Fall, Spring. *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. *3 credits*

BMGT 3511 Managing Human Capital

Theories, practices and problems in human capital management (HCM). 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 HCM. Prerequisite: BMGT 2501. *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. Prerequisite: BMGT 2501. *3 credits*

BMGT 3515 Managing Operational Activities

An introduction to the management of operational activities in manufacturing and service industries, including project management. Further, the topics include physical plant layout, job design and the integration of activities across departments. Prerequisite: BMGT 2501. *3 credits*

BMGT 3641 (BITM 3741, BMKT 4627) Supply Chain Management

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Globalization of the economy and electronic commerce have heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. *3 credits*

BMGT 4520 Managing Your Job Choices

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. Prerequisite: BMGT 2501. 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. Prerequisite: BMGT 2501. *3 credits*

BMGT 4525 Compensation Management

Principles and design of compensation systems. Prerequisite: BMGT 3511. *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. 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. 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. 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. Prerequisite: BMGT 2501. 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. Prerequisite: BMGT 2501. *3 credits*

BMGT 4538 (BSPM 4538) International Sport Management

This course examines the management of sport in the 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*

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. Prerequisite: BMGT 2501. Experimental. *3 credits*

BMGT 4547 Developing Management Skills

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. Prerequisite: BMGT 2501. Offered: Fall, Spring. Required for all management concentrations. *3 credits*

BMGT 4552 (BINT 4928) Doing Business in China

Learning through seeing and experiencing. This course is designed for students to learn the economic and business environment in China by traveling to China. In addition to readings and class discussion, students will be asked to contact local people, to investigate the Chinese market and business conditions and to observe foreign business operations there. Business and career opportunities will also be explored. Students will be asked to develop a business plan for doing business in China. Offered: Summer. *3 credits*

BMGT 4560 (BITM 3740) Project Management

This course will help you understand the role of project management and how to set and manage client expectations. Topics include creating a project plan, assessing project risk, managing multiple projects, and scheduling, controlling and managing contracts for repeatable success throughout the organization. Prerequisite: BMGT 2501. Offered: Spring. *3 credits*

BMGT 4562 Negotiation

Managers spend much of their time negotiating yet generally devote little time to thinking about how to negotiate. This course explores both the theoretical and practical aspects of negotiations. Students will study the negotiating process, reviewing the negotiation literature and engaging in negotiations in a variety of settings. Prerequisite: BMGT 2501. Offered: Fall. *3 credits*

BMGT 4565 Innovation in Entrepreneurship

In this course, students learn about the role creativity plays in the entrepreneurial innovation process. They explore what increases and/or decreases creativity levels and how personal, group, organization, national and global factors impact the resultant innovation. Students also learn how to generate

268 Stillman School of Business

ideas that can lead to truly innovative products, services, processes, and/or business models and how these techniques can be applied in many contexts, such as start-up businesses, new social ventures, and existing organizations. Prerequisite: BMGT 2501. *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. Prerequisite: BMGT 2501. *3 credits*

BMGT 4594, 4595, 4596 Management Co-op I, II, III

See Co-op Adviser. Cooperative Education courses are counted as general electives. Prerequisite: Departmental approval prior to registration. Offered: Fall, Spring, Summer. *3 credits each*

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, Summer. *1/2/3 credits*

BMGT 4640 Entrepreneurship

A study of small businesses and owner management with a practical orientation toward understanding the process of creating and managing one's own business. This includes but is not limited to strategic and operational planning, organizational controls, marketing management and techniques, financial analysis and accounting, risk management, and securing growth capital for small businesses. Prerequisite: BMGT 2501. *3 credits*

BMGT 4645 Writing A Business Plan

Students will learn about the creation of new ventures in a very hands-on manner. Students will be exposed to concepts, skills, information, and tools that are relevant for the creation of a new venture, the management of an early-stage venture, and the harvest of a venture. Students will have opportunities to apply knowledge through class discussions, projects, individual reflections, and the creation of an actual business plan. The creation of the business plan will provide students with an opportunity to appreciate the challenging and ambiguous environment that entrepreneurs face. Experimental. Prerequisite: BMGT 2501. *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 1403. *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. Prerequisite: BMGT 2501. *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: 45 credits and ECON 1403. Offered: Fall, Spring. *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. Prerequisite: BMKT 2601. 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. Prerequisite: BMKT 2601. 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. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

BMKT 4500 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. Prerequisite: at least 9 credits in marketing in addition to BMKT 2601. Not open to students who have taken BMKT 3613. Not offered 2010-2011. *3 credits*

BMKT 4607 (BSPM 4607) Sport Marketing

The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: BMKT 2601. 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. Prerequisite: BMKT 2601. *3 credits*

BMKT 4627 (BITM 3741, BMGT 3641) Channels of Distribution

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Globalization of the economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. *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. Prerequisite: BMKT 2601. Offered: Spring. *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. Prerequisite: BMKT 2601. Offered: Fall, Spring. *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. Prerequisite: BMKT 2601. 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. Prerequisite: BMKT 2601. Offered: Fall. *3 credits*

BMKT 4639 (BITM 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. Prerequisite: BMKT 2601. 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. Prerequisite: BMKT 2601. *3 credits*

BMKT 4694, 4695, 4696 Marketing Co-op I, II, III

(See Co-op Adviser.) Prerequisite: Departmental Approval. *3 credits each*

BMKT 4697, 4698, 4699 Directed Research/Marketing

Individual research in the area of marketing independent of a formal course structure. Prerequisite: permission of supervising faculty member and department chair prior to registration. *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: Irregularly. 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 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. Offered: Every third semester. *3 credits*

BSPM 4232 (BFIN 4232) Sport Finance

Application of finance principles to the sport industry, including revenue sources, valuation issues, performance, 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: Irregularly. *3 credits*

BSPM 4538 (BMGT 4538) International Sport Management

This course examines the management of sport in the 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 4546 The Business of Sports TV

This course provides the student with an overview of the sports television industry, as well as how sports institutions interact with broadcast organizations. The course will examine the basics of production, programming, sales, marketing, public relations and promotion on the network television level. Prerequisite: BMGT 2501 and 60 credits. *3 credits*

BSPM 4594, 4595, 4596 Sport Management Co-op I, II, III

See Co-op Adviser. Prerequisite: Departmental approval prior to registration. *3 credits each*

BSPM 4597, 4598, 4599 Directed Research – Sport Management

Prerequisite: Departmental approval prior to registration. *1/2/3 credits*

BSPM 4607 (BMKT 4607) Sport Marketing

The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

BSPM 4730 (BITM 4730) Application of Information Technology in Sport Management

This course will examine the use and impact of Information Technology (IT) on different aspects of the sport industry. As video and audio media are an important part of the revenues generated by sport companies, they are also included. The course will provide foundation knowledge in key IT topics such as networking, WWW, hardware, CRM (customer relationship management) and data mining. Included in the course will be material on building and evaluating Web sites. The goal of the course is to show how and where IT has been an "enabler" in the Sport Industry. Prerequisite: BITM 2701. Offered: Irregularly. *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. Offered: Fall, Spring. *3 credits*

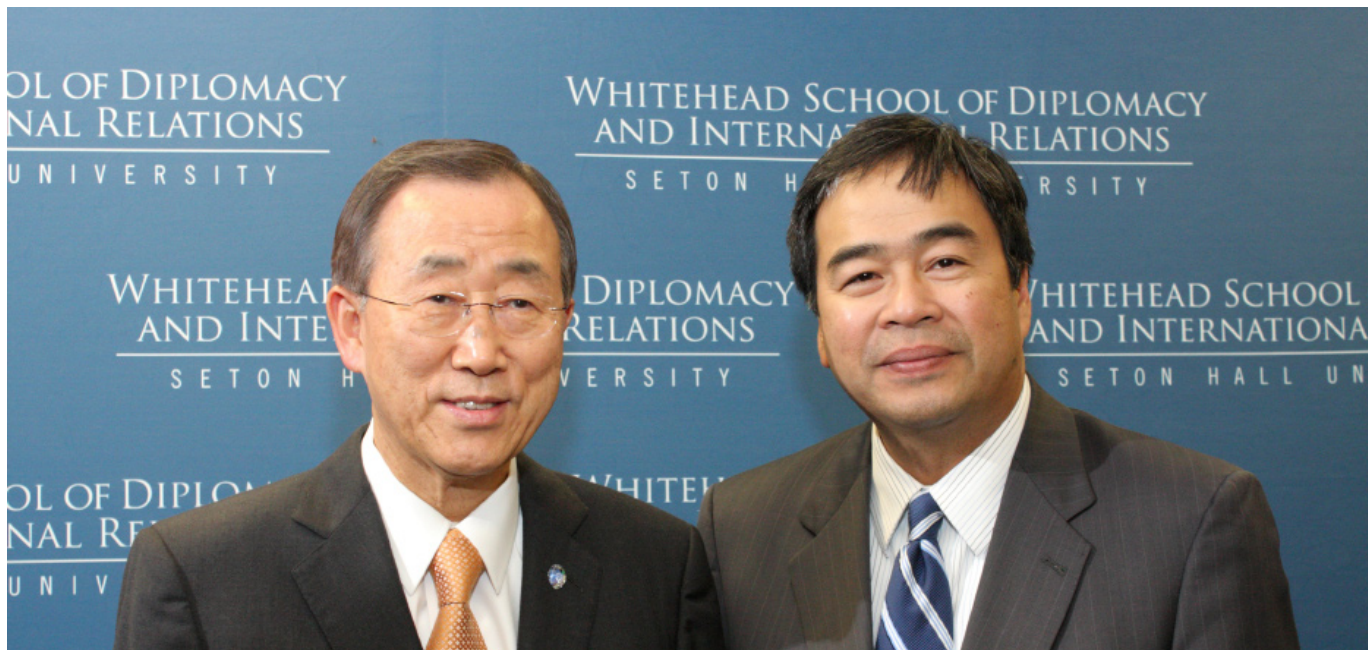
CORE 3101 (BINT 3001) Global Business

The thrust of this course is to develop “global business literacy” in students. The focus is on trends and forces that shape international commercial activity and their impacts on business decisions. The topics covered stem from the broad viewpoint of international trade, economics, finance, political and economic geography, risk management, marketing, ethics and international law. These topics are presented from the perspective of a generalist. (The faculty strongly recommends that students complete this course before taking other international business courses in the Stillman School curriculum.) Prerequisite: Junior standing or above and completion of BACC 2103-2104, BITM 2701, BLAW 2301, ECON 1402-1403. Offered: Fall, Spring. *3 credits*

BINT 4928 (BMGT 4552) Doing Business in China

Learning through seeing and experiencing. This course is designed for students to learn the economic and business environment in China by traveling to China. In addition to readings and class discussion, students will be asked to contact local people, to investigate the Chinese market and business conditions and to observe foreign business operations there. Business and career opportunities will also be explored. Students will be asked to develop a business plan for doing business in China. Offered: Summer. *3 credits*

The Whitehead School of Diplomacy and International Relations



McQuaid Hall, First Floor

(973) 275-2515

diplomacy.shu.edu

Dean: Ambassador John K. Menzies, Ph.D.

Associate Dean: Courtney B. Smith, Ph.D.

Associate Dean: Ursula Sanjamino, Ed.D.

Assistant Dean of External Affairs: Elizabeth Bakes, M.A.

Director of Graduate Admissions: Catherine Ruby, Ph.D.

Director of Internships and Career Development:
Karen Lynch, M.A.

Department Chair: Assefaw Bariagaber, Ph.D.

Assistant Chairs: Philip Moremen, J.D., Ph.D. and
Ann Marie Murphy, Ph.D.

Faculty: Balmaceda; Bariagaber; Edwards; Ferrero;
Gokcekus; Goldfrank; He; Huang; M'Cormack-Hale;
Moremen; Murphy; Scher; Smith; Suzuki; Wang; Wilson

Adjunct Faculty: Akin; Brown; Chandross; Escamilla;
Fomerand; Hale; Jarmon; Johnson; Knieval; Maffei;
Manetovic; Murthy; Pronto; Quinn; Ritter; Zhang

The John C. Whitehead School of Diplomacy and International Relations, established in alliance with the United Nations Association of the United States of America, prepares students from around the world to become the next generation of global leaders. The Whitehead School's academic programs provide students with critical knowledge and concrete skills essential to international careers in public service, business, law and the nonprofit sector.

Students participate in an innovative curriculum that educates students from a global perspective, with an emphasis on global studies, multilateral diplomacy, conflict resolution, international management, economics and leadership training. A distinguished faculty of scholars and professionals bring cutting-edge theory and practical perspectives to the classroom. A unique link with the United Nations exposes students to the policymakers and practitioners addressing today's worldwide concerns.

A degree from the Whitehead School of Diplomacy enables graduates to be effective and ethical leaders in their professional careers and to engage dynamically in the complexities of a global society.

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 Whitehead School of Diplomacy 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 120 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 one of the Associate Deans.

Diplomacy and International Relations Required Core

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 2109	Institutions of Global Governance
DIPL 2110	Comparative Foreign Policy
DIPL 2111 or 3111	Practicum, one is required
DIPL 2120	International Conflict and Security
DIPL 3104	Public International Law
DIPL 3150	New Dimensions of Human Security
DIPL 3201	Sustainable Development
DIPL 4101	Research Project
DIPL 4106	Human Rights Law and Policy
DIPL 4108	International Political Economy
DIPL 4111	Senior Leadership Internship
DIPL 4555	Economic Aspects of International Relations
DIPL 4556	Financial Aspects of International Relations
DIPL xxxx	Diplomacy Signature Core Course
DIPL xxxx	Diplomacy Electives (9 credits)

Required University Courses

CORE 1001	University Life
CORE 1101	Journey of Transformation*
CORE 2101	Christianity and Culture in Dialogue**
ENGL 1201-1202	Core English I - II
MATH 1203	Statistical Models for the Social Sciences
ECON 1402-1403	Principles of Economics I - II
RELS 1402	World Religions

* Generally taken in the fall semester of the first year.

** Generally taken in the spring semester of the second year.

Foreign Language Requirements (Offered by the College of Arts and Sciences)

Students are required to attain advanced competency in one of the following languages: Arabic, Chinese, French, German, Italian, Japanese, Spanish or Russian. Students interested in studying Arabic or German should consult the Associate Deans as there may be a need for special arrangements.

Total: 120 credits

A Model Program

The following model program of study includes all required courses over a four-year period.

First Year

DIPL 1101	Emergence of the Contemporary World	3
DIPL 1711	International Relations	3
DIPL 2103	History of Diplomacy	3
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
ENGL 1201	Core English I	3
ENGL 1202	Core English II	3
RELS 1402	World Religions	3
LANGUAGE	Elementary Language I and Lab	4
LANGUAGE	Elementary Language II and Lab	4

Second Year

DIPL 2101	Ethnopolitical Landscape	3
DIPL 2109	Institutions of Global Governance	3
DIPL 2110	Comparative Foreign Policy	3
DIPL 2120	International Conflict and Security	3
CORE 2101	Christianity and Culture in Dialogue	3
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II	3
LANGUAGE	Intermediate Language I and Lab	4
LANGUAGE	Intermediate Language II and Lab	4
Additional Elective		1

274 Whitehead School of Diplomacy and International Relations

Third Year

DIPL 2111 or 3111	Practicum	3
DIPL 3104	Public International Law	3
DIPL 3150	New Dimensions of Human Security	3
DIPL 3201	Sustainable Development	3
DIPL 4108	International Political Economy	3
MATH 1203	Statistical Models for the Social Sciences	3
LANGUAGE	Advanced Language I	3
LANGUAGE	Advanced Language II	3
DIPL xxxx	Diplomacy Signature Core Course	3
DIPL xxxx	One Diplomacy elective	3

Fourth Year

DIPL 4101	Research Project	3
DIPL 4106	Human Rights Law and Policy	3
DIPL 4111	Senior Leadership Internship	3
DIPL 4555	Economic Aspects of International Relations	3
DIPL 4556	Financial Aspects of International Relations	3
LANGUAGE	Cultural Readings in Language	3
LANGUAGE	Business Correspondence in Language	3
DIPL xxxx	Two Diplomacy Electives	6
Additional Elective		3

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.

Students must complete:

- DIPL 1711 International Relations
- Two DIPL classes at the 2000 level
- Three DIPL classes at the 3000 level or higher

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 a bachelor's and a 45 credit master's degree.

Students who have completed 60 credit hours in the first semester of their junior year, may apply for admission to the M.A. in Diplomacy and International Relations program. If accepted, the program begins second semester junior year. The BS/MA accelerated program requires attendance during summer sessions.

Applications for the BS/MA are available in the Office of Graduate Admissions, McQuaid Hall. Applicants must have a 3.2 minimum GPA, and all applicants will have a one-on-one meeting with the School's Graduate Admissions Committee.

A Model Program

The following model program of study includes all required courses for the BS/MA.

First Year

DIPL 1101	Emergence of the Contemporary World	3
DIPL 1711	International Relations	3
DIPL 2103	History of Diplomacy	3
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
ENGL 1201	Core English I	3
ENGL 1202	Core English II	3
RELS 1402	World Religions	3
LANGUAGE	Elementary Language I and Lab	4
LANGUAGE	Elementary Language II and Lab	4

Second Year

DIPL 2101	Ethnopolitical Landscape	3
DIPL 2109	Institutions of Global Governance	3
DIPL 2110	Comparative Foreign Policy	3
DIPL 2120	International Conflict and Security	3
CORE 2101	Christianity and Culture in Dialogue	3
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II	3
LANGUAGE	Intermediate Language I and Lab	4
LANGUAGE	Intermediate Language II and Lab	4
Additional Elective		1

Third Year

NOTE: 60 Credits Required for Application to M.A. Program.

DIPL 2111 or 3111	Practicum	3
DIPL 3104	Public International Law	3
DIPL 3150	New Dimensions of Human Security	3
DIPL 3201	Sustainable Development	3
DIPL 4106	Human Rights Law and Policy	3
DIPL 4108	International Political Economy	3
LANGUAGE	Advanced Language I	3
LANGUAGE	Advanced Language II	3
MATH 1203	Statistical Models for the Social Sciences	3
DIPL xxxx	Diplomacy Signature Core Course	3

Summer

DIPL 6000	Introduction to IR Theory & Diplomacy	3
DIPL 6001 or 6180	Politics of Cultural and Ethnic Pluralism/Comparative Foreign Policy	3

Fourth Year

DIPL 4555	Economic Aspects of International Relations	3
DIPL 6002 or 6005*	International Organizations/Public International Law	3

DIPL 6105	International Political Economy	3
DIPL 6155	Advanced Economic Aspects of the International System	3
DIPL 6310	Research Methods for International Policy	3
LANGUAGE	Cultural Readings in Language	3
LANGUAGE	Business Correspondence in Language	3
DIPL xxxx	Undergraduate Elective	3

**B.S./M.A. candidates who have completed DIPL 3104 should take DIPL 6002 instead of DIPL 6005.*

Summer

DIPL 7111	Diplomacy Internship I	3
DIPL 6311	Masters Research Project	3

Fifth Year

DIPL 6104 or 6130*	Art and Science of International Negotiation/International Security	3
DIPL xxxx	Specialization I requirements	9
DIPL xxxx	Specialization II requirements	9

**B.S./M.A. candidates who have completed DIPL 2120 with a grade of B+ or better should take DIPL 6104 instead of DIPL 6130.*

See graduate catalog for 6000-7000 level courses and specializations.

Course Descriptions**DIPL 1002 Interdisciplinary Seminar in Diplomacy and International Relations**

Focuses on a few current international challenges or issues while applying several advanced international relations perspectives simultaneously. The course will expose students to a variety of tools and perspectives in the field of Diplomacy and International Relations, and help students to see the complementarity of the various theoretical perspectives. Team taught. *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 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 Landscapes 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 2109 Institutions of Global Governance

Examines the process through which states, intergovernmental organizations, nongovernmental organizations, and multinational corporations seek to address pressing problems of global governance. The challenges associated with international cooperation are explored, including the changing nature of sovereignty and the difficulties with promoting compliance. A variety of transsovereign issues are covered and the course concludes with a diplomatic simulation of a global issues conference. *3 credits*

DIPL 2110 Comparative Foreign Policy

Explores the different processes through which countries design their foreign policy. A variety of countries are examined encompassing various regions of the world, levels of development, and types of political regimes. Of special concern is the manner in which both domestic and international pressures influence the foreign policy making process. *3 credits*

DIPL 2111 European Union Trip

Students learn about diplomacy and international relations as well as European culture and history first-hand, by visiting some of the major institutions involved in European Union governance and in Europe's trans-Atlantic relations. The Whitehead School's other intensive study seminars (DIPL 2112, 2113, and 4197) will also fulfill this practicum requirement. *3 credits*

DIPL 2112 Cyprus-East Mediterranean Study

This course will assess the economic, political and social impact of EU membership on Cyprus. Students will gain insights based on the perceptions of different actors, namely public sector, private sector, and civil society. After serious preparation, students will visit Cyprus and interact with the main players. Based on this visit, the class will prepare a report, for which every member will contribute. *3 credits*

DIPL 2113 China's Rise: Opportunities and Challenges

This course explores the opportunities and challenges posed by the rise of China. It culminates in a 10 day field trip to China. *3 credits*

276 Whitehead School of Diplomacy and International Relations

DIPL 2114 African Union Seminar

This course examines conflicts in Africa and the AU's role in conflict resolution. Included in the study seminar are the nature and sources of conflicts in Africa; the structure and organization of the AU and its predecessor, the Organization of African Unity (OAU); agenda-setting at the AU; and the role the AU plays in conflict resolution, especially its relationship with the UN regarding peace operations in Africa. Through a study trip to the AU Headquarters in Addis Ababa (Ethiopia), students will explore and interrogate the theories and practice of conflict resolution by international organizations, with particular reference to the AU. *3 credits*

DIPL 2115 Small State Diplomacy: Portugal's Role in International Affairs

This course examines Portugal as an example of the role smaller states play in global affairs and especially international institutions, including the European Union, the United Nations, NATO, and the Community of Portuguese Speaking Countries. Through a study trip to Lisbon, students will learn how small states defend their interests in international affairs, what strategies they use, and what resources they draw upon, as well as the benefits and constraints that accrue from membership in international organizations. *3 credits*

DIPL 2120 International Conflict and Security

Provides an overview of the classical issues in the study of war and peace, and examines the nature and functions of the use of force, macro- and micro-theories of conflict, arms races and control, nuclear proliferation, and deterrence. Recent developments in the management of weapons of mass destruction are also explored. *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 3104 Public International Law

Deals with the nature, history and domains of international law. Through case studies, this course 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 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. This course is offered on a pass/fail basis. *3 credits*

DIPL 3150 New Dimensions of Human Security

This course transcends traditional interstate conflict by examining new security threats such as infectious diseases, environmental change, growth of human populations, energy security, and water and food scarcities. Special attention will be given to their effects on development, stability, and security. *3 credits*

DIPL 3201 Sustainable Development

Explores the concept of sustainable development. Examines sustainability issues related to both industrial countries and developing countries, for example aging of populations, sustainable consumption, institutional adjustments, managing growth, and pressures of population change. *3 credits*

DIPL 3800 Investigating International Relations

This course introduces the basic tools of scientific investigation. Students learn about the scientific method, data gathering, research design, quantitative and qualitative analyses, and computer applications for international relations research. The course aims to equip students with the facts, intuition, and experience necessary for conducting research projects in subsequent diplomacy courses. *3 credits*

DIPL 3850 Church, State and Politics in Latin America

This course aims to provide students with (1) an understanding of the evolving role of religion in Latin American politics, with an emphasis on the period of the Second Vatican Council until today, and (2) an opportunity to reflect on the formative questions of how religious beliefs and religious institutions should affect politics and of how different political systems and state policies should affect the practice of religion. The major themes include the institutional relationship between the Catholic Church and the state, the different political expression of Catholicism (including those inspired by Liberation Theology), the persecution of the Church under certain authoritarian regimes and the Catholic response, the rise of religious and political pluralism, and the role of religion in contemporary politics and public policy. This course will count as a Diplomacy Signature Core Course. *3 credits*

DIPL 3851 Religion and War

This course will examine wars of religion and religious views of war. We are living through an era fraught with religious warfare - wars animated by religious conflict and wars that use religious abuse as weapons to demoralize and subdue the enemy. The course will focus on three major religious traditions (Christianity, Islam, and Buddhism) and set in dialogue their respective views of war, assess their contributions to the contemporary laws of war, and examine the particular historical episodes of religious conflict - as well as contrary episodes of religious toleration. This course will count as a Diplomacy Signature Core Course. *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. *3 credits*

DIPL 4104 Independent Study

Students pursue a course of specialized reading and discussion supervised by a member of the faculty. *3 credits*

DIPL 4106 Human Rights Law and Policy

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 and genocide are explored. *3 credits*

DIPL 4108 International Political Economy

This course examines the interaction between politics and economics in the international system, i.e. how international economic activity is affected by the political decisions rendered by states and how states are in turn affected by the international financial and trading systems. *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. This course is offered on a pass/fail basis. *3 credits*

DIPL 4113 U.S. Foreign Service

This 1-credit course offers intensive preparation and individualized review for entry to the U.S. Foreign Service. *1 credit*

DIPL 4114 International Financial Institutions

Analyzes the dynamics of international trade and finance through the structure and work of the international financial institutions. Covers the basics of the international finance system and explores the potential for international cooperation in the field of development. *3 credits*

DIPL 4115 Cross Cultural Negotiation and Conflict Management

The ability to negotiate and manage conflicts across cultures is no longer an optional skill set in the worlds of international business, diplomacy and advocacy. This course, built on cases, interactive exercises and theoretical frameworks, develops the skills and knowledge for managing the most challenging political, organizational and interpersonal relationships. *3 credits*

DIPL 4116 Palestinian-Israeli Peace Process

This course delves into the significant history of attempts to transform the Palestinian-Israeli conflict into coexistence. The instructor builds on significant field research into the open and secret negotiations that have taken place between Israel and the PLO. Students simultaneously conduct actual negotiations joining one of four delegations and negotiating either interim or permanent issues. *3 credits*

DIPL 4117 International Mediation

Third parties, including governments, prestigious individuals, IOs and NGOs often attempt to mediate international conflicts and wars. Some succeed brilliantly. Others fail miserably. This course offers perspective on the political, behavioral and strategic dimensions of international mediation. Participants learn about the methods, tactics and strategies of international mediation, the causes of failures and success, the dynamics of mediation in crises, internal wars and other conflicts. Participants also develop skills by practicing on large and small international mediation exercises. *3 credits*

DIPL 4170 Topics in Economic Development for International Affairs

This course is an in depth analysis of current aspects of development. We consider recent development dilemmas such as delivery of services for poor people, building institutions for markets, the role of knowledge in advancing economic and social well being, the role and effectiveness of the state in the changing world, and infrastructure and development. We analyze experiences of different countries in Latin America, Africa, East Asia, Eastern Europe, the Former Soviet Union, and the Middle East. *3 credits*

DIPL 4180 The Modern Middle East

Commences with an overview of the historical events of the Middle East that are crucial to understanding the emergence of the modern period in 1832, and concluding with current issues and opportunities. *3 credits*

DIPL 4183 Art and Science of International Negotiation

States, NGOs and international organizations all negotiate with each other in the context of international conflicts. In this course, students practice and improve their negotiation skills in interactive exercises, learn theories and dynamics of conflict, and apply this knowledge to practical cases. *3 credits*

DIPL 4185 Foreign Policy of Post-Soviet States

Detailed analysis of the global role of states within the former Soviet sphere, both among themselves and in relation to the European Union, China and the United States. *3 credits*

DIPL 4186 Afghanistan: History and Current Issues

In-depth analysis of Afghanistan's modern history and its uneasy juxtaposition as a buffer state between British India and Russia. Also discussed are the rise and fall of the Taliban movement, U.S. war against terrorism, and the challenges and opportunities of having emerged from two decades of Russian occupation and civil war. *3 credits*

278 Whitehead School of Diplomacy and International Relations

DIPL 4187 Modern Middle East: U.S. Involvement

This course examines U.S. involvement in the Middle East in the 20th century, exploring how the U.S. has emerged as the principal foreign actor in the Middle East. *3 credits*

DIPL 4193 Eastern European and Post-Soviet Politics

Comprehensive introduction to the politics of the former Soviet Union, Eastern Europe, and post-Soviet Russia, including the development of the Soviet Union as a multi-national, planned economy empire and the causes of collapse. The course also explores the challenges faced by the states that emerged, with special attention to the economic and political problems of these states' transformations as affected by the different legacies of the Soviet period in each of the countries involved. *3 credits*

DIPL 4196 International Relations in Southeast Asia

Examines the Southeast Asian states as autonomous actors, the regionalization of Southeast Asian foreign policies, and the states' and regions' relations in the environment external to Southeast Asia. *3 credits*

DIPL 4197 U.N. Insiders' View

Bridges the gap between students and practitioners by complementing an academic understanding of the United Nations with an appreciation of the day-to-day concerns and realities of the organization. Structured around a series of guest lectures offered by U.N. officials and representatives of governments, civil society, and the private sector on a broad range of issues of current concern to the United Nations. *3 credits*

DIPL 4198 International Criminal Law

Explores the historical, political and diplomatic evolution of international criminal law in this century, including war crimes, crimes against humanity and the International Criminal Court. *3 credits*

DIPL 4277 Global Health, Bioterrorism, and International Security

This interdisciplinary course covers the issues of global health, biological weapons and international security. It has four main objectives: 1) to introduce students to the concept of health security; 2) to elucidate the linkages between health and security, with special attention paid to bioterrorism; 3) to examine the global health challenges and their conflict and security implications; and 4) to explore the policy options addressing such challenges. *3 credits*

DIPL 4280 Politics of Terrorism in the Middle East

Investigates the use of terrorism for political purposes. Areas covered include the debate about who/what constitutes a terrorist movement or organization; the financing of terrorism; exploitation of/by the media; connections between fundamentalism, religion and terrorism; and the abilities of security services and intelligence organizations to effectively monitor and combat terrorism. *3 credits*

DIPL 4555 Economic Aspects of International Relations

Reviews the current economic issues generated by globalization by emphasizing facts as well as theories. *3 credits*

DIPL 4556 Financial Aspects of International Relations

This course focuses on issues such as proposed changes in the international financial architecture, the single currency in Europe, the Asian financial crisis, and government intervention in the foreign exchange market. *3 credits*

DIPL 4601 Chinese Politics and US-China Relations

Based on historical events and the latest developments of the bilateral relationship between the United States and China, this course will explore how the relationship between Washington and Beijing evolved in the past three centuries with the interactions between the U.S. and "new China" - the People's Republic of China as the focus. Moreover, in probing the current affairs in the Sino-U.S. relationship, specific areas such as the Taiwan issue, security and economic cooperation, and human rights will be discussed. *3 credits*

DIPL 4803 Politics and Society in Latin America and the Caribbean

This course provides an overview of major approaches to the study of Latin American politics and society. It emphasizes both a historical perspective and an analysis of current trends and issues. Using various analytical lenses, including cultural, structural, institutional, and rational-choice perspectives, the course focuses on the different kinds of political regimes and the patterns of political change that have characterized Latin America. *3 credits*

College of Education and Human Services



Jubilee Hall, Fourth Floor
(973) 761-9025

education.shu.edu

Dean: Joseph DePiero, Ed.D.

Associate Dean: Manina Urgolo Huckvale, Ed.D.

Associate Dean: Grace M. May, Ph.D.

Associate Dean: Charles P. Mitchel, Ed.D.

Director of Budget and Operations: Marianne Greeley

Assessment Coordinator: Angela Caruso

Director of College Engagement: Omayra Aracho

College Recruitment and Program Development:
Jan Furman, Ed.D.

Departments and Chairs

Education Leadership, Management and Policy:
Michael J. Osnato, Ed.D.

Educational Studies: Joseph Martinelli, Ed.D.

Professional Psychology and Family Therapy:
Laura Palmer, Ph.D.

Service Program, English as a Second Language:
William McCartan, Ed.D.

Accreditation

The College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education.

Programs of Study

The mission of the College of Education and Human Services is to promote professional practice. We strive to do that by developing competent, socially conscious, reflective professionals. What does this mean for a candidate in the college? The faculty and the professionals we work with in the community are committed to: (i) the development of a broad, deep knowledge base that can be translated into practice; (ii) a respect and valuing for difference in our society; (iii) and the ability to practice introspection regarding self-development and pedagogy. An integral step toward achieving these goals is the alignment of our programs with national professional standards and those of the New Jersey State Department of Education. When a candidate graduates from the College of Education and Human Services at Seton Hall University, he/she will be recognized for these qualities and future potential.

Undergraduate programs are accredited by the Middle States Commission on Higher Education and approved by the New Jersey State Department of Education. The college has been awarded NCATE (National Council for the Accreditation of Teacher Education) accreditation. In addition, the following programs are nationally recognized by their professional associations: elementary education, special education, English, mathematics, social studies and science.

The Bachelor of Science in Education is offered with major programs in elementary, early childhood, and special education and secondary education content fields. Candidates complete a broad scope of liberal arts studies, a major in an academic field and a component of professional education

courses with integrated internship experiences. After completing the appropriate course of study, candidates 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 Praxis Examinations is also required for certification.

Although reciprocal certification agreements exist among many states, the agreements are subject to change. Candidates from states other than New Jersey are advised to consult with Manina Urgolo Huckvale, Ed.D., Seton Hall's certification officer, and/or the appropriate state's Department of Teacher Education, for information about specific requirements.

General School Requirements

To qualify for the degree Bachelor of Science in Education, candidates must:

- complete a minimum of 120 credits (with at least 60 credits from the College of Arts and Sciences);
- maintain a GPA of 2.75 for elementary/special education and secondary education; a GPA of 3.0 for the 4+2 program;
- complete (i) a full major in the College of Arts and Sciences; (ii) a general education sequence of liberal arts courses, and (iii) a full professional education major;
- fully complete the education program's required field internships and culminating clinical experience (includes specified number of hours as well as evaluation forms);
- adhere to the Department of Educational Studies Professional Code within course and field work;
- pass the Praxis II Exam associated with the education or content major prior to beginning the culminating clinical experience; and
- earn a grade of C or higher in all education courses (any grade lower than a C must be repeated).

All candidates interested in education when they enter the University as first semester freshmen are welcome to take the introductory courses in their area of interest (elementary/special education or secondary education). Maintaining a minimum GPA of 2.75 is required for admission into and retention in the elementary/special education and secondary education programs after the first semester of the freshman year and for admission as a transfer applicant. A GPA of 3.0 is required to transfer into the 4+2 program after the first semester of the freshman year. Candidates must meet with their education adviser each semester for a review of their academic requirements as well as field work in order to determine potential areas of need and standing in the program.

The University reserves the right to make additional adjustments as required by the New Jersey Department of Education.

Senior Clinical Practice

Undergraduate senior candidates who are matriculated in the College of Education and Human Services and others seeking New Jersey state certification must complete senior clinical practice. Candidates who enroll for this experience must pay a nonrefundable placement fee of \$100.00. *Beginning with freshmen entering the college in 2008, candidates must pass the Praxis II content exam associated with their major prior to the start of their senior clinical practice.*

Application Procedure for Senior Clinical Practice

Applicants must secure an official application from the Office of Field Placement and Supervision. The application procedure includes a comprehensive review of the candidate's academic record and internships. Completed applications must be received in the Office of Field Placement and Supervision before April 1 for assignment during the following Spring Semester, and by December 1 for assignment during the following Fall Semester.

Applicants must meet the following requirements:

- a cumulative GPA of 2.75;
- completion of all required Professional Education courses with a grade of C or higher;
- successful completion of all required field experiences;
- candidates entering in 2008 and after are required to pass the appropriate Praxis II Exam prior to the start of senior clinical practice;
- approval and recommendation by the department chair/program director; and
- a physician's certificate indicating freedom from any infirmity that would make the applicant unfit for teaching.

Senior Clinical Practice Requirements

Senior clinical practice requires full-time daily participation in the activities of an approved school for one semester. Each candidate 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. Senior teacher candidates are required to participate in faculty meetings, parent-teacher meetings, and other experiences. Each candidate's performance is assessed collaboratively by the college supervisor and the cooperating teacher. All education courses, as well as any grades of Incomplete in education courses, must be finished in order to begin the clinical practice.

Applicants are required to enroll for the Senior Internship Seminar, and complete the Teacher Work Sample during the semester of senior clinical practice.

Transfer candidates must complete a minimum of 24 credits at Seton Hall University before they may apply for senior clinical practice.

English as a Second Language (ESL) Program

Designed as a support system for the international candidate, the ESL Program offers classes at levels ranging from advanced beginner to pre-college. Small classes, created to meet the needs of individual candidates, 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 candidates bridge the language and cultural gaps between their home countries and the United States, and between the ESL program and the University academic courses.

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:

- Applied Computing (BMIE)
- Professional Psychology and Family Therapy (CPSY)
- Educational Studies (EDST)
- English as a Second Language (ESLP)
- Health Education, Physical Education and Recreation (HPER)

Department of Educational Studies

Jubilee Hall
(973) 761-9394

www.shu.edu/academics/education/educational-studies

Faculty: Carr; Cobarrubias; Daly; Devlin-Scherer; Fedora; Hindin; Katz; Martinelli (*Chair*); May; McCartan; McFadden; Mitchel; Mueller; Peskin; Russo; Ruzicka; Skeelee; Zaccone; Zinicola

Field Director: Sanchez

The Department of Educational Studies offers courses leading to the degree Bachelor of Science in Education and teacher of certification. Graduates of teacher preparation programs are eligible for recommendation to the State of New Jersey for certification in accordance with state guidelines and codes. Under current state rules, candidates must pass the Praxis Exam to qualify for certification and must pursue an academic major from the College of Arts and Sciences in conjunction with their professional education major. A cumulative GPA of 2.75 must be maintained in order to take any course in a certification program (EDST and CPSY) and participate in a field experience as well as the culminating clinical experience. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

All teacher preparation programs in the college require a

sequence of field experiences and senior clinical practice in the surrounding communities. Transportation to these sites is the responsibility of the candidate.

The Department of Educational Studies is dedicated to the preparation of highly competent, socially conscious, reflective professionals. All the programs within the department reflect this goal. Our emphasis is on outcomes meaning our candidates have not just heard what was taught, but we can see evidence of their learning. The dispositional qualities a candidate brings to the university classroom, fieldwork, and community are an essential component to their overall development and performance. The dispositions listed below are expected of all candidates in the Department of Educational Studies.

Professional Code:

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

- (1) **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
- (2) **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
- (3) **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
- (4) **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
- (5) **Dress code:** candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall. (See the College of Education & Human Services field guide for more information.)
- (6) **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

Failure to adhere to the professional code in either coursework or field experiences may result in referral to the CEHS Retention Committee for consideration of consequences up to and including dismissal from the college.

In addition to general University admission criteria and processes, entering candidates must formally declare their interest in an education program by applying to the College of Education and Human Services. Seton Hall University's average pass rate on the Praxis exams is 93 percent. The New Jersey statewide average pass rate is 98 percent. These figures represent the cohort year 2006-2007.

Elementary Education, Early Childhood and Special Education Programs

Faculty: Fedora; Hindin (*Co-Director*); May; McFadden; Mitchel; Mueller (*Co-Director*); Peskin; Zinicola

There are two programs of study to choose from within this area.

- (1) Integrated Elementary, Early Childhood and Special Education
- (2) Integrated Elementary and Special Education with a concentration in speech and language pathology. (4+2 program) ****This is a combined undergraduate/graduate program.** The undergraduate program consists of (i) a major from the College of Arts and Sciences; (ii) a dual certification in elementary and special education; and (iii) a concentration in 18 credits of speech-pathology courses. If candidates maintain a GPA of 3.0 each semester, and a GPA of 3.0 in their GMSL courses, they will receive automatic admission into the Seton Hall M.S. in Speech-Language Pathology program. Students entering the program in Fall 2012 must maintain an overall GPA of 3.2 each semester, as well as earn a grade of B or better in each GMSL course in order to earn automatic admission in to the graduate speech-language pathology program.

****Note, this is *not* an undergraduate speech-pathology program. No certificate in speech is awarded at the end of the undergraduate degree. All speech courses must be completed at Seton Hall University; transfer students with speech courses from other institutions must complete the six required courses at Seton Hall.**

Both programs of study require candidates to: (i) select a full major from the College of Arts and Sciences; (ii) complete a general education sequence consisting of courses outside of professional education; and (iii) complete an education major. Candidates must maintain a cumulative GPA of 2.75 or higher to remain in a teacher preparation program; coursework and fieldwork in education cannot occur if the GPA falls below 2.75.

Candidates in the combined 4+2 program must maintain a GPA of 3.0 or higher each semester. Candidates seeking to transfer into the 4+2 program must not have completed more than 67 credits, and require an interview with the faculty in education and speech.

The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

The minimum number of credits to graduate, for either program listed above, is 120. Credit requirements of the full major from the College of Arts and Sciences may require the candidate to exceed this minimum.

The professional education sequence for these programs leads to the degree of Bachelor of Science in Education and eligibility for endorsement as a teacher, in specified areas, in the State of New Jersey. The sequence of the curriculum of this program is based upon the standards of several national professional associations: (i) the Association for Childhood Education International; (ii) the Council for Exceptional Children; and (iii) the Interstate New Teacher Assessment and Support Consortium (INTASC). As such, the programs offer a high-quality education that reflects best teaching practices as defined by the leading practitioners and researchers in the fields.

Field experience is required for sophomores, juniors, and seniors. Candidates are required to complete four field internships, connected to specific professional education courses, prior to their senior clinical experience. The internships cover an eight week period and consist of 72 hours of contact time in a field setting. Each internship is supervised by a trained representative from the college. The senior clinical experience requires an entire semester of full-time teaching along with the completion of a Teacher Work Sample through the senior seminar. Supervision at this level occurs at a minimum of eight times throughout the semester. Candidates are responsible for their own transportation to the field internships and senior clinical experience. Please review the general school requirements for the college on the prior page to see procedures and deadlines for applying for the senior experience.

Field Experience and Its Connection to Certification

The mixture of field placements and Praxis exams in the Integrated Elementary and Special Education program can lead to three possible certificates:

Elementary Certification, Special Education Certification, + Early Childhood Certification. Candidates must complete the following range of placements to achieve all three certificates: (i) general education classroom; (ii) inclusive classroom; (iii) one special education classroom (such as a resource room or a private school classroom); and (iv) one preschool - 3rd grade classroom.

Eligibility for Endorsement

Upon completion of the undergraduate education program, candidates are eligible for recommendation to the State of New Jersey for the Certificate of Eligibility with Advanced Standing (CEAS) within their field of study. A passing score on the appropriate Praxis examination is also required for the CEAS. Under current New Jersey regulations, the candidate must then successfully serve as a provisionally-endorsed teacher for one year before the state will grant a permanent certificate.

Although there are reciprocal certification agreements among many states, these are subject to change. Candidates from states other than New Jersey should check with their state's Department of Education for specific requirements.

Course Requirements for the Integrated Elementary, Special Education, and Early Childhood Program

Professional Education: Minimum of 30 credits

	Credits
Freshman Year, Fall Semester	
EDST 1001 Introduction to Education	3
Freshman Year, Spring Semester	
EDST 4000 Child Curriculum and Development	3
Sophomore Year, Fall Semester	
EDST 2001 Life in Inclusive Classrooms	3
EDST 2004 Early Literacy	3
Sophomore Year, Spring Semester	
EDST 2005 Teaching Math in Diverse Classrooms	3
EDST 3005 Literacy Across the Curriculum	3
Junior Year, Fall Semester	
EDST 2006 Teaching Science in Diverse Classrooms	3
EDST 3003 Teaching Social Studies in Diverse Classrooms	3
Senior Year, Fall or Spring Semester	
EDST 4001 Senior Clinical Practice Seminar	6
General Education Core: Minimum of 18 credits	
Freshman Year, Fall Semester	
CPSY 1001 Diverse Learners and Their Families, Part I	3
Freshman Year, Spring Semester	
CPSY 1002 Diverse Learners and Their Families, Part II	3
Junior Year, Fall Semester	
CPSY 2101 Learning Disabilities	3
Junior Year, Spring Semester	
CPSY 2102 Developmental Disabilities	3
CPSY 3103 Assessment	3
CPSY 3401 Strategies for Literacy for Diverse Learners	1
CPSY 3402 Strategies for Numeracy for Diverse Learners	1
HPER 3402 Health and Physical Education for All Learners	1
Liberal Arts Core:	
Arts and Sciences and University Core	
Minimum of 40 credits	
CORE 1001 University Life	1
CORE 1101 Journey of Transformation*	3
CORE 2101 Christianity and Culture in Dialogue**	3
CORE 3101 Engaging the World (student choice of sections)	3
ENGL 1201, 1202, Literature Course	9
MATH 1102, 1112 Recommend ***	6

**Generally taken in the fall semester of the first year.*

***Generally taken in the spring semester of the second year.*

****Students majoring in PSYC, SOBS, science or math should seek advisement regarding which six credits of math to complete.*

Science:	BIOL 1101 Introduction to Biology	3
	or	
	BIOL 1104 Biology and the World Around Us	4
History	Recommended:	
	HIST 1301 American History I	
	or	
	HIST 1302 American History II	3
	2nd Science or History course	3
	AART 3410 Children and the Visual Arts	3
	BMIE 1001 Real World Technologies	3
	or	
	EDST 3700 Integrating Technology in Education	3

Liberal Arts Major: Every education major must complete a full major from Arts and Sciences. This major must be a minimum of 36 credits. Teaching majors, as defined by the New Jersey Department of Education, are English, math, history, science, (biology and environmental studies) world languages, and fine arts. Other majors such as psychology, social and behavioral sciences, sociology, communications and others may be taken. However, these types of majors are not considered to be teaching majors and elementary teachers who have chosen these majors may not teach beyond 5th grade.

***Note: Social Work is NOT an option for a co-major with education.*

Course Requirements for Elementary and Special Education with a Concentration in Speech-Language Pathology Program

Professional Education: Minimum of 30 credits

Freshman Year, Fall Semester	
EDST 1001 Introduction to Education	3
Freshman Year, Spring Semester	
EDST 4000 Child Curriculum and Development	3
Sophomore Year, Fall Semester	
EDST 2001 Life in Inclusive Classroom	3
EDST 2004 Early Literacy	3
Sophomore Year, Spring Semester	
EDST 2005 Teaching Math in Diverse Classrooms	3
EDST 3005 Literacy Across the Curriculum	3
Junior Year, Fall Semester	
EDST 2006 Teaching Science in Diverse Classrooms	3
EDST 3003 Teaching Social Studies in Diverse Classrooms	3

284 College of Education and Human Services

Senior Year, Fall or Spring Semester

EDST 4001 Senior Clinical Practice Seminar 6

General Education Core (18 credits)

Freshman Year, Fall Semester

CPSY 1001 Diverse Learners & Their Families Part I 3

Freshman Year, Spring Semester

CPSY 1002 Diverse Learners & Their Families, Part II 3

Junior Year, Fall Semester

CPSY 2101 Learning Disabilities 3

Junior Year, Spring Semester

CPSY 2102 Developmental Disabilities 3

CPSY 3103 Assessment 3

CPSY 3401 Strategies for Literacy for Diverse Learners 1

CPSY 3402 Strategies for Numeracy for Diverse Learners 1

HPER 3402 Health and Physical Education for All Learners 1

GMSL: Health and Medical Sciences (18 credits)

Undergraduate courses open to all. All students (including transfer students) enrolled in the dual degree Elementary and Special Education with a concentration in speech-language pathology are required to take the following six courses on Seton Hall's campus.

****Note these courses are taken one per semester throughout sophomore and junior year; two are only offered in the summer (May through the end of June).**

GMSL 5000 Introduction to Speech and Hearing Science

GMSL 5001 Phonetics**

GMSL 5002 Anatomy and Physiology of the Speech and Hearing Mechanism

GMSL 5003 Introduction to Language Development

GMSL 5004 Introduction to Audiology**

GMSL 5007 Introduction to Communication Disorders

Liberal Arts Core:

Arts and Sciences and University Core

Minimum of 40 credits

Credits

CORE 1001 University Life 1

CORE 1101 Journey of Transformation 3

CORE 2101 Christianity and Culture in Dialogue 3

CORE 3101 Engaging the World (student choice of sections) 3

ENGL 1201, 1202, Literature Course 9

MATH 1102, 1112 Recommend 6

****Students majoring in PSYC, SOBS, science or math should seek advisement regarding which six credits of math to complete.**

Science: BIOL 1101 Introduction to Biology 3
or

BIOL 1104 Biology and the World Around Us 4

History Recommended:

HIST 1301 American History I

or

HIST 1302 American History II 3

2nd Science course* 3

AART 3410 Children and the Visual Arts 3

BMIE 1001 Real World Technologies

or

EDST 3700 Integrating Technology in Education 3

**ASHA requires those entering speech programs to have completed two science courses.*

Liberal Arts Major: Every education major must complete a full major from Arts and Sciences. Teaching majors, as defined by the New Jersey Department of Education are English, math, history, science (biology and environmental studies), world languages, and fine arts. Other majors such as psychology, social and behavioral sciences, sociology, communications, and others may be taken. However, these types of majors are not considered to be teaching majors, and elementary teachers who have chosen these majors may not teach beyond 5th grade.

****Note: Social Work is NOT an option for a co-major with education.**

The minimum number of credits to graduate, for any of the options listed, is 120. Credit requirements of the content area major may require the candidate to exceed the 120 credit minimum.

Candidates must maintain a 2.75 GPA in order to remain in a teacher preparation program; coursework and fieldwork in education cannot occur if the GPA drops below 2.75.

This GPA must be maintained through the entire academic program and is not limited to a single semester. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

Secondary Education

Faculty: Daly; Devlin-Scherer; Katz (*Program Director*); McCartan

The program in secondary education consists of strong field-oriented and sequenced professional studies and a diverse selection of fields of specialization. Candidates must complete a 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. Candidates 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.

Secondary program faculty are committed to the Civic Mission of Schools. Course content and field experiences are designed so that all disciplines become aware of the importance of civic engagement through experiences with programs such as Deliberations in Democracy and Project Citizen. In addition, technology experiences are infused throughout the program so that pre-service teachers exit the program prepared to use technology applications with their students.

Supervised internships in sophomore, junior and senior years are varied and are connected to specific professional education courses. The senior clinical experience involves a semester of full-time teaching. Candidates apply for internships with the Office of Field Placement and Supervision: Fall (January 1) and Spring (September 1). For student teaching, applications are due a year in advance: December 1 for the following fall semester and April 1 for the following spring semester. Candidates provide their own transportation to the field internships and senior clinical experience.

After completing the degree program, candidates 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 Praxis Exams also are required for this certificate of eligibility with advanced standing.

Reciprocal certification agreements exist among many states; occasionally, they are subject to change. Candidates from states other than New Jersey should check with the Seton Hall Certification Officer and the individual state's Department of Education for specific requirements.

Candidates elect a certification field that must be taken as an academic major in the College of Arts and Sciences. Fields of certification include:

- Art
- English*
- Mathematics
- Music
- Science (Biology, Chemistry, Physics)
- Social Studies**
- World Languages*** (French, Latin, Italian, Spanish)

Candidates must complete the academic major in their field of certification and are required to have an adviser in that field. Credit requirements vary for each major.

**English Education majors' course work includes World Literature, History of the English Language, Adolescent Literature, Shakespeare and Grammar (1 credit).*

***Social studies coursework requires economics, geography, political science and sociology in addition to the history major to prepare for the Praxis Exam in the area.*

****Language education majors must pass the OPI (Oral Proficiency Interview) in order to earn state certification to teach the language. See adviser for details about prescribed language electives and OPI information in support of this major.*

Major Program

In addition to the departmental core requirements for the degree, candidates 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. Candidates are responsible for meeting with their assigned advisers in teacher education and the College of Arts and Sciences each semester to schedule courses and assess progress. Course registration is done with the secondary education program faculty. Individual courses of study will vary according to selected major field(s).

The minimum number of credits required to graduate is 120. Credit requirements of the academic major may require the candidate to exceed the 120 minimum. If the candidate has a total of fewer than 120 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 120. It is the responsibility of candidates to be aware of requirements of their academic major. 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 60, including the liberal arts core and the academic major.

Liberal Arts Core

All teacher education candidates take a minimum of 60 hours of liberal arts credits in their program which can be drawn from core courses listed below, their academic major and/or minor programs, and electives. Currently, academic major requirements in different disciplines approved by the State of New Jersey for teaching in public schools range from 42-57 credits. For their remaining liberal arts course requirements, candidates may choose to prepare extensively in their chosen academic field, pursue minor programs that expand or supplement their content area knowledge, or explore related fields.

Secondary Education Core

University Core Courses

CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
CORE 2101	Christianity and Culture in Dialogue	3
CORE 3101	Engaging the World (student choice of sections)	3
ENGL 1201	Core English I	3
ENGL 1202	Core English II	3
Mathematics	Any course (not developmental math)*	3
Science	Any course	3
History	Any course	3
Art or Music	Any course	3

286 College of Education and Human Services

Additional course in the College of Arts and Sciences (may take course in major field)*	3
PSYC 1213 Adolescent Psychology	3
PSYC 1221 Exceptional Child	3
BMIE 1001 Real World Technologies**	3

Total: 40 credits

* *English majors take World Literature as part of their core requirements.*

***Majors that have specialized courses related to their fields that relate to the technology core requirement (BMIE) may substitute this course with approval from an adviser.*

Professional Core

To enroll and, continue in the teacher education 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. *Please note: F indicates Fall Semester, and S indicates Spring Semester.*

First Year

EDST 1501 Education in the United States: Past and Present	F
EDST 3510 Culture, Community and Schools	S

Second Year

(Field Experience 1 taken first semester; Field Experience 2 taken second semester)

EDST 1301 Educational Psychology and Classroom Practice	F
EDST 2003 Instructional Theory into Practice	S

Third Year

(Field Experience 3 taken during second semester)

EDST 3301 Educational Evaluation	F
EDST 2501 Philosophy of Education and Curriculum Development	S
EDST 3700 Integrating Technology into Curriculum	F/S

Fourth Year

Select one of the following:

EDST 3513 Methods of Teaching Music	F
EDST 3514 Teaching Art, K-12	F
EDST 3601 English Language Arts	F
EDST 3602 Math Education	F
EDST 3603 Science Education	F
EDST 3604 Social Education	F
EDST 3605 Teaching World Languages	F

Required Course, Fourth Year

EDST 4500 Senior Seminar (6 credits)	F/S
--------------------------------------	-----

Total: 30 credits

For more information, see education.shu.edu/secondary

Certificate in Information Technologies

Director: Rosemary W. Skeele, Ed.D.

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.

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.

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	Real World Technologies
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 4304	Production of Instructional Resources I: Visual Communication Design
BMIE 4305	Production of Instructional Resources II: Technology Enhanced Learning Strategies
BMIE 4343	Production of Instructional Resources III: Digital Video and Animation

BMIE 4344	Seminar: Social, Ethical and Legal Issues in Computing
BMIE 4345	Online Course Management and Delivery
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: Rosemary W. Skeele, Ed.D.

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

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
<i>Select one of the following:</i>	
BMIE 3714	Multimedia Technologies
BMIE 4343	Production of Instructional Resources III: Digital Video and Animation
BMIE 4344	Seminar: Social, Ethical and Legal Issues in Technology
BMIE 4349/4350	Internship in Information Technologies I & II

Course Descriptions

BMIE 1001 Real World Technologies

Introduction to computers and computing, problem solving, and the impact of computers in our lives. Course provides a working knowledge of computers and Windows environment with an emphasis on word processing, desktop publishing, spreadsheets, presentation, and web editing software. Course designed to focus on student computing needs. *3 credits*

BMIE 3705 Web Page Technologies

Learn how to use the Internet and related tools, Microsoft FrontPage, information utilities, and other aspects of information technology. Prepares the non-technical student to survive the electronic information explosion and succeed in the 21st century. *3 credits*

BMIE 3710 Electronic Research Technologies

Advanced electronic research using computer-based and Internet accessible tools. Find, evaluate and assemble the best information for individual research interests and workplace needs. Develop research skills and information discrimination techniques using electronic resources. Includes research methodology, bibliography development, search strategies, electronic reference materials, online newspapers and periodicals, email, listservs, and newsgroups. *3 credits*

BMIE 3714 Multimedia Technologies

The use of a computer to present and combine text, graphics, audio and video with links and tools to create learning packages, assessment tools, presentations, and stand-alone training. Focus is on good multimedia design, scripting, use of audio and video tools, the Internet as a delivery tool and computer-based training using Director and Premier. *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*

BMIE 4304 Production I: Visual Communication Design

Introduction to a basic model of communication and the visual production skills required to design information. Text, graphics, visual literacy, visual design, digital photography, and video recording will be explored in relationship to

constructing clear communications for maximizing learning. Presenter and presentation techniques using these various communication modes will also be examined. *3 credits*

BMIE 4305 Production II: Technology Enhanced Learning Strategies

Learn to design and develop technology-based strategies that support the instructional needs of learners in any content area. Advanced techniques for concept mapping, WebQuests, Excel, PowerPoint, and more will be employed to visualize the thought process, design games, create simulations, encourage collaboration, stimulate active learner participation, and spur learners to engage in both independent and group activities that encourage higher order thinking skills. *3 credits*

BMIE 4343 Production of Instructional Resources III: Digital Video and Animation

This course combines the use of new media tools to create instructional products that enable the creation of products which can fully engage the community through creative educational experiences. New media applications such as Windows Live Movie Maker, Adobe Premiere Elements and Audacity can be used to remix video, audio, songs, text and images into products which will be delivered through Web 2.0 social networking applications such as Facebook, YouTube and Twitter. *3 credits*

BMIE 4344 Seminar: Social, Ethical and Legal Issues in Computing

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 4347 Special Projects in Technology

Students develop technology-based projects using new and emerging technologies. The instructional design process is employed throughout the development of the project. Project content is related to student's field of study. *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*

CPSY 1000 Grammar Workshop

This course is designed as a workshop where candidates actively engage with each other about the appropriate use of grammar in everyday life. Whether applied to preparation as a teacher, use in the business world, or for personal development, the course provides useful information that immediately translates to the student's work. *1 credit*

CPSY 1001 Diverse Learners and Their Families, Part I

Introduction to special education law, the referral and evaluation process, definitions for federal and state disability classifications as well as the associated behavioral and learning characteristics for students within the areas.

All classifications will be discussed with extra focus on learning disabilities, mental retardation, ADHD, autism, and emotional and behavioral disorders. Exploration of concepts such as the social construction of disability, the development of a sense of self, stereotypes, prejudice and stigma. The overarching goal for the course is that candidates understand the terminology and general learning needs associated with disability areas while always keeping the person-first in their perceptions and actions. *3 credits*

CPSY 1002 Diverse Learners and Their Families, Part II

This course builds upon the foundational knowledge related to special education law and classifications in CPSY 1001. Specifically, areas of service for individuals with disabilities and their families will be examined in this course such as IEPs, IFSPs, and community agencies. Family structure and functioning will be discussed as a means of understanding the interconnection between home, school, and community. In addition, the role of stigma and disability will be discussed with a focus on why it develops and how to counter it. The end of the course translates theory to practice with methods and materials associated with serving students with special needs in the classroom. *3 credits*

CPSY 2101 (Formerly 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*

CPSY 2102 Developmental Disabilities

This course will focus on developmental disabilities such as autism, intellectual disabilities, and cerebral palsy. Three themes provide the framework for the course: (i) speech and communication challenges; (ii) educational program options and (iii) transition programs. Assistive technology will be discussed as a tool in these areas. *3 credits*

CPSY 2200 Health Promotion for Children

To effectively deal with health-related issues of youth, this course combines the study of the nature and nurture of children. It addresses the skills, information, and behavior relevant to the promotion of wellness and resiliency of children. HIV/AIDS, sexuality, violence, chemical substances, safe environment, illness and disease prevention are issues that bring public attention to schools and community agencies. This course attends to the current findings in the area of prevention education to enable learners to make informed decisions. Information and resources, professional responsibilities, procedures, policies and laws, and resources are integrated with multiple approaches to be taken with children. *3 credits*

CPSY 3103 (Formerly 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*

CPSY 3105 or CORE 3881 Leadership through Community Service

Students in this class will experience service learning as a method of instruction and practice in social action as a remedy for schools and community problems by providing real-world experience, pertinent course materials, and completing projects that can be part of a professional portfolio, resume and/or publication. A course in service learning offers a practice-based experience that involves students in reflecting on their potential to contribute to society. *3 credits*

CPSY 3401 Strategies for Literacy for Diverse Learners

Literacy strategies to support students with disabilities in inclusion classrooms will be presented and applied by candidates in their field placements. RTI (response to intervention) related to literacy strategy decision making will be discussed. *1 credit*

CPSY 3402 Strategies for Numeracy for Diverse Learners

Numeracy strategies to support students with disabilities in inclusion classrooms will be presented and applied by candidates in their field placements. RTI (response to intervention) related to numeracy strategy decision making will be discussed. *1 credit*

CPSY 3403 Health and Physical Education for All Learners

Major health issues affecting children and their learning are discussed. Application of this knowledge to classroom instruction and activities is done through case studies, discussion and lesson planning. *1 credit*

CPSY 4103 (Formerly EDST 4103) Sign Language I

This course provides an introduction to those with no experience with sign language. A focus on vocabulary development for everyday activities and visual recognition of finger spelling and signing is emphasized. *3 credits*

CPSY 4104 (Formerly EDST 4104) Sign Language II

This course is for candidates who have taken Sign Language I or have had practical use of sign language in other contexts. Development of conversational ability and applied use is emphasized. *3 credits*

EDST 1001 Introduction to Teaching: The Profession

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. Candidates 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 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 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*

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 2001 Life in the Diverse Classroom

Life in the Classroom is designed to assist pre-service teachers in developing the skills, competencies and attitudes needed for teaching and managing a classroom of diverse learners. Candidates will examine learners and their diverse needs and gain knowledge of how to address these needs in an inclusive classroom. Candidates will examine the nature of teaching, overview of the elementary curriculum, strategies for working with diverse learners, planning for effective instruction, and instructional theory into practice. They will be introduced to various materials for use with children with disabilities, such as, assistive technology and functional academic guides. *3 credits*

EDST 2003 Instructional Theory and Practice

Readings and discussions focus on models of teaching and enriching student learning. Practice in improving communication skills and lesson delivery through microteaching and structured exercises. Meeting student needs with appropriate strategies is an essential part of this course. *3 credits*

EDST 2004 Early Literacy for All Children

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 Teaching Math in the Diverse Classroom

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 Teaching Science in the Diverse Classroom

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 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 3003 Teaching Social Studies in the Diverse Classroom

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 the skills, attitudes, and values that support motivated citizen movement. It shows candidates 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 3005 Literacy Across the Curriculum

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 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 test construction and application in candidates' major areas of specialization. Emphasis on alternative and authentic forms of assessment. Candidates examine the assets and limitations of various assessment instruments and strategies as well as develop a variety of assessment tools in their subject fields. *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. *3 credits*

EDST 3513 Methods of Teaching Music

A comprehensive study of elementary/secondary methods of teaching music. Development of philosophy, various teaching techniques, and strategies are explored and discussed as well as the writing and implementation of lesson plans. *3 credits*

EDST 3514 Teaching Art, K-12

Development of age-appropriate lesson plans and curriculum units for K-12 art instruction. Emphasis on teaching art techniques and processes in the classroom in addition to methods for teaching art history, aesthetics and art criticism to youth. *3 credits*

EDST 3601 English Language Arts: Teaching Middle and Secondary English

English Language Arts provides an in-depth study of the best practices in teaching language, media, literature, speaking, and writing for candidates working with students at the middle and high school levels. Candidates will apply the content and skills from this course in their concurrent field experience. *3 credits*

EDST 3602 Math Education: Teaching Middle and 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 Science Education: Teaching Middle and High School Science

Provides instruction on teaching styles, strategies, and techniques for use in middle and high schools science classes; multiple opportunities to explore teaching methods, all in support of science content knowledge and application, such as the use of discussion, demonstration, scientific method and experimentation, presentations, unit development, implementing labs, lab safety, grouping, lesson planning, assessment, and technology. *3 credits*

EDST 3604 Social Education: Teaching Middle and Secondary Social Studies

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. Candidates 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 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 candidates with a current picture of modern language teaching and its place in our society. Candidates learn a variety of approaches to communicative language instruction, create lessons using these methods, and practice presenting their lessons as they learn to become reflective practitioners of their craft. Candidates are responsible for readings in the texts, professional journals and other materials. *3 credits*

EDST 3700 Integrating Curriculum and Technology

Learn how to integrate “best practice” and technology standards with a technology-based curriculum. A broad range of computer-supported learning tools, projects, and emerging technologies explored, created, and evaluated through an interactive approach. *3 credits*

EDST 4000 Child Development and Curriculum

This course is designed for freshmen to enable them to understand the emotional, physical, cognitive, social and moral development of the child prior to working with children in schools. The course offers instruction on development from birth through adolescence with a special focus on the early childhood developmental stages and developmentally appropriate practice. Understanding how children grow and develop enables candidates to make appropriate decisions in their work with children relating to subject matter, methods, curriculum goals, and materials. In addition to field visits to Pre-K settings, candidates will complete projects that connect child development knowledge to curriculum. *3 credits*

EDST 4001 Senior Internship

The seminar is organized to support senior candidates 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*

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 candidates 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, 3510, 1301, 2003, 3700, 3301, 2501 and appropriate methods course or program recommendation. *6 credits*

HPER 1402 Introduction to Team Sports I

This course will serve as an introduction to the skills, rules, and philosophies of traditional fall sports. The organization of teams and skills of officiating are practiced for aspiring coaches. *3 credits*

HPER1404 Introduction to Team Sports II

This course will serve as an introduction to the skills, rules, and philosophies of traditional winter and spring sports. The organization of teams and skills to officiating are practiced for aspiring coaches. *3 credits*

292 College of Education and Human Services

HPER 1405 Dance Fundamentals

This physical activity course is an introduction to various types of modern, classical, cultural, social, and artistic forms of rhythmical movement and dance. The elements of creative dance will be covered. *3 credits*

HPER 1407 Beginner Tennis

Fundamentals of the rules, regulations, etiquette, basic strokes and a general knowledge of how the game is played are covered during physical activity and classroom instruction. *3 credits*

HPER 1408 Intermediate Tennis

To improve techniques of experienced players, the course focuses on match play and strategies for both singles and doubles tennis. *3 credits*

HPER 1417 Basic Concepts in Health

This is the study of the health as a “complete state of well being,” not merely the “absence of disease.” Consideration is given to current aspects of health: social, mental, spiritual, emotional, personal and physical. *3 credits*

HPER 2200 Health Promotion for Children

To effectively deal with health-related issues of youth, this course combines the study of the nature and nurture of children. It addresses the skills, information, and behaviors relevant to the promotion of wellness and resiliency of children. This course attends to the current findings and reliable resources in the area of prevention education. *3 credits*

HPER 2222 Personal Fitness

Students are mentored in the establishment of their own attainable and measurable fitness goals and devise a comprehensive fitness plan. Participants engage in exercises and assessment related to their personal goals. *3 credits*

HPER 2404 Athletic Conditioning and First Aid

This course focuses on the prevention and emergency treatment for common injuries and sudden illnesses. Learners develop skills in bandaging, taping, conditioning, massage, and rescue techniques. American Red Cross Standard First Aid and First Responder certification is available to qualified students. *3 credits*

HPER 2405 Aquatics

This course is for non-swimmers to lifeguard candidates. It provides training in teaching Red Cross swimming skills, water safety and conditioning. The course offers the opportunity to receive certification in Advanced Senior Lifesaving and/or Water Safety Instruction. *3 credits*

HPER 2444 Sexuality for Healthy Living

This course includes the study of relationships, physiology, disease prevention, and decision making with regard to healthy sexual behavior. *3 credits*

HPER 2601 Contemporary Women’s Health Issues

This course involves the application of critical thinking to major physical, mental, emotional, spiritual, social and environmental health issues and resources related to the wellness of women in contemporary life. *3 credits*

HPER 3401 Physiology of Exercise

Studies pertaining to the changes in body function resulting from physical effort and applied anatomy and kinesiology as it relates to sports medicine. Prerequisites: BIOL 1102 and BIOL 1103. *3 credits*

HPER 3402 Health and Physical Education for Young Learners

The strands of national and state standards of comprehensive health and physical education are addressed. The role of the classroom teachers within the Coordinated School Health Program is introduced. *1 credit*

HPER 3403 Curriculum & Methods of Teaching Health Education

Planning, instructional, and assessment techniques for the affective, cognitive and psychomotor domains of health education are studied and applied in course activities. Practices, standards, laws, ethics, and controversies of health education are addressed. *3 credits*

HPER 3407 Lifetime Recreational Activities

The values of leisure activities are examined during the application of competitive and non-competitive participation. Toward the promotion of leadership, students engage in a project to promote lifelong recreation in a particular target population. Additional fees may apply. *3 credits*

HPER 3409 Topics in Family Life Education

Resources and strategies for teaching skills of prevention and intervention with regard to mental health, interpersonal dynamics, and issues of sexuality are addressed from the perspective of families. *3 credits*

HPER 3444 Scuba Diving

Practice in the techniques of scuba diving skills, safety procedures and equipment management. Students may opt for certification. Lab fee additional. *3 credits*

HPER 3560 Biomechanics

Combines the study of physiology, physics and biology as they apply to motor conditioning. Prerequisites BIOL 1102-1103, HPER 2404. *3 credits*

HPER 3570 Principles and Practice of Community Health

Study of the roles of the community health educator and information regarding resources for community health education. Course includes practical experience in addition to classroom instruction. *3 credits*

HPER 4402 Nutrition and Physical Fitness

A practical approach to the study of the relationships of nutrition to wellness, physical fitness, disease prevention and exercise are covered with the perspective of personal nutrition. Students assess their own health status with regard to habits of nutrition and exercise. *3 credits*

HPER 4410 Elementary Folk Dance, Games and Rhythm

Instruction in various forms of folk, social, rhythmic and aerobic dances. Simple individual and group games are presented for development values. *3 credits*

School of Health and Medical Sciences



McQuaid Hall
(973) 275-2800
shms.shu.edu

Dean: Brian B. Shulman, Ph.D.

Associate Dean: John W. Sensakovic, M.D., Ph.D.

Associate Dean: Theresa E. Bartolotta, Ph.D.

Departments and Programs

Athletic Training: Carolyn Goeckel, M.A., ATC, Chair

Graduate Programs in Health Sciences:

Terrence Cahill, Ed.D., FACHE, Chair

Occupational Therapy: Ruth Segal, Ph.D., OTR, Chair

Physical Therapy: Doreen M. Stiskal, PT, Ph.D., Chair

Physician Assistant: Mona Sedrak, Ph.D., PA-C, Chair

Speech-Language Pathology:

Brian B. Shulman, Ph.D., Interim Chair

Faculty: Abuhuziefa Abubakr, M.D.; Venugopal Balasubramanian, Ph.D., CCC-SLP; Theresa E. Bartolotta, Ph.D., CCC-SLP; Carol Biscardi-Monaco, Ph.D., PA-C; Richard J. Boergers, M.S., ATC; Lee Cabell, Ed.D.; Terrence Cahill, Ed.D., FACHE; Nina Capone, Ph.D., CCC-SLP; Vikram Dayalu, Ph.D., CCC-SLP; Vincent DeBari, Ph.D.; Deborah DeLuca, J.D.; Irene De Masi, PT, DPT; Jillian M. Duff, Ph.D., PT; Robert Faraci, Ph.D., OTR;

Martin Gizzi, M.D., Ph.D.; Carolyn Goeckel, M.A., ATC; Raji Grewal, M.D.; Christopher J. Hanifin, M.S., PA-C; Phillip Hanna, M.D.; Subramanian Hariharan, M.D.; Vicci Hill-Lombardi, Ed.D., ATC; Karen D. Hoover, M.S., OT; Nancy Isenberg, M.D., Ph.D.; Annette Kirchgessner, Ph.D.; Anthony Koutsoftas, Ph.D., CCC-SLP; Phillip Kramer, M.D.; Michael F. LaFontaine, Ed.D., ATC; Joseph Landolfi, D.O.; Catherine Maher, DPT, PT, GCS; Ellen D Mandel, DMH, MPA, MS,PA-C; Thomas J. Mernar, Ph.D., OTR; John Mitchell, Ph.D.; Preeti Nair, PT, Ph.D.; Natalie P. Neubauer, M.S., CCC-SLP; Christopher W. O'Brien, Ph.D., ATC; Sandra L. Paez, M.S., PA-C; Raju Parasher, PT, Ed.D.; H. James Phillips, PT, Ph.D., ATC, OCS; Meryl Picard, M.S.W., OTR; Mara C. Podvey, Ph.D., OTR; Kim Poulsen, PT, DPT; Gregory Przybylski, M.D.; Patricia Remshifski, M.S., CCC-SLP; Denise Rizzolo, Ph.D., PA-C; Michael Rosenberg, M.D.; Abby Saunders, M.S., PA-C; Mona Sedrak, Ph.D., PA-C; Ruth Segal, Ph.D., OTR; Brian B. Shulman, Ph.D.; Doreen M. Stiskal, PT, Ph.D.; Elizabeth Torcivia, Ph.D., OTR; Arthur Walters, M.D.; Deborah Welling, AuD, CCC-A/FAA; Genevieve Pinto Zipp, PT, Ed.D.

The School of Health and Medical Sciences offers three distinct educational programs for healthcare professionals: residency and fellowship training for physicians, dentists and pharmacists; 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 Informations

The School of Health and Medical Sciences, 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 two distinct educational programs: medical residency and fellowship training, and graduate programs in health sciences.

Residency programs offer training for physicians and dentists in specialty areas such as internal medicine, surgery, orthopedics, dentistry, oral and maxillofacial surgery, podiatry, AOA internship, internal medicine and emergency medicine. There also is subspecialty training available for qualified candidates who have completed the appropriate prerequisite training. All residency and fellowship programs are ACGME, AOA, APMA, ADA accredited. Residency training is also available in pharmacy. The training occurs at participating institutions: Saint Michael's Medical Center in Newark; St. Joseph's Regional Medical Center in Paterson; Trinitas Hospital in Elizabeth; St. Francis Medical Center in Trenton and John 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.

The School offers dual degree (undergraduate-to-graduate) programs in athletic training, occupational therapy, physical therapy, physician assistant, and speech-language pathology in collaboration with the College of Arts and Science (Department of Biological Sciences/Department of Social and Behavioral Sciences) and the College of Education and Human Services (Program in Special Education/Elementary Education). Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year. Eligible students seeking to transfer into any of the SHMS dual degree programs will be considered on a space-available basis. For detailed information about these programs, please consult the pages that follow in this section of the catalogue as well as the sections pertaining to the departments noted above.

At the graduate level, the School offers an innovative Ph.D. program in Health Sciences. This program, which offers specialization tracks in health professions leadership, movement science, and speech-language pathology, is designed to provide individuals with an enhanced knowledge base through a flexible and diverse curriculum.

The School of Health and Medical Sciences offers a Master of Science in Occupational Therapy program designed to prepare knowledgeable, caring healthcare practitioners who can provide a broad range of patient care services, conduct clinical research and carry out administrative responsibilities in all occupational therapy practice areas.

The Master of Science in Physician Assistant program prepares post-baccalaureate students to perform as entry-level physician assistants in the broad healthcare arena. The School offers a Master of Science in Speech-Language Pathology. The program prepares practitioners with comprehensive knowledge and the clinical skills to work in all healthcare and school-based settings where speech-language pathologists practice.

The School offers the only Master of Science in Athletic Training in New Jersey, and is one of less than two dozen entry-level master's programs in the country. The program prepares students to practice as entry-level athletic training practitioners who provide a wide range of patient care services.

The School offers a Doctor of Physical Therapy program. The program is intended to prepare individuals to become professional doctors of physical therapy, who are competent and autonomous practitioners, possessing a depth and breadth of knowledge to support the best practice of physical therapy.

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.

Department of Speech-Language Pathology

McQuaid Hall

(973) 275-2825

<http://www.shu.edu/academics/gradmeded/ms-speech-language-pathology/index.cfm>

Interim Chair: Brian B. Shulman, Ph.D.

Preparatory Undergraduate Course Sequence in Speech-Language Pathology

The Department of Speech-Language Pathology offers six undergraduate preparatory courses in speech-language pathology to individuals who hold a baccalaureate degree in a field other than speech-language pathology, communication disorders, or speech and hearing science. It is not a degree granting program. Successful completion of these courses in speech-language pathology does not, in any way, guarantee admission to the Master of Science in Speech-Language Pathology program at Seton Hall University. Students interested in taking their preparatory course work at Seton Hall University must complete a separate graduate admission application. Undergraduate preparatory courses in speech-language pathology are offered once per year and include:

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)

Dual Degree Programs

Dual degree programs offer students acceptance into a course of study beginning in the freshman year as an undergraduate and culminating with a graduate degree. In fact, dual degree students receive a baccalaureate degree at the end of three or four years (depending on the health sciences program) and a graduate degree is granted two, three or four years later. If the required GPA is maintained as an undergraduate and all required prerequisite conditions are met, students are guaranteed admission into the final years of professional study.

The School of Health and Medical Sciences, in collaboration with other schools and colleges at the University, offer the following dual degree programs:

Department of Occupational Therapy

3+3 Dual Degree Programs

- Bachelor of Arts in Social and Behavioral Sciences and Master of Science in Occupational Therapy

For Social and Behavioral Sciences/Occupational Therapy Program description, see page 229.

Department of Athletic Training

3+2 Dual Degree Program

- Bachelor of Science in Biology and Master of Science in Athletic Training
- Bachelor of Arts in Social and Behavioral Sciences and Master of Science in Athletic Training

For Biology/Athletic Training Program description, see page 104.

For Social and Behavioral Science/Athletic Training Program description, see page 230.

Department of Physical Therapy

3+4 Dual Degree Program

- Bachelor of Science in Biology and Doctor of Physical Therapy

See page 100 for program description.

Department of Physician Assistant

3+3 Dual Degree Program

- Bachelor of Science in Biology and Master of Science in Physician Assistant

See page 102 for program description.

Department of Speech-Language Pathology

4+2 Dual Degree Program

- Bachelor of Science in Special Education/Elementary Education and Master of Science in Speech-Language Pathology

See page 283 for program description.

Course Descriptions

ATFY 4007 (GMAT 7007) Research Project I

Students develop a clinically focused research proposal for submission to the University Institutional Review Board. Students work in small classroom groups with a faculty adviser. Prerequisite: ATFY 4907 (GMAT 6907). *1 credit*

ATFY 4010 (GMAT 6010) Athletic Training Principles I

This is an introductory course orienting the entry-level athletic training student to the profession of athletic training and discusses the various responsibilities of a certified athletic trainer. Other topics discussed include the recognition of environmental illnesses and emergency situations including the evaluation and management of acute cervical spine-related injuries. This course includes a lab component in which students learn and practice different taping and wrapping techniques, and fabricating protective padding. Students also learn to properly apply different sports equipment. *3 credits*

ATFY 4011 (GMAT 6011) Athletic Training Principles II

This is a continuation of GMAT 6010 and includes discussion of common and acute pathologies of the upper and lower extremity. Mechanism of injury, signs, and symptoms, and on-field injury management is discussed in lecture and practiced in lab. Students demonstrate the appropriate care for these acute conditions as well as demonstrate preventative and protective methods. Prerequisite: ATFY 6010 (GMAT 6010). *3 credits*

ATFY 4107 (GMAT 7107) Research Project II

In this course the student finalizes and implements the research proposal designed in Research Project I. Emphasis is on statistical procedures, data collection, data analysis and interpretation. Students work in small classroom groups with a faculty adviser. Prerequisite: ATFY 4007 (GMAT 7007). *1 credit*

ATFY 4400 (GMAT 7400) Clinical Practicum I

This is the first of four clinical and seminar experiences. The students continue to develop clinical proficiency through the performance of selected clinical skills. With the approved clinical instructor's (ACI's) direct supervision and instruction, the students begin to integrate the examination, evaluation, assessment, and intervention skills learned in the classroom into the clinical setting. The seminar component will engage students in clinical problem-centered discussion providing integration of concepts of evaluation and management of musculoskeletal problems of the extremities and proper medical documentation. Prerequisite: ATFY 4011 (GMAT 6011). *2 credits*

ATFY 4907 (GMAT 6907) Research Methods

Introduces and provides students a working knowledge of the research process with an emphasis on formulating a research question and research design. The goal is to help students prepare a research proposal for a research topic. *3 credits*

GMED 4001 (GMED 6001) Functional Human Anatomy

Study of human anatomy course in which all systems of the body are studied with special emphasis given to skeletal, muscular, cardiovascular and nervous systems. *3 credits*

GMED 4004 (GMED 6004) Biomedical Ethics

A study of the application of human and professional values, judgment, and choices to selected ethical dilemmas that arise in practice. Emphasis on various traditional and contemporary approaches to normative ethics within decision-making models applicable to resolving professional dilemmas in the delivery of health care. *2 credits*

GMED 4009 (GMED 6009) Surface Anatomy and Palpation

This course introduces the student to the application of palpation and observation as part of the physical examination process. Emphasis is placed on identification and location of superficial anatomical structures. Attention is paid to manual identification of selected musculoskeletal structures. *1 credit*

GMED 4012 (GMED 6012) Kinesiology

This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis is on the study of the development and function of the musculo-skeletal system (bone, muscle, and ligaments) in contributing to normal motion. Attention is paid to synovial joints as key linkage in the human mechanical system and how their movements are created and governed. The laboratory component of this course reviews the theory and application of physical examination and evaluation through the use of selected biomechanical instruments. Posture, gait and activity analysis are included. *3 credits*

GMED 4013 (GMED 6013) Therapeutic Modalities

This course emphasizes the use of heat, cold, compression, traction and electrotherapeutic techniques in the management of patients with impairments and functional limitations due to a variety of orthopedic, neurological and medical conditions. Management strategies and techniques to promote healing in dermal wounds and burns will also be discussed. This course will stress a problem solving approach for the selection and application of appropriate procedures to manage pain, edema, and limitations in motion, muscle weakness and wound healing. Clinical decision-making will be practiced throughout the course to develop appropriate treatment strategies and applications for the use of these physical agents for initial treatment as well as treatment modification based on the assessment of physiological and physical responses to those interventions. *3 credits*

GMED 4022 (GMED 6022) Basic Rehabilitation Procedures

Provides the student with an introduction to the principles of patient care. Topics include: Patient interviewing, documentation, monitoring of vital signs, positioning, transfers and the use of assistive equipment for ADL activities. Students will also be introduced to physical examination skills including: goniometry, range of motion, manual muscle testing, reflex testing and sensory testing. *3 credits*

GMED 4101 (GMED 6101) Human Physiology

Analysis of the normal function in the presence of disease or trauma primarily affecting all systems. Information is presented at the tissue, organ and system level. Discussion will address changes in response to disease or trauma over the entire lifespan. *3 credits*

GMED 4102 (GMED 6102) Neuroscience

This course will cover the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or diseases of the various parts of the CNS. *3 credits*

GMED 4104 (GMED 6104) Exercise Physiology and Nutrition

This course integrates principles of nutrition and application to exercise. It examines the dietary practices used in pursuit of weight maintenance, health, and fitness. Also, presents the responses of the human body to normal and pathological processes. Emphasis is placed on the study of muscle physiology, metabolism, cardiovascular and respiratory adaptation, aging, thermoregulation, strength training, and exercise prescription. Application of evaluation procedures is provided thru the use of selected human performance instruments. *4 credits*

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*

OTFY 4110 (GMOT 6110) Functional Human Anatomy

Basic functional human anatomy course with emphasis on skeletal, muscular, connective tissue and nervous systems. Information presented at the tissue, organ and system levels. Visualization of the human body is presented using both models and interactive computer software that present gross dissection, tissue samples and clinical imaging. Discussion of normal structure changes over the entire life span. *3 credits*

OTFY 4111 (GMOT 7111) Clinical Integration Seminar I

Clinical Integration supports the concurrent fieldwork experience in psychosocial rehabilitation. The seminar employs the use of Problem Based Learning (PBL) to develop skills in problem identification, critical thinking and clinical reasoning using clinical experiences and case studies. The Occupational Therapy Practice Framework is used as a tool to assist students in assembling case information. *1 credit each*

OTFY 4120 (GMOT 6120) Human Physiology

This course is designed to provide the occupational therapy graduate student with a thorough understanding of basic human physiology. The student should be able to understand and explain, concisely and thoroughly, major physiological processes within the human body, as well as apply their learned knowledge of physiology to case analysis. For OT students. *4 credits*

OTFY 4130 (GMOT 6130) Kinesiology

This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis on the study of development and function of bone, muscle and ligaments in contributing to normal motion. Attention is paid to synovial joints as key linkage in the human mechanical system and how their movements are created and governed. The laboratory component of this course reviews the theory and application of goniometry, manual muscle testing and physical evaluation. Activity analysis, documentation and goal setting are included. *3 credits*

OTFY 4140 (GMOT 6140) Neuroscience

This course will cover the basic structure, organization and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or disease of the various parts of the CNS. *3 credits*

OTFY 4210 (GMOT 6210) Clinical Medicine in Occupational Therapy I

This is the first of a two-course sequence that explores alterations in body function and system or organ failure that can occur as the result of disease or illness. This course will address dysfunctions, illnesses or injuries that impact occupational performance. Medications used in the treatment of these illnesses or dysfunctions will be incorporated throughout the semester. The language of medicine will be integrated throughout the course using both oral and written communication. Cultural differences and gender, ethnic, and economic disparities in health care will be identified.

3 credits

OTFY 4320 (GMOT 6320) Development Across the Life Span I

This is the first of two courses that explore development and change across the lifespan. This course covers biological, cognitive, and psycho-social development from adolescence through late adulthood. Discussion highlights theories of aging and the influences on human development of history, culture, ethnicity, generational factors, gender, and personality. The promotion of health in relation to risk factors associated with aging is also considered. Course assignments stimulate students to reflect on their own development and to trace themes of human development in popular culture. Case analyses enable students to gain insight into the application of developmental theory in occupational therapy and other health professions. *2 credits*

OTFY 4330 (GMOT 6330) Development Across the Life Span II

This is the second in a two-course sequence covering the biopsychosocial process of human development across the life span. This course covers human development from infancy through middle childhood and explores development and change in these age groups. Major theories of development are reviewed with application to student observation of infants, toddlers, preschoolers, and those in middle childhood. Consideration is given to the influence of both maturational and environmental factors on the emergence of milestones and development of occupations.

2 credits

OTFY 4412 (GMOT 6412) Intro to Theory and Practice I/Level I Fieldwork

Introduces the profession of OT including history, philosophy, theoretical foundations and principles of occupation. Explores the scope of practice including the range of disabilities served and assessment and treatment strategies. Explores professional issues of patient care, code of ethics, professional relationships and professional organizations. *3 credits*

OTFY 4415 (GMOT 6415) Seminar in Activity Analysis in Occupational Therapy

This lab introduces students to activities and the use of occupations. Students are expected to use the language of the Occupational Therapy Practice Framework and the principles of activity analysis during lab activities. All activities are analyzed as a part of lab tasks. Students are expected to actively participate in all lab activities, and able to articulate how these skills relate not only to adaptation but also to the tasks in clients' everyday lives. *1 credit*

OTFY 4417 (GMOT 6417) Seminar in Occupational Therapy Practice Skills

The content lab introduces students to basic healthcare tasks as well as tasks that occupational therapists perform as part of service delivery. Activities include but are not limited to taking vital signs, basic wheelchair parts adjustment, infection control, and use of adaptive equipment in ADLs. Students are required to demonstrate competence in assigned activities. *1 credit*

OTFY 4510 (GMOT 6510) Psychosocial Studies and Group Process in Occupational Therapy

This course is designed to explore occupation-based practice for persons requiring psychosocial rehabilitation across a variety of occupational therapy settings. Mental illness or dysfunction is associated with diminishment or loss of ability to perform valued occupations, fulfill valued socio-cultural roles, and participate meaningfully in life contexts. Students develop theoretical knowledge and practical skills in approaches to client-centered practice that focus on the person from childhood through old age, his or her occupations, and access to participation in life context. Individual and group approaches to evaluation, intervention are included. Students exercise skills in observation, evaluation, intervention, and documentation of needs and services. They also develop their knowledge of mental health promotion and illness prevention for people with psychosocial dysfunction and for the well community. The development of clinical reasoning is fostered through a variety of academic and clinical experiences, including Level I fieldwork in a mental health setting. Identification of clients' needs for living and working successfully in their local communities leads students to investigate community resources that address those needs and may suggest new arenas and avenues of support for occupational therapy practice to address needs that remain unmet. *4 credits*

PAFY 4001 (GMPA 6001) Human Anatomy

The course provides instruction to significant aspects of human anatomy with respect to physician assistant practice. Lecture instruction as well as prosected dissection in cadaver lab are methods used to convey material. Clinical application of anatomic structure and function are emphasized. *4 credits*

PAFY 4104 (GMPA 6104) Psychiatry

An overview of psychiatric concepts and an introductory approach to the evaluation of patients with emotional problems, in preparation for clinical rotations. Includes the various psychiatric syndromes, in terms of causal factors, clinical presentation, diagnosis, treatment and outcome. The impact that psychological problems have on the total health care of the patient will be emphasized. *2 credits*

PAFY 4107 (GMPA 6107) Pathophysiology

The fundamentals of the morphopathological changes found in the different organs of the body in order to interpret the various disease states affecting the human body. Gross and microscopic specimens are used to provide a clear understanding of the disease processes. *3 credits*

PAFY 4108 (GMPA 6108) Health Maintenance and Education

Prepares students to provide preventive health care through the understanding of human development as it relates to illness, proper nutrition and health maintenance. Students will receive in-depth instruction in the principles of health maintenance from the Physician Assistant perspective. This course is predominately taught as a web-based course. *2 credits*

PAFY 4112 (GMPA 6112) Pharmacology and Clinical Therapeutics

An introduction to the therapeutic agents most commonly used in the practice of medicine. Emphasis will be placed on drug interaction, adverse reactions, therapeutic effects and dosage schedules. Demonstrates the practical application of the pharmaceutical science as utilized for the formulation of drug therapy decisions. The course will assist the physician assistant student to develop management plans for initiating routine drug therapy, writing prescriptions, monitoring drug therapy, and providing emergency drug therapy. *4 credits*

PAFY 4110 (GMPA 6110) Clinical Therapeutics

Demonstrates the practical application of the pharmaceutical science as utilized for the formulation of drug therapy decisions. The course will assist the physician assistant student to develop management plans for initiating routine drug therapy, writing prescriptions, monitoring drug therapy, and providing emergency drug therapy. *2 credits*

PAFY 4111 (GMPA 6111) Human Physiology

This course provides an in-depth exploration of the physiologic aspects of homeostasis. Topics include the cell, musculoskeletal, cardiorespiratory, digestive, renal, endocrine, and reproductive systems. Correlation to the clinical aspect of disease is emphasized. Open to physician assistant majors only. *3 credits*

PAFY 4203 (GMPA 6203) Introduction to Clinical Medicine I

Introduction to interviewing techniques and principles, psychosocial development and behavior, and the effective relationship between the physician assistant, other health professionals and the patient. Techniques of physical examination and use of examining equipment are introduced. Students are assigned to preceptors for the purpose of taking complete histories and performing complete physical examination on patients. *4 credits*

PAFY 4204 (GMPA 6204) Clinical and Diagnostic Methods

The required didactic component in radiology, electrocardiogram (ECG), and clinical laboratory testing. Basic principles of radiology, ECG interpretation, laboratory studies and their correlations between disease process are discussed. Students are exposed to essential clinical procedures during lab sessions such as phlebotomy, injections, intravenous catheter placement, 12-lead ECG, and other procedures pertinent to PA practice. *4 credits*

PAFY 4205 (GMPA 6205) Introduction to Clinical Medicine II

The problem-oriented medical record format, techniques of physical diagnosis and use of examining equipment. Systems-based approach to signs and symptoms of diseases commonly seen in primary care are discussed. Students are assigned to preceptors for the purpose of further understanding of the patient-health care provider relationship and communication with other health care providers. Narrative case presentation, using the problem-oriented medical record format. *4 credits*

PTFY 4001 (GDPT 6001) Functional Human Anatomy

Study of human anatomy course in which all systems of the body are studied with special emphasis given to skeletal, muscular, cardiovascular and nervous systems. *3 credits*

PTFY 4009 (GDPT 6009) Surface Anatomy and Palpation

This course introduces the student to the application of palpation and observation as part of the physical examination process. Emphasis is placed on identification and location of superficial anatomical structures. Attention is paid to manual identification of selected musculoskeletal structures. *1 credit*

PTFY 4012 (GDPT 6012) Kinesiology

This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis is on the study of the development and function of the musculo-skeletal system (bone, muscle, and ligaments) in contributing to normal motion. Attention is paid to synovial joints as key linkage in the human mechanical system and how their movements are created and governed. The laboratory component of this course reviews the theory and application of physical examination and evaluation through the use of selected biomechanical instruments. Posture, gait and activity analysis are included. *3 credits*

PTFY 4013 (GDPT 6013) Therapeutic Modalities

This course emphasizes the use of heat, cold, compression, traction and electrotherapeutic techniques in the management of patients with impairments and functional limitations due to a variety of orthopedic, neurological and medical conditions. Management strategies and techniques to promote healing in dermal wounds and burns will also be discussed. This course will stress a problem solving approach for the selection and application of appropriate procedures to manage pain, edema, and limitations in motion, muscle weakness and wound healing. Clinical decision-making will be practiced throughout the course to develop appropriate treatment strategies and applications for the use of these physical agents for initial treatment as well as treatment modification based on the assessment of physiological and physical responses to those interventions. *3 credits*

PTFY 4030 (GDPT 6030) Clinical Skills I

This course facilitates skills acquisition in basic elements of patient services and professional practice. Emphasis is placed on basic physical handling skills, health care record information collection and documentation, elementary physical examination, general screening for all systems, and essentials of patient-practitioner interaction. *2 credits*

PTFY 4031 (GDPT 6031) Clinical Skills II

The course promotes skills acquisition in basic elements of patient services. Emphasis is placed on basic handling skills, physical therapist examination, health care record information collection and documentation, general screening, and essentials of patient-practitioner interaction. *3 credits*

PTFY 4101 (GDPT 6101) Human Physiology

Analysis of the normal function in the presence of disease or trauma primarily affecting all systems. Information is presented at the tissue, organ and system level. Discussion will address changes in response to disease or trauma over the entire lifespan. *3 credits*

PTFY 4102 (GDPT 6102) Neuroscience

This course will cover the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or diseases of the various parts of the CNS. *3 credits*

PTFY 4108 (GDPT 6108) Motor Control Principles

This introductory course has been designed to assist students in the understanding and integration of the principles of motor control and learning into practice for the advancement of motor skill acquisition. Learning is an essential feature of human perceptual-motor behavior. This course provides an introduction to the principles of learning skills, as well as a preliminary application of the principles to therapeutic practice. Theory is explored as it relates to learning, performance and skill acquisition. Principles of learning as they pertain to task analysis and characteristics of learner and learning environment are also addressed. *2 credits*

PTFY 4123 (GDPT 6123) Physical Therapy Roles in Health Care

This is an introductory course into the field of physical therapy taken by entry-level students. The focus of this course is to introduce the student to professional issues related to physical therapy; the professional organization; the concepts of evidence based medicine; the *Guide to Physical Therapist Practice*; and medical terminology. Foundational skills in communication, professional behavior, evidenced-based practice, self and peer assessment, and cultural competency. *2 credits*

College of Nursing



Caroline Di Donato Schwartz College of Nursing Building
(973) 761-9306
(973) 761-9285
nursing.shu.edu

Dean: Phyllis Shanley Hansell, Ed.D., R.N., F.A.A.N.

Associate Dean for Student Affairs, Learning Outcomes and Assessment: Linda Ulak, Ed.D., R.N.

Associate Dean for Academic Affairs, Faculty Development and Research: T.B.D.

Associate Dean for Administration and Business Affairs: Judith Caruso, D.N.P., M.B.A., R.N.

Director of Strategic Alliances, Marketing and Enrollment Management: Kristyn Kent-Wuillerman, J.D.

Department of Adult Health Nursing

Faculty: Barra; Carolina; Cassidy; Clerkin; D'Antonio; Egan; Friedrich; Hart; Ho-Shing; Huryk; Pappas; Russo (*Chair*); Roberts; Seides; Serrano; Ulak; Wall

Department of Family Health Nursing

Faculty: Byrnes; Carrington; Darby; Dellert; DeVito; Egan; Essoka (*Chair*); Foley; Gardner; Hansell; Lothian; Mesler; Petersen

Department of Behavioral Sciences, Community and Health Systems

Faculty: Blozen; Essoka (*Chair*); Fortier; Gable-Gaston; Galehouse; Halley-Boyce; Johnson; McDermott; Ropis; Rowbotham; Rubino; Scharf; Sirota; Sternas; Sturm; Toughill

Accreditation

For further information contact:

Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530
Washington, D.C. 20036-1120
(202) 887-6791

New Jersey Board of Nursing

124 Halsey Street
Newark, New Jersey
(973) 792-4253

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, and is approved by the New Jersey Board of Nursing. Seton Hall University also is accredited by the Middle States Commission on Higher Education. The programs combine a liberal arts education with basic

302 College of Nursing

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.

College of Nursing Mission Statement

The College of Nursing's mission is to educate generalists and specialists in nursing at the undergraduate and graduate levels. Undergraduate and graduate curricula exist within a university community that embraces a student body enriched by cultural, ethnic, and racial diversity where religious and ethical commitment and academic freedom are valued. The College of Nursing aims to cultivate values in its students and graduates that enable a commitment to lifelong learning, service and leadership for the greater good of the global society.

Undergraduate Philosophy

Education is a dynamic process that directs and facilitates learning. Learning is the active, continuous process of acquiring knowledge and skill that brings about actual or potential changes in behavior. Acquired through lifelong endeavor, new learning builds on previous levels of knowledge and experience and is a function of motivation and readiness. Learning is facilitated when activities are goal-directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate, and evaluate learning while encouraging self-direction and development of intellectual curiosity, creativity, and independent thinking. Learning is best achieved in an atmosphere where individual dignity is respected and a commitment to excellence exists. The development of cognitive skills that include critical thinking, analysis, and synthesis is a vital process necessary for professional nursing practice. The curriculum builds upon a liberal education and incorporates creative teaching strategies.

Adapted from University of Southern Indiana School of Nursing & Health Professions. (1995). Evansville, IN: Author.

Undergraduate Program Outcomes

At the conclusion of the program, the student will:

1. communicate actively and clearly;
2. think critically and creatively in solving problems and making decisions;
3. design and provide care based on "best evidence"; and
4. act as a servant leader in a global society.

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. Students who do not meet the nursing requirement but meet

the University admission requirement will be assigned to pre-nursing status. Students must attain a minimum of a 3.0 cumulative GPA before requesting a change in major to nursing. Pre-nursing students cannot enroll in any clinical nursing course (NUTC). A student must have declared the nursing major by the spring semester of the second year. This policy pertains to traditionally admitted students as well as transfer students.

Transfer Requirement

Students must have a 3.5 GPA or higher to be accepted into the College of Nursing.

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.

Clinical Requirements

Prior to enrollment in any clinical course, accepted students need to complete JCAHO and OSHA requirements for immunization, medical history, and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals). This also includes a criminal background check through the agency required by the College of Nursing. Clinical agencies vary in their requirements for participation and these may be in addition to the regular requirements. All requirements must be submitted by the established due date. For clarification, please see the Blackboard undergraduate website. Requirements are also included in the student handbook. Failure to comply will result in inability to attend clinical.

Health Examination

Students are not eligible to participate in clinical nursing experiences unless the annual Clinical Nursing Student Health Form is completed and maintained current.

Liability Insurance

Students taking clinical nursing courses must obtain professional liability and malpractice insurance in the amounts of \$2,000,000 per claim/\$4,000,000 aggregate is required for all students. Application forms and additional information can be obtained from the Blackboard organization site for undergraduate majors.

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. Please refer to the *Undergraduate Nursing Student Handbook* for details.

Honor Society

Gamma Nu Chapter of the international nursing honor society Sigma Theta Tau International, Inc. inducts members annually. Please refer to the Student Handbook for more information.

Fees

Fees are associated with certain courses for standardized testing, software, lab equipment, and criminal background check.

Cooperating Community Agencies

Students obtain their clinical experience in a variety of settings. There are more than 40 hospitals, nursing homes and community health agencies that cooperate with the College of Nursing.

Requirements for Progression

To enroll in the first clinical nursing course, NUTC 2011 Health Assessment, students must be a nursing major, 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, and CHEM 1301. BIOL 2111 is a prerequisite or corequisite for NUTC 2011. Additionally, students must complete all nursing courses in one semester with grades of at least “C” in each course in order to proceed to the next semester. If a student receives a grade below a “C” in a clinical course, that course must be repeated prior to moving on to the next clinical courses.

Any student who achieves less than a “C” grade in nursing or science courses must repeat the course. Students also are expected to exhibit personality values 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 in 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 Risk of Probation, or College Dismissal for failing to meet the academic standards of the College of Nursing. A first or second letter grade of below a “C” in Nursing courses or Anatomy and Physiology 1 or 2, CHEM 1301 or Microbiology, results in Risk of Probation. A third grade of below a “C” in Nursing courses, Anatomy and Physiology, CHEM 1301 or Microbiology in the same or subsequent semesters results in College Dismissal.

In order to take any clinical nursing course (NUTC or NURN), the student must be a nursing major.

If a nursing student withdraws from the same science course or nursing course more than once, the student will lose his or her matriculation status for the degree in nursing.

Traditional Program

Nursing courses are introduced in the freshman year along with the liberal arts and sciences. This approach is 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.

B.S.N. Degree Requirements

The curriculum requires 122 credits for graduation and the successful completion of a comprehensive nursing exam. Professional requirements include 71 nursing credits.

In order to graduate, all pre-licensure students must pass a national comprehensive exam at the passing score set by the College of Nursing.

Freshman

Fall Semester		Credits
BIOL 1102	Anatomy and Physiology 1	4
CORE 1101	Journey of Transformation	3
ENGL 1201	Core English I	3
NUTH 1001	Group Dynamics	2
PSYC 1101	Introduction to Psychology	3
CORE 1001	University Life	1

Spring Semester

BIOL 1103	Anatomy and Physiology II	4
ENGL 1202	Core English II	3
NUTH 1002	Individual and Family Development Across the Lifespan	3
SOCI 1101	Understanding Society	3
MATH 1203	Statistical Models for Social Sciences	3

Sophomore

Fall Semester

CHEM 1301	Elements of Organic Chemistry and Biochemistry	5
CORE 2101	Christianity and Culture in Dialogue*	3
NUTH 2001	Introduction to Professional Nursing	2
NUTH 1003	Culture and Health	3
NUTH 1004	Dying with Dignity	2

Spring Semester

BIOL 2111	Introduction to Microbiology	4
NUTC 2011	Health Assessment	3
NUTH 2012	Health Promotion	2
NUTH 2002	Legal Aspects of Nursing	1
NUTH 2003	Pathophysiology	3

304 College of Nursing

Junior

Fall Semester

NUTC 3113	Adult Nursing I	5
NUTH 3010	Pharmacological Therapies	3
NUTH 3002	Gerontological Nursing	2
Ethics		3
NUTH 3020	Engaging the World: Intellectual Thought and Contemporary Health Care Issues	

or

CORE 3101	Engaging the World	3
-----------	--------------------	---

Spring Semester

NUTC 3914	Maternal Newborn Nursing	5
NUTC 3915	Dimensions of Psychosocial Nursing	5
NUTH 3003	Research in Nursing	3
NUTH 3004	The Business of Healthcare	3

Senior

Fall Semester

NUTC 3916	Child and Family Nursing	5
NUTC 3917	Acute Adult Nursing	5
Elective		3
Language 1		3

Spring Semester

NUTC 4118	Community Health Perspectives	5
NUTC 4019	Synthesis Practicum	3
NUTH 4001	Leadership, Management and Trends in Nursing	3
Language 2		3

**CORE 2101 may be taken in the fall or the spring semester of the second year.*

Note: Spring semester junior year and fall semester senior year are interchangeable.

The following two year curriculum plan is to be followed by students admitted into the pre-nursing major who need developmental Math/English. Upon successful completion of this plan and meeting all the nursing requirements, students are admitted into the nursing major.

PRE-NURSING (PRNU) with Developmental Math and English

These students must attend summer school.

Freshman year

Fall:	Spring:
CORE 1001	ENGL 1202
CORE 1101	MATH 1203
ENGL 1201	SOCI 1101

Fall:	Spring:
ENGL 0160	NUTH 1002
MATH 0012	PSYC 1101
NUTH 1001	

Summer : BIOL 1102, BIOL 1103

Sophomore year

Fall:	Spring:
CORE 2101	BIOL 2111
CHEM 1301	NUTH 2002
NUTH 1003	NUTH 2003
NUTH 1004	NUTC 2011
NUTH 2001	NUTH 2012

PRE-NURSING (PRNU) with Developmental Math

These students must attend summer school.

Freshman year

Fall:	Spring:
CORE 1001	ENGL 1202
CORE 1101	MATH 1203
ENGL 1201	SOCI 1101
PSYC 1101	NUTH 1002

MATH 0012
NUTH 1001
Summer : BIOL 1102, BIOL 1103

Sophomore year

Fall:	Spring:
CORE 2101	BIOL 2111
CHEM 1301	NUTH 2002
NUTH 1003	NUTH 2003
NUTH 1004	NUTC 2011
NUTH 2001	NUTH 2012

PRE-NURSING (PRNU) with Developmental English**Freshman year**

Fall:	Spring:
CORE 1001	ENGL 1202
CORE 1101	MATH 1203
ENGL 1201	BIOL 1103
ENGL 0160	NUTH 1002
BIOL 1102	SOCI 1101
NUTH 1001	

Sophomore year

Fall:	Spring:
CORE 2101	BIOL 2111
CHEM 1301	NUTH 2002
NUTH 1003	NUTH 2003
NUTH 1004	NUTC 2011
NUTH 2001	NUTH 2012
	PSYC 1101

All prenursing major students who achieve a cumulative GPA of 3.0 or higher must change their major to nursing in order to enroll in the second semester sophomore nursing courses.

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 3.0 is required.

Students must complete courses in Anatomy and Physiology I and II, Bio/Organic Chemistry, Microbiology, Statistics, Developmental Psychology and Ethics prior to starting this program. The program requires the completion of 61 nursing credits. The accelerated program requires 14 months to complete while the traditional second degree program takes 2 full academic years.

Accelerated Program/Second Degree

First Semester		Credits
NUTH 2001	Introduction to Professional Nursing	2
NUTH 2003	Pathophysiology	3
NUTC 2011	Health Assessment	3
NUTH 3010	Pharmacological Therapies	3
NUTC 3113	Adult Nursing I	5
Second Semester		
NUTH 1003	Culture and Health	3
NUTH 3002	Gerontological Nursing	2
NUTH 1004	Dying with Dignity	2
NUTC 3915	Dimensions of Psychosocial Nursing	5
NUTC 3914	Maternal Newborn Nursing	5

Third Semester

NUTH 3003	Research in Nursing	3
NUTC 3916	Child and Family Nursing	5
NUTC 3917	Acute Adult Nursing	5
NUTH 3004	The Business of Healthcare	3

Fourth Semester

NUTC 4019	Synthesis Practicum	3
NUTC 4118	Community Health Perspectives	5
NUTH 4001	Leadership, Management and Trends in Nursing	3
NUTH 2002	Legal Aspects of Nursing	1

Program for Registered Nurses

The program is available online, on-campus, and at select off-campus sites. Registered nurses also must complete liberal arts curriculum requirements. Credits from other colleges for non-nursing courses will be evaluated for acceptance according to University policies.

Bachelor of Science in Nursing for R.N.s (R.N. to B.S.N.)

The R.N. to B.S.N. Program is designed for registered nurses, graduates of an associate degree or diploma nursing program, who are seeking to obtain a baccalaureate degree in nursing (B.S.N.). The program requires 122 credit-hours for graduation.

The program has both theory and clinical components. Clinical placements are individualized and congruent with course objectives, student interests and career goals. Sites are on campus and other select areas of the state.

The online R.N. to B.S.N. Program is identical to the on-campus program and the other distant learning sites throughout New Jersey. While the online R.N. to 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 password-protected environment. Coursework is supplemented through a learning package that may include audio, video or other media.

Admission Requirements

- Completed application with the non-refundable application fee
- Proof of successful completion of an associate degree or diploma nursing program
- All official college transcripts
- GPA of 2.5 or equivalent
- Two letters of recommendation from academic and professional supervisors (recommended)
- R.N. license (U.S. based)

Program Design and Curriculum

The entire program requires 122 credits for graduation.

- 32 credits for nursing courses
- 56 credits for liberal arts and science courses
- 32 credits granted towards the R.N. licensure

Transfer credits can be applied to all college level course work with a grade of “C” or better. Some liberal arts and science courses required in the program are offered online through the College of Arts and Sciences.

Students will be responsible for locating clinical placement sites and preceptors. Preceptors must at least have a baccalaureate degree in nursing. Students’ faculty mentor will review and approve clinical sites and preceptors that are compatible with students’ learning needs. The following are required prior to starting clinical: proof of current RN licensure, proof of current malpractice liability insurance, proof of current CPR (AHA), completed College of Nursing certification of physical health forms with the required titers, and proof of current PPD. A background check is required upon admission to the program.

Students in the online program are required to attend two on campus residencies. Prior to the start of the first course, students come to the Seton Hall University campus in South Orange, New Jersey for an orientation. Students meet with the program director, faculty, staff and student colleagues. Orientation includes a tour of the campus, a library orientation, and hands-on experience with multimedia technology that will be utilized in coursework. The second residency is scheduled mid-way through the program.

Nursing Courses

NUTH 1001	Group Dynamics
NUTH 1003	Culture and Health
NUTC 2011	Health Assessment
NUTH 2012	Health Promotion Across the Lifespan
NUTH 3002	Gerontological Nursing
NUTH 3003	Research in Nursing
NUTH 3004	Business Concepts for the Professional Nurse
NURN 3001	Professional Nursing I (Theory and Clinical)
NURN 4017	Community Health Perspectives (Theory and Clinical)
NURN 4020	Professional Nursing II (Theory and Clinical)

R.N./B.S.N./Second Degree

If the R.N. already has a non-nursing baccalaureate degree, the following are required:

	Anatomy and Physiology	
	Chemistry/Microbiology	12
	Statistics	3
	Ethics	3
	Developmental or Child Psychology	3
	Sociology or Anthropology	3
NCLEX	Successful completion	32
Nursing	NUTH 1001 Group Dynamics	2
	NUTH 1003 Culture and Health	3
	NUTH 2012 Health Promotion	2
	NUTH 3002 Gerontological Nursing	2
	NUTH 3004 The Business of Healthcare	3
	NUTC 2011 Health Assessment	3
	NUTH 3002 Gerontological Nursing	2
	NURN 3001 Professional Nursing I	6
	NUTH 3003 Research in Nursing	3
	NURN 4017 Community Health Perspectives	5
	NURN 4020 Professional Nursing II	6

The R.N. to B.S.N. Program offers students an incentive to continue their studies in the college’s graduate programs by allowing them to take graduate courses (6 credits) while completing the baccalaureate degree.

Course Descriptions

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*

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 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*

NUTC 2011 Health Assessment

This course will introduce the student to the theoretical bases necessary in order to perform a comprehensive health assessment which involves obtaining and analyzing data describing a person's state of wellness, strengths relative to health promotion, and responses to actual and/or potential health deviations or clinical problems. The relationship of health assessment to the role and responsibilities of the professional nurse in the application of the nursing process will be explored. This course will focus on the theory and practice of health assessment skills, identification of deviations from the norm, and accurate documentation of findings. Emphasis is placed on the integration and application of these skills through the use of critical thinking. Prerequisite: anatomy and physiology, and chemistry completion. Prerequisite or corequisite: NUTH 1002. *3 credits*

NUTC 3113 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 patterns and establish realistic outcomes. Clients with chronic disease states are examined. The nursing process 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. Pre or corequisite: NUTH 3010; prerequisite NUTH 2003, NUTC 2011, NUTH 2012. *5 credits*

NUTC 3914 Maternal Newborn Nursing

This course focuses on providing the student with the theoretical knowledge and clinical experiences needed to provide care to the childbearing 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. Political, cultural, economic and ethical issues related to the childbearing family will be explored. Clinical experiences take place in a variety of settings. Prerequisites: NUTC 3113. *5 credits*

NUTC 3915 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 in the clinical setting. The major concepts of person, society, culture, nursing and health are amplified by way of specific emphasis upon psychosocial considerations. Prerequisites: NUTC 3113. *5 credits*

NUTC 3916 Child and Family Nursing

This course provides students with a didactic framework and clinical experiences for evaluating developmental health care needs unique to children from birth through young adulthood with emphasis on the family context. The student will acquire the knowledge and clinical skills necessary to assess and provide safe and effective nursing care for children and adolescents experiencing episodic, acute or chronic illness. Clinical experiences are in a variety of settings and focus on the principles of family-centered care. Prerequisites: NUTC 3113. *5 credits*

NUTC 3917 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. Prerequisites: NUTC 3113. *5 credits*

NUTC 4118 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. Prerequisites: NUTC 3914, NUTC 3915, NUTC 3916, NUTC 3917. *5 credits*

NUTC 4019 Synthesis Practicum

This is a capstone clinical course for students in the traditional, accelerated, and second degree programs and serves as a transition between the role of nursing student and the role of the professional nurse. The major purpose is to increase independence in providing nursing care to groups of individuals in an acute care setting under the direct supervision of a faculty member. Students continue to implement the nursing process while caring for groups

308 College of Nursing

of individuals; however, the focus in this course is on the organization, delegation and supervision of care given as well as evaluation of the outcomes of care. Prerequisites: NUTC 3914, NUTC 3915, NUTC 3916, NUTC 3917.

3 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 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 1112 Spirituality: Living Our Connectedness

This course is designed to present spirituality as a concept that lies beyond religious boundaries. As caregivers, nurses share both the privilege, and responsibility of awakening within themselves, the ability to be compassionate and competent caregivers. As the learning journey progresses, students will have the opportunity to explore cultural sensitivity, and the ways our differing belief systems, both religious, and otherwise, impact patient care. The importance of not only faith, but of forgiveness and hope, will be incorporated. *1 credit*

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.

Departmental permission required.

NUTH 1992 - *1 credit*

NUTH 1993 - *2 credits*

NUTH 1994 - *3 credits*

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 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*

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 change generalizations into usable scientific knowledge applicable to nursing. Prerequisites; anatomy and physiology, and chemistry completion. Pre or corequisite: microbiology. *3 credits*

NUTH 2012 Health Promotion

The focus of this course is health promotion and wellness for individuals across the life span. Students will acquire knowledge of strategies to promote healthy lifestyles and prevent injury and disease in individuals at all stages of life. Content focuses on health needs throughout the lifespan, risk assessment and screening, and health promotion resources. *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. Prerequisite: MATH 1203 and NUTC 3113. *3 credits*

NUTH 3004 The Business of Healthcare

This course will introduce basic concepts of business, financial management and economics. Emphasis is on the interactions between management, financing, regulation, competition and organizational innovations of healthcare. Prerequisite: NUTC 3113. *3 credits*

NUTH 3010 Pharmacological Therapies

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. Prerequisite: NUTH 2003. *3 credits*

NUTH 3020 (CORE 3101) Engaging the World: Catholicism Intellectual Thought and Contemporary Health care Issues

This course focuses on a discussion of major themes and precepts in Catholic and other intellectual and religious traditions and their application to contemporary health care issues. Emphasis is on how Catholic and other religious and cultural traditions affect and influence people facing various transformative health care issues in their lives. *3 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 and in nursing are analyzed within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general. Prerequisites: NUTC 3914, NUTC 3915, NUTC 3916, NUTC 3917, and NUTH 3020 or CORE 3101. *3 credits*

Immaculate Conception Seminary School of Theology



The order of knowledge and the order of love are complementary. — Pope John Paul II

Lewis Hall

(973) 761-9575, (973) 275-2473

theology.shu.edu

Rector and Dean: Monsignor Robert F. Coleman, J.C.D.

Vice Rector and Business Manager:

Reverend Robert K. Suszko, M.B.A., M.Div.

Associate Deans:

Reverend Christopher M. Ciccarino, S.S.L., S.T.D.,
and Dianne M. Traflet, J.D., S.T.D.

Associate Dean for Undergraduate Programs:

Reverend Douglas J. Milewski, S.T.D.

Co-Directors of the Institute for Christian Spirituality:

Monsignor Joseph R. Chapel, S.T.D., and
Dianne M. Traflet, J.D., S.T.D.

Faculty: Justin M. Anderson, M.Phil.; Rev. Renato J. Bautista, M.Div.; Rev. W. Jerome Bracken, C.P., Ph.D.; Rev. John J. Chadwick, S.T.D.; Monsignor Joseph R. Chapel, S.T.D.; Rev. Christopher M. Ciccarino, S.S.L., S.T.D.; Monsignor Robert F. Coleman, J.C.D.; Timothy P. Fortin, Ph.D.; Zeni V. Fox, Ph.D.; Rev. Pablo T. Gadenz, S.S.L., S.T.D.; Gregory Y. Glazov, D.Phil. (Oxon.); Rev. Thomas G. Guarino, S.T.D.; Eric M. Johnston, Ph.D.; Monsignor Gerard H. McCarren, S.T.D.; Rev. Douglas J. Milewski, S.T.D.; Jeffrey L. Morrow, Ph.D.; Rev. Mark Francis O'Malley,

Hist.Eccl.D.; Rev. Lawrence B. Porter, Ph.D.; Joseph P. Rice, Ph.D.; Ellen R. Scully, Ph.D.; Dianne M. Traflet, J.D., S.T.D.; Víctor Velarde-Mayol, M.D., Ph.D.; Monsignor Robert J. Wister, Hist.Eccl.D.

Adjunct Faculty: Rev. Donald E. Blumenfeld, Ph.D.; Monsignor James M. Cafone, S.T.D.; Ines A. Murzaku, Ph.D.; Michelle Peterson, M.A.; Deacon Paschal Quagliana, M.A.; Monsignor Joseph R. Reilly, S.T.L., Ph.D.

Faculty Emeriti: Rev. John F. Russell, O.Carm., S.T.D.; Monsignor James C. Turro, S.T.L., S.S.L., Ph.D.

Immaculate Conception Seminary was founded in 1860 at Seton Hall and remained part of the University until 1927, when it moved to separate facilities in Darlington, near Mahwah, NJ. In 1984, Immaculate Seminary School of Theology (ICSST) re-affiliated with the University. In 2007, the School launched a new Bachelor of Arts degree in Catholic Theology, available to the University's entire undergraduate population.

The Bachelor of Arts in Catholic Theology enables a student to engage his or her world from a rich theological and spiritual perspective that enhances any career or vocational path. Students participating in the program experience the profound intellectual heritage of Catholicism as a living faith that has laid the foundations for much of world civilization and that provides compelling spiritual and moral perspectives and guidelines for the modern age.

The program addresses the interests and needs of a wide range of students, following two basic directions of study. The first of these program options is designed to satisfy all undergraduate education requirements for religious order and college seminarians planning to prepare for priesthood formation at the major seminary level following graduation. The content of this course of study explores intensely the interaction of faith and reason at the root of Catholic thought, and follows the academic requirements stipulated by the *Program of Priestly Formation* (Fifth Edition, 2005) mandated by the United States Conference of Catholic Bishops in June 2005. This option is open to any student; however, it is mandatory for all undergraduate seminarians.

The second program option allows a student to pursue a more focused study in particular fields of theology: sacred Scripture, moral theology, spiritual theology and systematic theology.

With this Bachelor of Arts in Catholic Theology, Seton Hall offers its students a unique opportunity to understand better Catholicism's traditions and place in contemporary thought and society, as has been called for by the Second Vatican Council and articulated throughout the pontificates of Popes John Paul II and Benedict XVI.

Accreditation

ICSST is accredited by the following organizations: Association of Theological Schools in the United States and Canada; Middle States Association of Colleges and Schools.

Bachelor of Arts in Catholic Theology (B.A.)

Students pursuing the bachelor's degree program choose one of two program options: (1) an intense exploration of the interaction of faith and reason that is at the root of Catholic thought, following the academic requirements set out in the *Program of Priestly Formation* (Fifth Edition, 2005) or (2) a particular concentration in a specific field of theology.

All students also must fulfill the University Core Curriculum requirements as indicated below; fulfill the Core Curriculum requirements of the School of Theology; maintain at least a 2.0 GPA; and complete 120 total credits along with the particular program option requirements of the bachelor's degree.

University Required Core

ENGL 1201/1202	Core English I & II
CORE 1001	University Life
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue

Total University Core credits: 13

School of Theology Required Core

Aesthetics/Creativity – 3 credits from the following:

CAST 2011	Catholicism and Art
CAST 2015/ENGL 3015	Catholicism and Literature

Or another course from the Department of English, or in the subject areas of art and music, chosen in consultation with the student's academic adviser.

Humanities – 6 credits from the following:

HIST 1201/1202	Western Civilization I and II <i>or</i>
HIST 1301/1302	American History I and II

Language – 6 credits from the following:

GREK 2205/2206	Intermediate Greek I and II <i>or</i>
GREK 2207/2208	New Testament Greek I and II <i>or</i>
LATN 2101/2102	Intermediate Latin I and II

Philosophy – 6 credits from the following:

PLTL 3214	Philosophy of Person
PLTL 3416	Philosophy of God
PHIL 3950	Faith and Reason

Or other courses chosen in consultation with the student's academic adviser.

Rhetoric/Oral Communication - 3 credits

COST 1600	Oral Communication
-----------	--------------------

Science and Math – 6 credits

One math course and one science course with lab/without lab, chosen in consultation with the student's academic adviser.

Social Sciences – 3 credits from the following:

PSYC 1101	Introduction to Psychology
SOCI 1101	Introduction to Sociology
ANTH 1202	Introduction to Cultural Anthropology
POLS 1211	American Politics

Total ICSST Core credits: 33

Major Requirements

Program Option I. Students seeking to explore the interaction of faith and reason at the foundations of Catholic thought are required to fulfill the following course of study. N.B. This program is open to all students, but is mandatory for undergraduate seminarians, as stipulated by the *Program of Priestly Formation* (Fifth Edition, 2005).

Philosophical Theology – 30 credits

PLTL 1111	History of Philosophy I
PLTL 1112	History of Philosophy II
PLTL 1113	History of Philosophy III
PLTL 1242	Philosophical Logic
PLTL 2218	Philosophy of Being
PLTL 2223	Philosophy of Nature
PLTL 2241	Philosophical Ethics

312 Immaculate Conception Seminary School of Theology

PLTL 2243	Theory of Knowledge
PLTL 3214	Philosophy of Person
PLTL 3416	Philosophy of God
Foundational Theology – 15 credits	
THEO 1102	The Bible: Word of God and Book of the Church
THEO 1203	New Life in Christ: Introduction to Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

Advanced Level Theology – 12 credits

Under normal circumstances, students also choose four advanced level theology courses in consultation with their academic adviser.

Total Program Option I credits: 57

Program Option II. Students seeking a particular concentration in a specific field of Catholic Theology are required to fulfill the following course of study.

Foundational Theology – 15 credits

THEO 1102	The Bible: Word of God and Book of the Church
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

Advanced Level Theology – 21 credits

Students are to choose seven courses (21 credits) from the following areas of Catholic Theology in consultation with their academic adviser.

Sacred Scripture
Moral Theology
Spiritual Theology
Systematic Theology

Total Program Option II credits: 36

Minor in Catholic Theology

Students who wish to complete a Minor in Catholic Theology are required to fulfill the following course of study.

Foundational Theology – 9 credits

Three courses from the following:

THEO 1102	The Bible: Word of God and Book of the Church
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

Advanced Level Theology – 9 credits

Any three advanced level theology courses, following from the chosen foundational courses, may apply.

Total Minor in Catholic Theology credits: 18

Course Descriptions

Introductory

PLTL 1111 History of Philosophy I

An initiation into philosophical thinking, focusing on ancient and medieval philosophy. Special attention to the influences of Greek philosophy and the Gospel on each other. Includes: pre-Socratics; Socrates; Plato; Aristotle; Stoicism; Epicureanism; Neoplatonism; Augustine; Boethius; Bonaventure; and Aquinas. *3 credits*

PLTL 1112 History of Philosophy II

An examination of four themes in modern and contemporary philosophy, starting with Ockham and Bacon through Descartes, Locke, the Empiricists, Enlightenment and contemporaries: the body-mind problem; success of the natural sciences; expansion of liberty and equality; the question of God. *3 credits*

PLTL 1113 History of Philosophy III

Beginning with the end of the 19th century through the end of the 20th century, an analysis of the development of three major schools of contemporary philosophy – phenomenology, existentialism, and analytic philosophy – and more recent philosophical developments, such as postmodernism. Special emphasis is given to Christian philosophers and the revival of Thomism. *3 credits*

PLTL 1242 Philosophical Logic

A study of the *ens rationis*, including: the nature of concept, judgment and inductive-deductive argument, basic notions of theory of language, theory of definitions, informal fallacies, syllogistic (Aristotelian) logic, propositional and predicate logic. The major emphasis is on the use of logic in philosophy and theology. *3 credits*

PLTL 2218 Philosophy of Being

A classical description of being in terms of essence of being; substance and accidents; transcendental characteristics of being; the laws of being, such as the four causes. Alternative metaphysical systems as related to theology. (Formerly PLTL 1218) 3 credits

PLTL 2223 Philosophy of Nature

A study of *ens mobile*, including the analysis of movement and nature, the first division of being into substance and accidents, and the second division of being into matter and form in the Aristotelian-Thomistic tradition. Special analysis is given to Aristotle's physics and Aquinas' commentaries on Aristotle's books on nature. (Formerly PLTL 1223) 3 credits

PLTL 2241 Philosophical Ethics

A study of *ens qua bonum*. The question of the moral nature of human action, what makes actions good and bad, and how this is knowable. Different ethical systems are examined along with the metaphysics they presuppose. Representative authors studied include Aristotle, Aquinas, Kant and Mill. Four areas are covered: the analysis of human action, natural law, moral conscience and theory of virtue. (Formerly PLTL 1241) 3 credits

PLTL 2243 Theory of Knowledge

A study of *ens qua verum*, including a consideration of the ontological nature of human knowledge as knowledge, followed by an historical survey of epistemological theory, with special emphasis on the rise of critical philosophy in the modern period. Special emphasis is given to topics such as the notion of truth, certainty, evidence, the problem of skepticism, idealism and realism. (Formerly PLTL 1243) 3 credits

PLTL 3214 Philosophy of Person

Basic issues of human reality and philosophical anthropology, including: fact of being; relation of body and soul; cognition; spirituality; relation of self to society; religion; and death. St. Thomas' realist metaphysics, contemporary existentialism and phenomenological methodology are employed to discuss the spirituality of the soul. The role of imagination and subconsciousness, the meaning of male and female and the role of the person in society. (Formerly PLTL 1214) 3 credits

PLTL 3416 Philosophy of God

That part of metaphysics dealing with Being that is first absolutely. First principles and natural knowledge; arguments for the existence of God; ways to God, including the Thomistic approach; pantheism; Divine attributes. (Formerly PLTL 1416) 3 credits

THEO 1102 The Bible: Word of God and Book of the Church

This course introduces students to the many ways Catholics have read and interpreted Sacred Scripture. Focusing on key Old Testament and New Testament passages, the course surveys historical-critical, narrative and canonical approaches, as well as methods grounded in liturgy and *lectio divina*, highlighting the advantages and challenges of each. 3 credits

THEO 1203 New Life in Christ: Introduction to Roman Catholic Moral Theology

This course examines the basic themes in Roman Catholic moral theology in light of the renewal of the discipline by the Second Vatican Council, *The Catechism of the Catholic Church*, the legacy of teachings from Pope John Paul II and the integrating work of major Catholic theologians. 3 credits

THEO 1404 Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions

This course considers the centrality in the Catholic tradition of: a spiritual life rooted in personal prayer; the Church's various traditions of prayer and spirituality (e.g. Benedictine, Dominican, Franciscan, Carmelite and Jesuit); and prayer as a basis of both radical personal transformation and modes of communal Christian life, (e.g. monasticism, religious life and ecclesial movements). 3 credits

THEO 1501 To Know God: Introduction to Roman Catholic Doctrine

This course explores the primary ways Catholicism believes God in Jesus Christ reveals Himself to humanity: through Sacred Scripture, tradition and magisterium; communal life and worship; personal prayer, moral development and spiritual growth; and the ongoing engagement of all these elements with human learning, reason and history. 3 credits

THEO 1502 The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

This course considers the worship and sacraments of the Catholic Church as necessary expressions and celebrations of the presence of Jesus Christ's Incarnation and Paschal Mystery, how these encounters with Christ have shaped Catholic doctrine, and the role of liturgy and sacraments in human transformation to fulfillment in God. 3 credits

Advanced Sacred Scripture**THEO 2111 Theology of the Old Testament**

This course aims to clarify how and why the Hebrew Scriptures became the Old Testament of the Catholic Church. The course examines the various ways these Scriptures constitute the Word of God that is still normative for Catholic theology, worship and living. 3 credits

THEO 2112 Theology of the New Testament

This course examines how the experience of Jesus Christ, especially in His death and resurrection, forced His followers to interpret Him and the heritage of the Old Testament in a new light, how these insights opened new directions for Jesus' disciples beyond Judaism while also preserving the Old Testament as indispensable for comprehending God's revelation through the Paschal Mystery. 3 credits

THEO 2113 The Apocryphal Bible

This course explores those texts from the wide range of Jewish and Christian writings that appeared c. 100 B.C. – 400 A.D., making claims to Scriptural status but ultimately rejected by each religious community. The origins and theology of these writings, as well as their impact on Christian thought and culture, are considered. 3 credits

Advanced Moral Theology

THEO 2211 Jesus Christ and Moral Life

This course examines how the revelation of perfect human nature in Jesus Christ leads the Catholic moral tradition to consider authentic human living as necessarily a harmonization of body and spirit, freedom and choice, natural and supernatural virtues, and personal subjectivity fulfilled in love and social relationship. *3 credits*

THEO 2212 The Culture of Life

This course examines how human personal life is fulfilled in social relationship; how the particular settings of family, nation and culture all receive a deeper understanding through the revelation of Jesus Christ; and how this reflection has led the Church to articulate a comprehensive body of teachings concerning social, legal, medical, political and economic institutions. *3 credits*

THEO 2213 Theology of Service

The theological underpinnings of social justice are explored through active service in the field, classroom discussion and personal reflection, leading to a personal engagement of the work of justice and solidarity with the disadvantaged in light of Gospel and the Church's tradition. The course involves a weekly classroom meeting and a weekly two-hour field assignment. *3 credits*

Advanced Spiritual Theology

THEO 2411 Vocation and Christian Living

The idea of vocation is explored as a fundamental direction God gives each human person, born of their creation in the divine image and likeness and the universal call to holiness and union with God. Specific attention is given to what it means to live a "holy life," to mirror the love of God and how particular vocations – marriage, single life, priesthood, religious life – aspire to achieve this. *3 credits*

THEO 2412 The Cross, Suffering and Discipleship

This course examines the role of Christ's Paschal Mystery in one's progress to holiness and union with God; how the Cross offers a redemptive value to suffering and death; how the Cross also affirms the value of life and draws one more deeply into a life of love. Based on a wide range of sources, focusing on such pre-eminent teachers as Saints Teresa of Avila, John of the Cross, Thérèse of Lisieux and Edith Stein. *3 credits*

THEO 2413 Monasticism

This course investigates Eastern and Western Christian monasticism from its origins in 4th century Egypt to the medieval mendicant orders. Particular attention is given to examining the various forms of monastic life, its rules and ideals, devotions and ways to sanctity, and how the monastic movement has both challenged and sustained the Church and society. *3 credits*

Advanced Systematic Theology

THEO 2511 Jesus Christ and the Triune God

An exploration of how the experience of Jesus Christ led to a radical reconsideration of the monotheistic belief of His followers, resulting in Christianity's unique understanding of God – trinitarian monotheism; how Christians struggled with this articulation through the first five centuries; and how this still shapes the contemporary Christian world. *3 credits*

THEO 2512 Jesus Christ and the Mystery of the Church

An exploration of how Christian reflection on the person and mission of Jesus Christ led to an understanding of His community of followers, whereby the Church becomes an object of faith; and how this Christological reflection is the basis of the Church's self-understanding, even in its concrete historical, cultural and institutional manifestations. *3 credits*

THEO 2513 Apologetics

This course examines how Christians have defended and proposed their faith from New Testament times to today. Emphasis is given to the various methods of apologetics that have developed as part of the Church's engagement of the modern world's profoundly religious questions about humanity and society. *3 credits*

THEO 2514 The Fathers of the Church

This course introduces students to the writers and theologians of the Church's first seven centuries who laid the common foundations for Christianity's understanding of God, Jesus Christ, the Church, the Bible and the essentials of Christian living. Special attention is paid to the most pre-eminent of the Fathers and samples of their writings. *3 credits*

THEO 2515 The Teachings of John Paul II

The extensive legacy of teachings from Pope John Paul II is examined, especially his emphasis on Jesus Christ as the basis for personal fulfillment, social responsibility and human culture. His contributions to a renewed sense of Christian mission following Vatican II and for the third millennium also are examined. *3 credits*

THEO 2516 The Theology of Benedict XVI

The rich theological enquiries of Joseph Ratzinger/Pope Benedict XVI as both a theologian and pontiff of the Vatican II Church form the basis of this course, in particular how his earlier academic contributions have related to his papal teachings and responsibilities. *3 credits*

Division of Continuing Education and Professional Studies



Dean: Nancy Low-Hogan, Ph.D.

Arts and Sciences Hall

1-888-227-2782

Website: ceps.shu.edu E-mail: CEPS@shu.edu

The Division of Continuing Education and Professional Studies serves the personal and professional needs of a diverse community of learners through credit and non-credit courses, professional development programs, workshops, seminars, symposia, lecture series, and professional certification.

Uniquely positioned to respond to the needs of the adult learner, the Division of Continuing Education and Professional Studies provides the leadership in coordinating campus-wide academic partnerships to carry out the University's mission of educational outreach by offering a wide range of educational options through a full range of delivery methods and formats.

The Division of Continuing Education and Professional Studies also collaborates with academic departments to offer credit courses during summer and weekend semesters and works with faculty and administrative units to develop short-term travel-study programs supporting the development of traditional and non-traditional student populations.

Committed to maximizing the capacity to learn, whether it is on-campus, off-campus, or "anytime-anyplace," the Division of Continuing Education and Professional Studies facilitates access to the outstanding academic and enrichment programs available through Seton Hall University.

The Division of Continuing Education and Professional Studies works with the colleges and schools to offer online degree and certificate programs as well as other online learning offerings that are designed for professionals who have the ability, desire and dedication to accept the rigors of a fast-paced, challenging curriculum.

Utilizing a web-based online delivery system, these programs provide a rich educational experience. Completing learning offerings online, students are able to earn the credential while continuing to meet professional and personal commitments.

The Division of Continuing Education and Professional Studies serves the educational aspirations and professional needs of students from the region and across the nation. Committed to utilizing the technological advantages that web-based delivery affords and the Seton Hall University high level of academic quality that students deserve, students can pursue their education "any time - any place."

Online Degree Programs

A vital component of the Division of Continuing Education and Professional Studies is its support of the wide range of online degree programs that have been designed for working professionals who can most benefit from “anytime, anywhere” course work. Acknowledging that these students are particularly able to integrate what has already been learned in their careers and demonstrate to others these enhanced capabilities, the University 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.

Online degree programs are offered through the College of Arts and Sciences, the College of Education and Human Services, and the College of Nursing. Please refer to the page references below for curriculum information regarding these programs.

The following programs are offered through the College of Arts and Sciences:

- Master of Arts in Strategic Communication and Leadership (2011-2012 Graduate Catalogue, page 68)
- Master of Healthcare Administration (2011-2012 Graduate Catalogue, page 90)

The following programs are offered through the College of Education and Human Services:

- Master of Arts with a major in Counseling/Ed.S. in Mental Health Counseling (2011-2012 Graduate Catalogue, page 172)
- Master of Arts with a major in School Counseling / Ed.S. in Mental Health Counseling (2011-2012 Graduate Catalogue, page 172)
- Master of Arts in Education Leadership, Management and Policy (2011-2012 Graduate Catalogue, page 186)
- Master of Arts in Human Resources Training and Development for Law Enforcement Officers (2011-2012 Graduate Catalogue, page 189)

The following programs are offered through the College of Nursing.

- Master of Science in Nursing - Nurse Practitioner Program and Health Systems Administration Program (2011-2012 Graduate Catalogue, page 267)
- Bachelor of Science in Nursing for Registered Nurses (Please see page 305 in this catalogue.)

Tuition

Tuition for the online degree programs includes all fees (except for the application fee), and room and board for the three residency weekends (note the residency period for the Counseling program). Travel expenses, books and materials, computer equipment, software and student ISP costs are not included. A deposit of \$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. Reduced tuition cost per student can be offered to organizations sponsoring a full learning team of students as part of a customized curriculum. Please contact the program director for tuition information.

Financial Aid

Financial aid payment plans are available for students interested in paying their tuition on a monthly basis or those interested in a loan program. Students must file the FAFSA on the web as a first step in applying for a Stafford Loan. Complete tuition and financial aid information can be found on the Division of Continuing Education and Professional Studies website, ceps.shu.edu

Online Degree Program Application

The application for online degree programs offered through the Division of Continuing Education and Professional Studies may be found on the Division’s website, ceps.shu.edu Click on the name of the degree program for more information and to access the application.

Directory

Contact Information

Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079

Academic Industry Partnership, Center for
Science and Technology Center (McNulty Hall)
(973) 761-9035
Dr. Nicholas H. Snow

Academic Resource Center, Ruth Sharkey
Arts and Sciences Hall
(973) 761-9108
Director: Peter Hynes

Academic Success Center
Mooney Hall
(973) 275-2387
Director: Hezal Patel

Academy for Urban School Transformation
Jubilee Hall
(973) 275-2854
Director: Charles P. Mitchel

Accounting and Taxation, Department of
Jubilee Hall
(973) 761-9133
Chair: Mark P. Holtzman

Admissions, Graduate
Office of Graduate Admissions
Presidents Hall
(973) 275-2892
Director: Sarah M. Kozay
See also page 30 of the 2011-2012 Graduate Catalogue.

Admissions, Undergraduate
Bayley Hall
(973) 313-6146

Adult Health Nursing, Department of
Schwartz College of Nursing Building
(973) 761-9275
Chair: Phyllis Russo

Affirmative Action
Martin House
(973) 761-9284
Contact: Thomas Del Core

Africana Studies, B.A. in
Fahy Hall
(973) 761-9464
Director: Kwame Akonor

Alberto Italian Studies Institute, Charles and Joan
Walsh Library
(973) 275-2928
Director: Ines Murzaku

Alumni Mentoring
Bayley Hall
(973) 761-9355
Director: Jacqueline Chaffin

Alumni Relations, Department of
Ring Building
(973) 378-9847
Associate Vice President: Matthew Borowick

Anthropology
Department of Sociology, Anthropology and Social Work
Jubilee Hall
(973) 761-9170
Chair: C. Lynn Carr

Applied Catalysis, Center for
Science and Technology Center (McNulty Hall)
(973) 761-9033
Executive Director: Robert L. Augustine
Technical Director: Setrak K. Tanielyan

Archives, University
Walsh Library
(973) 761-9476
Archivist: Alan B. Delozier

Art, Art History and Design, Division of
Department of Communication and The Arts
Art Center
(973) 761-9474
Chair: Thomas Rondinella
Assistant Chair: Lauren Schiller

Arts and Sciences, College of
Fahy Hall
(973) 761-9022
Interim Dean: Joan F. Guetti
Associate Dean for Undergraduate Student Services and
Enrollment Management: Christopher A. Kaiser

Arts Council, Seton Hall
Fahy Hall
(973) 313-6338
Director: Dena Levine

Asian Studies Program
Fahy Hall
(973) 761-9464
Director: Shigeru Osuka

Asian Studies, M.A. in
Fahy Hall
(973) 761-9465
Director of Graduate Studies: Dongdong Chen

Athletic Communications, Office of
Richie Regan Recreation and Athletic Center
(973) 761-9493

318 Directory

Athletic Training, Department of

McQuaid Hall
(973) 275-2826
Chair: Carolyn Goeckel

Athletics and Recreational Services, Department of

Richie Regan Recreation and Athletic Center
(973) 761-9498
Director: Patrick G. Lyons

Behavioral Sciences, Community and Health Systems, Department of

Schwartz College of Nursing Building
(973) 761-9742
Chair: Gloria Essoka

Biological Sciences, Department of

Science and Technology Center (McNulty Hall)
(973) 761-9044
Chair: Jane Ko

Biological Sciences, Graduate Programs in

Science and Technology Center (McNulty Hall)
(973) 761-9044
Director of Graduate Studies: Allan D. Blake

Board Affairs, Office of

Presidents Hall
(973) 761-9203
Secretary Designee to the Board of Regents:
Monsignor C. Anthony Ziccardi

Budget Office

Bayley Hall
(973) 761-9365
Director: Mary Ann L. Hart

Bursar/Student Accounts

Bayley Hall
(800) 222-7183
Bursar: Mary Paternoster

Business Administration, Master of

Jubilee Hall
(973) 761-9262

Business Affairs and Auxiliary Services

Bayley Hall
(973) 761-9746
Director: Theresa Deehan

Business, Stillman School of

Jubilee Hall
(973) 761-9222

Campus I.D. Office

Duffy Hall
(973) 761-9771
Director: Ibiyemi Adesanya

Campus Ministry

Boland Hall
(973) 761-9545
Director: Reverend J. Stanley Gomes

Campus Tours

Bayley Hall
(973) 761-9332
1-800-THE-HALL (843-4255)

Career Center

Bayley Hall
(973) 761-9355
Director: Jacqueline Chaffin

Catholic Center for Family Spirituality

Lewis Hall
(973) 313-6335
Director: Deacon Andrew E. Saunders

Catholic School Leadership Program

Jubilee Hall
(973) 275-2735
Director: Monsignor Kevin M. Hanbury

Catholic Studies, Center for

Fahy Hall
(973) 275-2175
Director: Monsignor Richard Liddy

Catholic Theology, Undergraduate Degree Program in

Lewis Hall
(973) 275-2473
Associate Dean: Reverend Douglas J. Milewski

Center for Diaconal Formation

Lewis Hall
(973) 761-9575, (973) 313-6335
Director: Monsignor Joseph R. Chapel
Associate Director: Deacon Andrew E. Saunders

Center for Health and Pharmaceutical Law and Policy

Seton Hall Law School
(973) 642-8382
Director: John V. Jacobi

Center for Public Service

Jubilee Hall
(973) 761-9501
Director: Naomi Wish

Center for Women's Studies, Elizabeth Ann Seton

Walsh Library
(973) 275-2223
Co-Directors: Vanessa May and Ines Murzaku

Certificate of Eligibility with Advanced Standing (CEAS)

Jubilee Hall
(973) 275-2874
Director: Joseph Martinelli

Chemistry and Biochemistry, Department of
 Science and Technology Center (McNulty Hall)
 (973) 761-9414
 Chair: Stephen Kelty

Chemistry, Ph.D. and M.S. in
 Science and Technology Center (McNulty Hall)
 (973) 761-9414
 Director of Graduate Studies: Cecilia Marzabadi

Circulation Desk
 Walsh Library
 (973) 761-9435

Classical Studies Program
 Fahy Hall
 (973) 761-9464
 Director: Frederick J. Booth

College Seminary Program
 Marshall Hall, Suite 14
 (973) 761-9420
 Rector: Monsignor Joseph R. Reilly

Communication, Graduate Programs in
 Fahy Hall
 (973) 761-9490
 Director of Graduate Studies: Patricia P. Kuchon (Fall 2011)
 Director of Graduate Studies: Richard Dool (Spring 2012)

Communication and The Arts, Department of
 Fahy Hall, Art Center and Corrigan Hall
 (973) 761-9474 Communication, Fahy Hall
 (973) 761-9459 Art, Art Center
 (973) 761-9417 Music, Corrigan Hall
 Chair: Thomas Rondinella
 Assistant Chairs: Dena Levine and Lauren Schiller

Community Development, Department of
 Bishop Dougherty University Center
 (973) 761-9076
 Associate Vice President for Student Affairs and Dean of
 Students: Karen Van Norman

Community Research and Engagement, Center for
 Jubilee Hall
 (973) 275-5882
 Director: Roseanne Mirabella

Compliance Office
 Presidents Hall
 (973) 313-6132
 Compliance Officer: Lori A. Brown

Computational Research, Center for
 Science and Technology Center (McNulty Hall)
 (973) 761-9129
 Dr. Stephen Kelty

Computer Science, Department of Mathematics and
 Science and Technology Center (McNulty Hall)
 (973) 761-9466
 Chair: John T. Saccoman

Computing and Decision Sciences, Department of
 Jubilee Hall
 (973) 761-9250
 Chair: David A. Rosenthal

Continuing Education and Professional Studies, Division of
 Arts and Sciences Hall
 (973) 761-9087
 (888) 227-2782
 Dean: Nancy Low-Hogan

Controller
 Bayley Hall
 (973) 761-9318
 Controller: John Passaro

Counseling Services
 Mooney Hall
 (973) 761-9500
 Interim Director: Katherine Evans

Criminal Justice, B.A. in
 Arts and Sciences Hall
 (973) 761-9108
 Interim Director: Christopher A. Kaiser

Development, Department of
 Ring Building
 (973) 378-2643
 Associate Vice President: T.B.A.

Developmental Math Center
 Arts and Sciences Hall
 (973) 761-9765
 Coordinator: Wendiann Sethi

Disability Support Services
 Duffy Hall
 (973) 313-6003
 Director: Karen Marbury

Economics and Legal Studies, Department of
 Jubilee Hall
 (973) 761-9356
 Chair: Richard Hunter

Education and Human Services, College of
 Jubilee Hall
 (973) 761-9025
 Dean: Joseph V. DePierro

Education, Graduate Administrative Services
 Jubilee Hall
 (973) 761-9668
 Associate Dean: Manina Urgolo Huckvale

Education Leadership, Management and Policy
 Jubilee Hall
 (973) 761-9397
 Chair: Michael J. Osnato

320 Directory

Educational Opportunity Program

Alfieri Hall
(973) 761-9161
Associate Dean/Director: Hasani C. Carter

Educational Partners in Catholic Schools (EPICS)

Jubilee Hall
(973) 313-6033
Co-Director: Monsignor Kevin M. Hanbury, Administration
Co-Director: Mary F. Ruzicka, Academics

Educational Studies, Department of

Jubilee Hall
(973) 761-9394
Chair: Joseph Martinelli

Elizabeth Ann Seton Center for Women's Studies

Walsh Library
(973) 275-2223
Director: T.B.D.

English, Department of

Fahy Hall
(973) 761-9388
Chair: Mary McAleer Balkun

English, M.A. in

Fahy Hall
(973) 275-5889
Director of Graduate Studies: Angela Weisl

English as a Second Language Program

Jubilee Hall
(973) 761-9394
Director: William McCartan

Enrollment Services

Bayley Hall
1-800-THE-HALL (843-4255), (973) 761-9332
Vice President for Enrollment Management:
Alyssa McCloud

Entrepreneurial Studies, Center for

Jubilee Hall
(973) 275-2251
Director: Susan Scherreik

Environmental Studies, B.A. in

Fahy Hall
(973) 761-9473
Co-Directors: Judith C. Stark and Marian G. Glenn

Facilities and Operations

Bayley Hall
(973) 761-9615
Associate Vice President: John Signorello

Facilities Engineering

Facilities Office
(973) 761-9454
Director: Steve Kurtyka

Family Health Nursing, Department of

Schwartz College of Nursing Building
(973) 761-9742
Chair: Gloria Essoka

Finance and Technology, Division of

Bayley Hall
(973) 761-9011
Vice President: Dennis J. Garbini

Finance, Department of

Jubilee Hall
(973) 761-9127
Chair: Anthony Loviscek

Financial Affairs

Bayley Hall
(973) 761-9318
Associate Vice President: Robert McLaughlin

Financial Systems

Bayley Hall
(973) 761-9687
Director: Susanne Kunigelis

Freshman Studies and Special Academic Programs

Mooney Hall
(973) 761-9740
Associate Provost/Dean: Tracy Gottlieb

General Counsel

Presidents Hall
(973) 761-9190
Vice President and General Counsel: Catherine A. Kiernan

Gerontology, Multidisciplinary Certificate in

Arts and Sciences Hall
(973) 761-9471
Director: Emma G. Quartaro

Gibbons Institute of Law, Science and Technology

Seton Hall Law School
(973) 642-8380
Academic Director: David Operbeck

Government and Community Relations, Department of

Ring Building
(973) 378-9847
Associate Vice President: Matthew Borowick

Graduate Educational Programs - College of Education and Human Services

Jubilee Hall
(973) 275-2824
Associate Director: Diana Minakakis

Graduate Special Education - College of Education and Human Services

Jubilee Hall
(973) 275-2824

Grants Accounting Office

Bayley Hall
(973) 761-9324
Contact: Kathy Decker

Grants and Research Services, Office of

Presidents Hall
(973) 313-6314
Associate Provost and Dean of Research and Graduate
Services: Gregory A. Burton
IRB Director: Mary Ruzicka

Health and Medical Sciences, School of

McQuaid Hall
(973) 275-2800
Dean: Brian B. Shulman

Health Law and Policy Program

Seton Hall University School of Law
One Newark Center, Newark, NJ 07102
(973) 642-8871
Director: Carl Coleman

Health Professions Advisement

Arts and Sciences Hall
(973) 761-9487
Director: Roberta Moldow

Health Sciences, Graduate Programs in

McQuaid Hall
(973) 275-2076
Chair: Terrence Cahill

Health Services

303 Centre Street
(973) 761-9175
Director: Mary Elizabeth Costello

Healthcare Administration, Master of

Jubilee Hall
(973) 761-9510
Director of Graduate Studies: Anne M. Hewitt

History, Department of

Fahy Hall
(973) 275-2984
Chair: Nathaniel Knight

History, M.A. in

Fahy Hall
(973) 275-2984
Director of Graduate Studies: Dermot Quinn

Honors Program

Fahy Hall
(973) 275-2011
Director: Peter G. Ahr

Housing and Residence Life, Department of

Duffy Hall, Room 68
(973) 761-9172
Director: Tara Hart

Human Resources, Department of

Martin House
366 South Orange Avenue
South Orange, NJ 07079
(973) 761-9621

Immaculate Conception Seminary Library

Lewis Hall
(973) 761-9584
Director: Reverend Lawrence B. Porter

Immaculate Conception Seminary School of Theology

Lewis Hall
(973) 761-9575
Rector and Dean: Monsignor Robert F. Coleman

Information Technology, Department of

Walsh Library
(973) 761-7386
Chief Information Officer: Stephen G. Landry

Information Technology Services

Corrigan Hall
(973) 275-2490
Executive Director: Bernd Walter

Institute for Christian Spirituality

Lewis Hall
(973) 761-9353, (973) 761-9575
Co-Directors: Dianne M. Traflet and
Monsignor Joseph R. Chapel

Institute for International Business

Jubilee Hall
(973) 275-2957
Director: Larry McCarthy

Institute of Judaeo-Christian Studies

Fahy Hall
(973) 761-9751
Director: Reverend Lawrence E. Frizzell

Institute of Museum Ethics

Art Center
(973) 275-2908
Director: T.B.D.

Institute of NeuroImmune Pharmacology

Science and Technology Center (McNulty Hall)
(973) 275-2340
Director: Sulie L. Chang

Institute on Work

Presidents Hall
(973) 313-6103

Instructional Design and Technology Program

Jubilee Hall
(973) 761-9393
Director: Rosemary W. Skeeel

322 Directory

Internal Audit

Presidents Hall
(973) 275-2036
Executive Director: William Ferrone

International Institute for Clergy Formation

Marshall Hall
(973) 761-9739
Director: Monsignor Joseph R. Reilly

International Programs, Office of

Presidents Hall
(973) 761-9081
Associate Provost: Mary Kirk Rawn

Internships

Bayley Hall
(973) 761-9355
Director: Jacqueline Chaffin
Associate Director: Reesa Greenwald

Jewish-Christian Studies, M.A. in

Fahy Hall
(973) 761-9751
Director of Graduate Studies: Reverend Lawrence E. Frizzell

Language Resource Center

Fahy Hall
(973) 761-9457
Director: Wendy Sue Williams

Languages, Literatures and Cultures, Department of

Fahy Hall
(973) 761-9464
Chair: Anne Mullen-Hohl

Latin American and Latino/Latina Studies, B.A. in

Fahy Hall
(973) 275-2764
Director: Matthew Escobar

Latino Institute, Joseph A. Unanue

Fahy Hall
(973) 761-9422
Director: Denisse Oller

Law, School of

One Newark Center
Newark, NJ 07102
(973) 642-8747 (Admissions), (973) 642-8750
Dean: Patrick E. Hobbs

Leadership Development, Center for

Jubilee Hall
(973) 275-2528
Director: Michael M. Reuter

Learning Resources and Computer Lab, Nursing

Schwartz Hall
(973) 761-9293
Director: Mary Ann Scharf

Legal Studies in Business, Minor in

Jubilee Hall
(973) 761-9511
Adviser: Richard J. Hunter Jr.

Liberal Studies, B.A. in

Fahy Hall Room 314
(973) 761-9000 Ext. 5183
Director: Mark B. Couch

Management, Department of

Jubilee Hall
(973) 761-9360
Chair: Jason Z. Yin

Marketing, Department of

Jubilee Hall
(973) 761-9237
Chair: Stephen Pirog

Mathematics and Computer Science, Department of

Science and Technology Center (McNulty Hall)
(973) 761-9466
Chair: John T. Saccoman

Mission and Ministry, Office of

Presidents Hall
(973) 313-6187
Vice President and Executive Director:
Monsignor C. Anthony Ziccardi

Modern Languages Programs

Fahy Hall
(973) 761-9464
Chair: Anne Mullen-Hohl

Museum Professions, M.A. in

Art Center
(973) 761-7966
Director of Graduate Studies: Petra Chu

Music Programs

Division of Communication and the Arts
Corrigan Hall
(973) 761-9474
Chair: Thomas Rondinella
Assistant Chair: Dena Levine

Networking and Telecommunications

Corrigan Hall
(973) 761-9214
Director: Douglas Mullarkey

Nonprofit Organization Management, M.P.A. in

Jubilee Hall
(973) 761-9510
Director of Graduate Studies: Matthew Hale

Nonprofit Sector Resource Institute

Jubilee Hall
(973) 761-9734
Director: Barkley Calkins

Nursing, College of

Caroline DiDonato Schwartz College of Nursing Building
(973) 761-9306, (973) 761-9014
Dean: Phyllis Shanley Hansell

Occupational Therapy Program

McQuaid Hall
(973) 761-7145
Chair: Ruth Segal

Parking Services

Duffy Hall
(973) 761-9329
Manager: Ann Szipszky

Payroll

Bayley Hall
(973) 761-9364
Manager: Nina Champion

PC Support Services

Corrigan Hall
(973) 761-9551
Director: John Fernandes

Performing Arts, Division of

Department of Communication and The Arts
Corrigan Hall and Fahy Hall
(973) 761-9474
Chair: Thomas Rondinella
Assistant Chair: Dena Levine

Philosophy, Department of

Fahy Hall
(973) 761-9480
Chair: Yvonne Unna

Physical Therapy

McQuaid Hall
(973) 275-2051
Chair: Doreen Stiskal, PT

Physician Assistant Program

McQuaid Hall
(973) 275-2596
Chair: Mona Sedrak

Physics, Department of

McNulty Hall
(973) 761-9050
Chair: M. Alper Sahiner

Pirate Blue Athletic Fund

Ring Building
(973) 378-2681
Director: Bryan Felt

Police Graduate Studies Program

Jubilee Hall
(973) 761-9223
Director: Monsignor Christopher Hynes

Political Science and Public Affairs, Department of

Jubilee Hall
(973) 761-9383
Chair: Jeffrey Togman

Pre-Law Advisement

Jubilee Hall
(973) 761-9383
Adviser: Robert Michael Pallitto

Pre-Medical/Pre-Dental Plus Program

Arts and Sciences Hall
(973) 761-9648
Director: Hasani C. Carter

President, Office of the

Presidents Hall
(973) 761-9620
President: A. Gabriel Esteban

Priest Community

Presidents Hall
(973) 761-9121
Minister: Monsignor James M. Cafone

Procurement

Bayley Hall
(973) 761-9782
Director: Martin Koeller

Professional Development for Teachers Program

Jubilee Hall
(973) 761-9393
Director: Rosemary W. Skeelee

Professional Psychology and Family Therapy, Department of

Jubilee Hall
(973) 761-9450
Chair: Laura Palmer

Project Acceleration

Fahy Hall
(973) 761-9224
Director: Peter Hynes

Provost and Executive Vice President, Office of the

Presidents Hall
(973) 761-9655
Provost and Executive Vice President: Larry A. Robinson

Psychology, Department of

Jubilee Hall
(973) 761-9484
Chair: Susan A. Nolan

Psychology, M.S. in Experimental

Jubilee Hall
(973) 275-2708
Director of Graduate Studies: Janine P. Buckner

324 Directory

Public Administration, M.P.A.

Jubilee Hall
(973) 761-9510
Director of Graduate Studies: Matthew Hale

Public Relations and Marketing, Department of

Ring Building
(973) 378-2688
Acting Associate Vice President: Linda Karten

Public Safety and Security, Department of

Security Building
(973) 761-9328
Assistant Vice President: Patrick P. Linfante

Public Service, Center for

Jubilee Hall
(973) 761-9501
Director: Naomi Wish

Recreational Services

Richie Regan Recreation and Athletic Center
(973) 761-9722

Reference Desk

Walsh Library
(973) 761-9437
Coordinator: Richard E. Stern

Registrar

Bayley Hall
(973) 761-9374
Registrar: Mary Ellen Farrell

Religion, Department of

Fahy Hall
(973) 761-9331
Chair: Anthony Scigliano

ROTC/Military Science

Mooney Hall
(973) 761-9446
Chair: LTC Edwin Diaz

Russian and East European Studies Program

Fahy Hall
(973) 761-9386
Director: Maxim Matusevich

Ruth Sharkey Academic Resource Center

Arts and Sciences Hall
(973) 761-9108
Director: Peter Hynes

School Library Media Specialist Certificate Program

Jubilee Hall
(973) 761-9393
Director: Vivienne B. Carr

Securities Trading and Analysis, Center for

Jubilee Hall
(973) 761-7786
Director: Elven Riley

Seton Center for Community Health

Jubilee Hall
(973) 275-2070
Director: Anne M. Hewitt

Seton Hall Sports Poll Conducted by the Sharkey Institute

Jubilee Hall
(973) 313-6201
Director: Richard Gentile

Seton Summer Scholars Program

Mooney Hall
(973) 275-2159
Director: Robin Cunningham

Setonian, The

Bishop Dougherty University Center
(973) 761-9083

Sister Rose Thering Fund for Jewish-Christian and Holocaust Studies

Fahy Hall
(973) 761-9006
Administrator: Marilyn Zirl

Social and Behavioral Sciences Program

Mooney Hall
(973) 275-2595
Director: Joan Brennan

Social Work, B.A. in

Arts and Sciences Hall
(973) 761-9470
Director: Richard Blake

Sociology, Anthropology and Social Work, Department of

Jubilee Hall
(973) 761-9170
Chair: C. Lynn Carr

Special Collections Center

Walsh Library
(973) 761-9476
Archivist: Alan B. Delozier

Speech-Language Pathology, Department of

McQuaid Hall
(973) 275-2825
Interim Chair: Brian B. Shulman

Sport Management, Center for

Jubilee Hall
(973) 761-9707
Director: Ann M. Mayo

Stillman School of Business

Jubilee Hall
(973) 761-9222
Acting Dean: Joyce A. Strawser

Student Affairs, Division of

Bishop Dougherty University Center
(973) 761-9075
Vice President: Laura A. Wankel
Associate Vice President: Monsignor Thomas P. Nydegger

Student Financial Aid

Bayley Hall
(800) 222-7183
Director: Javonda Asante

Student Support Services

Presidents Hall
(973) 275-9230
TRIO Director: Cassandra Davis

Summer Session

Arts and Sciences Hall
(973) 761-9087
Dean of Continuing Education and Professional Studies:
Nancy Low-Hogan

Teaching, Learning and Technology Center

Walsh Library
(973) 275-2929
Director and Associate CIO: Paul Fisher

Technology Service Desk

Corrigan Hall
(973) 275-2222
Manager: Michael Diaz

Theology, Undergraduate Programs in

Lewis Hall
(973) 275-2473
Associate Dean: Reverend Douglas J. Milewski
(973) 313-6329
Secretary for Academics and Administration:
Deborah A. Kurus

Ticket Office, Athletic

Walsh Gymnasium
(973) 275-4255

Ticket Office, Theatre-in-the-Round

Bishop Dougherty University Center
(973) 761-9098

TRIO Program

Mooney Hall
(973) 761-7161
Director: Cassandra Davis

University Advancement, Office of

Ring Building
(973) 378-9801
Interim Vice President: G. Gregory Tobin

University Core Curriculum

Fahy Hall
(973) 275-5847
Director: Anthony Sciglitano
Assessment Coordinator: Roseanne Mirabella

University Honors Program

Fahy Hall
(973) 275-2011
Director: Peter G. Ahr

University Libraries

Walsh Library
(973) 761-9435
Dean: Chrysanthy M. Grieco

Upward Bound

Mooney Hall
(973) 761-9419
TRIO Director: Cassandra Davis

Valente Italian Studies Library

Walsh Library
(973) 761-9435

Vocation and Servant Leadership, Center for

Presidents Hall
(973) 313-6042
Director: T.B.D.

Walsh Library Gallery

Walsh Library
(973) 275-2033
Director: Jeanne Brasile

Whitehead School of Diplomacy and International Relations

McQuaid Hall
(973) 275-2515
Dean: Ambassador John K. Menzies

Women and Gender Studies Program

Walsh Library
(973) 275-2223
Co-Directors: Vanessa May and Ines Murzaku

Women's Center

Bishop Dougherty University Center
(973) 275-2566

Writing Center

Arts and Sciences Hall
(973) 761-7501
Director: Kelly A. Shea

WSOU-FM Radio Station

Richie Regan Recreation and Athletic Center
(973) 761-9546
Listener Request Line: (973) 761-9768
General Manager: Mark Maben

Directions to the University

By Taxi

From Newark Airport Terminal A, B or C: Taxis are available 24/7 and feature flat rates to the University.

By Bus

From New York Port Authority. Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

From Newark. Take South Orange Avenue bus #31 Maplewood from Penn Station along Market Street to South Orange Avenue to the University.

From Irvington Terminal. Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

From Bloomfield Center. Take NJ Transit bus #92 to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Orange, East Orange Grove Street Area. Take NJ Transit bus #90 to South Orange Avenue. Walk approximately 3/5 mile to the University.

From Orange, East Orange Main Street and Day Street Area. Take NJ Transit bus #92 along Scotland Road to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Jersey City. Take PATH train or NJ Transit bus #1 to Penn Station. Transfer to South Orange Avenue bus #31 Maplewood to the University. Or take PATH train to Hoboken, transfer to NJ Transit, Morris and Essex Lines, train to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Springfield, Chatham, Morristown. Take NJ Transit bus #70 to the Maplewood Loop (Millburn Avenue and Valley Street). Transfer to South Orange Avenue bus #31 at Valley Street to the University.

By Car

From 280 East. Take Exit 11 (Center Street, Orange.) 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.

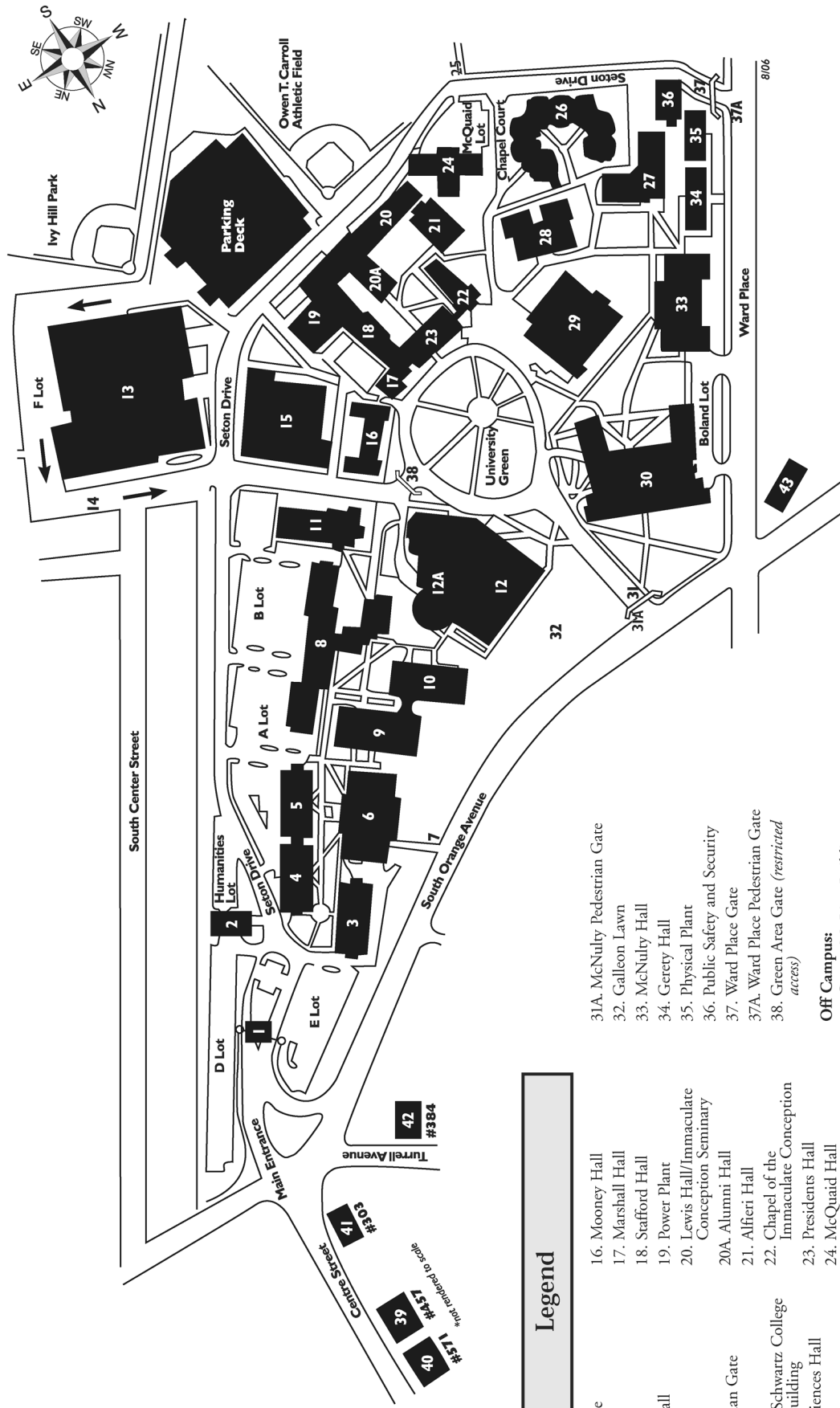
From Pennsylvania. Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Turnpike at Exit 11 (Garden State Parkway North). Take the Parkway to Exit 145. Follow directions for 280 West.

By Train

From Newark. Take NJ Transit, Morris and Essex lines, to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Bloomfield Center. Take NJ Transit, Morris and Essex lines, to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

Seton Hall University



Legend

- 1. Farinella Gate
- 2. Arts Center
- 3. Cabrini Hall
- 4. Neumann Hall
- 5. Serra Hall
- 6. Fahy Hall
- 7. Fahy Pedestrian Gate
- 8. Xavier Hall
- 9. Caroline D. Schwartz College of Nursing Building
- 10. Arts and Sciences Hall
- 11. Duffy Hall
- 12. Bishop Dougherty University Center
- 12A. Theatre-in-the-Round
- 13. Richie Regan Recreation and Athletic Center
- 14. South Centre Street Pedestrian Gate
- 15. Walsh Library
- 16. Mooney Hall
- 17. Marshall Hall
- 18. Stafford Hall
- 19. Power Plant
- 20. Lewis Hall/Immaculate Conception Seminary
- 20A. Alumni Hall
- 21. Alfieri Hall
- 22. Chapel of the Immaculate Conception
- 23. Presidents Hall
- 24. McQuaid Hall
- 25. Wilden Place Pedestrian Gate
- 26. Aquinas Hall
- 27. Corrigan Hall
- 28. Bayley Hall
- 29. Jubilee Hall
- 30. Boland Hall
- 31. McNulty Gate (closed)
- 31A. McNulty Pedestrian Gate
- 32. Galleon Lawn
- 33. McNulty Hall
- 34. Gerey Hall
- 35. Physical Plant
- 36. Public Safety and Security
- 37. Ward Place Gate
- 37A. Ward Place Pedestrian Gate
- 38. Green Area Gate (restricted access)
- 39. George M. Ring Building (University Advancement)
- 40. Saint Andrew's Hall (College Seminary)
- 41. Health Services
- 42. Turrell Manor
- 43. Martin House (Department of Human Resources)
- 44. Centre Street #303
- 45. Centre Street #371
- 46. Centre Street #384
- 47. Centre Street #384

- Not Pictured:**
- School of Law, One Newark Center, Newark
 - Ora Manor, 324 Valley Street, South Orange
 - 525 South Orange Avenue, South Orange

Note: All pedestrian gates are card-access controlled.

University Buildings

Alfieri Hall. Alfieri Hall, completed in 1984, contains classrooms for the School of Theology, offices of the Educational Opportunity Program, and the Computer Training Center. The Department of Graduate Programs in Health Sciences is located on the lower level.

Alumni Hall. Alumni Hall was planned as a 25th anniversary gift to commemorate the opening of Seton Hall College 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 of the Good Shepherd of 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 red brick 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, Music and Design.

Arts and Sciences Hall. Opened in 1973, the building houses the Ruth Sharkey Academic Resource Center, lecture halls, seminar rooms, conference rooms, classrooms, and offices for College of Arts and Sciences faculty and administrative personnel.

Bayley Hall. Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Elizabeth Seton, Bayley Hall is used for business and administrative purposes, and houses Enrollment Services.

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 Theatre-in-the-Round. It houses the offices of student publications and student government, as well as the Department of Community Development and the office of the vice president for Student Affairs.

Chapel of the Immaculate Conception. The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and was renovated and restored in 2008. 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, music studios, and labs.

Duffy Hall. Classrooms, offices, the Bookstore, Parking, Campus ID, Disability Support Services, and the Department of Housing and Residence Life, are located in this building.

Fahy Hall. Opened in 1968, this building houses many departments of the College of Arts and Sciences, as well as the dean of this College. In addition to classrooms and faculty offices, it contains communication laboratories, the language resource center, and a television studio.

Jubilee 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 New Jersey Center for Civic and Law-Related Education and the Departments of Political Science, Psychology, Public and Healthcare Administration, and Sociology and Anthropology. 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 power for laptop computers at each seat.

Lewis Hall/Immaculate Conception Seminary School of Theology. Lewis Hall was completed in 1984 and houses Immaculate Conception Seminary School of Theology, including Seminary faculty and student residences, a dining hall, lounges, the Monsignor James C. Turro Theology Library and temporary faculty offices.

Marshall Hall. Built in the 1890s under the direction of Reverend William Marshall, this three-story building is situated to the east side of Presidents Hall. The building's main level contains a newly restored Regents Suite and Regents Board Room. Marshall Hall connects via a gallery passage and a stair tower with marble treads and wrought-iron railing serves the second floor level.

Martin House. The location of the Department of Human Resources, a private home for many years, was dedicated on November 3, 2006, the feast day of Saint Martin de Porres (1579-1639). The building, located at 366 South Orange Avenue, was named Martin House in honor of the Dominican brother, known for his many good works among the poor of Lima, Peru, and a model of servant leadership.

McQuaid Hall. Named after Bishop Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. The Whitehead School of Diplomacy and International Relations is located on a major section of the first floor of this building. The School of Health and Medical Sciences 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, the Academic Success Center, Seton Summer Scholars, ROTC/Military Science, Special Academic Services, Counseling Services, the Print Shop, classrooms and offices.

Presidents Hall. Visually the "centerpiece" of campus, Presidents Hall dates back to 1867. It houses administrative offices, including those of the president, provost and executive vice president, general counsel, planning, and the Office of International Programs.

Residence Halls. Seton Hall has housing capacity for approximately 2,400 students. The residence halls include Cabrini, Neumann, Serra, Xavier, Aquinas, and North and South Boland halls. Ora Manor Apartments, Turrell Manor and St. Andrew's Hall provide University housing off campus.

Ring Building. Located at 457 Centre Street, this building houses the Division of University Advancement, including the vice president's office and the departments of Alumni Relations, Public Relations and Marketing, Development, and Government and Community Relations.

Schwartz College of Nursing Building. This facility was opened in 1973 and named for the first dean of the College of Nursing, Caroline Di Donato Schwartz, 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, patient care simulation laboratories, classrooms, an amphitheater, and offices for faculty and administration.

Science and Technology Center (McNulty Hall). Named in honor of Monsignor John Laurence McNulty, president during the University's post-World War II expansion years, this building contains newly updated classrooms, teaching and research laboratories, faculty offices, conference rooms and a 230 seat amphitheater. This building has undergone an extensive redesign and was reopened in August 2007. The Departments of Biological Sciences, Chemistry and Biochemistry, Mathematics and Computer Science, and Physics are located in this newly renovated Science and Technology Center.

Seton Hall Law School Building. Seton Hall Law School opened its doors to its first class on the old site of John Marshall Law School, located at 40 Journal Square, Jersey City, in 1951. Twenty years later, in 1971, the School relocated to 1111 Raymond Boulevard, Newark. Outgrowing its space, the Law School moved to its current location at One Newark Center, Newark, in 1992. The Law School entrance leads to a striking, five-story, glass-encased atrium. Offices, classrooms, a moot courtroom and library are interconnected by balconies overlooking the atrium. The School's location, just one block from Newark Penn Station, allows easy access to Manhattan and other destinations.

Stafford Hall. Located behind Presidents Hall, Stafford Hall was originally called the College Building and was home to many classes in the late 1800's. It was designed by Jeremiah O'Rourke, who also designed Presidents Hall and the Chapel. Currently, the building is used as a classroom for studio art courses.

Richie Regan Recreation and Athletic Center and Walsh Gymnasium. A student-oriented, multipurpose facility that serves the recreation, physical education and intercollegiate needs of the University community, the Richie Regan Recreation and Athletic 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 Richie Regan Recreation and Athletic Center, is Walsh Gymnasium, a 2,000-seat arena built in 1939 and named for Newark Arch-bishop Thomas Walsh. Walsh Gymnasium is the site of practice and competition for many intercollegiate teams. The state-of-the-art WSOU-FM 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.

Walsh Library. Seton Hall's Walsh Library was completed in spring 1994. Located opposite the Richie Regan Recreation and Athletic 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 Regents chairman and University benefactor Frank E. Walsh and his wife, Mary D. Walsh.

Walsh Library facilities include 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; the Valente Italian Studies Library; the Alberto Italian Studies Institute; and a central location for all library services, including Information Commons, the Special Collections Center, The Teaching, Learning and Technology Center, Walsh Library Gallery, and University Archives.

Faculty

Faculty Emeriti

David T. Abalos

Ph.D., Princeton Theological Seminary
Religious Studies and Sociology

Richard P. Adinaro

Ph.D., Fordham University
Political Science

Ghayasuddin Ahmad

Ph.D., State University of New York at Buffalo
Biological Sciences

John J. Anderson

Ph.D., Fordham University
Philosophy

Henry Arnold

Ph.D., New School for Social Research
Finance

Robert Augustine

Ph.D., Columbia University
Chemistry and Biochemistry

Elizabeth E. Azzara

M.L.S., Rutgers, The State University
Library

Mary Rose Barral

Ph.D., Fordham University
Philosophy

Elizabeth Beck

Ph.D., Fordham University
Education

Barry B. Blakeley

Ph.D., University of Michigan
Asian Studies

Francine Bortzel

M.S., University of Notre Dame
Mathematics

John Botti

J.D., Fordham University
Business Law

Mary Boutilier

Ph.D., Georgetown University
Political Science

Deborah A. Brown

Ph.D., Drew University
Asian Studies

George P. Browne

Ph.D., The Catholic University of America
History

Mary Kay Burns

M.L.S., Drexel University
M.A., Kean University
Library

Edward T. Byrnes

Ph.D., New York University
English

Barbara Cate

M.A., Columbia University
Art History

Reverend Alfred V. Celiano

Ph.D., Fordham University
Chemistry and Biochemistry

Francesca Guerrero Champion, R.N.

M.A., New York University
Nursing

Frederic Ming Chang

M.M., Indiana University
Music

Joan H. Coll-Reilly

Ph.D., Fordham University
Management

Richard J. Connors

Ph.D., Columbia University
Political Science

Gerald J. Dalcourt

Ph.D., University of Montreal
Philosophy

DeCosta Dawson

M.A., M.Ed., Teachers College, Columbia University
Education

Nicholas DeProspo

Ph.D., New York University
Biological Sciences

Reverend William Driscoll

Ph.D., Fordham University
History

William J. Dunham

M.A., New York University
Political Science

Gerald Garafola

J.D., Seton Hall University
Public Administration

Michael C. Garifine, CPA

M.B.A., Rutgers, The State University
Accounting

Gloria Gelmann

Ph.D., Seton Hall University
Ed.D., Teachers College, Columbia University
Nursing

Maria Gushanas

M.A., Seton Hall University
Mathematics

Albert B. Hakim

Ph.D., University of Ottawa
Philosophy

Edwin J. Havas

Diploma, Newark School of Fine Arts
Art

Emil Hensler Jr., CPA, RMA

M.B.A., Seton Hall University
Accounting

Jeanette T. Hile

M.A., Montclair State University
Music

Irving Horowitz

M.A., Seton Hall University
Computing and Decision Sciences

Linda Hsu

Ph.D., University of Michigan
Biological Sciences

Daniel H. Huchital

Ph.D., Stanford University
Chemistry and Biochemistry

Robert Hurley

Ph.D., New York University
Professional Psychology

Ruth R. Hutchison, R.N.

D.P.H., Columbia University
Nursing

Vasanti A. Jategaonkar

Ph.D., Cornell University
Computing and Decision Sciences

Alexander Jovicevich

Doctorate d'Université, University of Paris
Modern Languages

Jerome D. Kaplan

Ed.D., Teachers College, Columbia University
Education

Frank F. Katz

Ph.D., University of Pennsylvania
Biological Sciences

Philip M. Kayal

Ph.D., Fordham University
Sociology

Carole Kendig

Ph.D., McMaster University
Psychology

Tadashi Kikuoka

Ph.D., Hosei University
Asian Studies

Al Paul Klose

Ph.D., Northwestern University
Communication

M. Elizabeth LeBlanc

Ed.D., Rutgers, The State University
Education

Reverend Peter F. Lennon

Ph.D., Duquesne University
Psychology

Edwin R. Lewinson

Ph.D., Columbia University
History

George Lindemer

Ph.D., Fordham University
Education

Maxine N. Lurie

Ph.D., University of Wisconsin
History

Shu-Hsien Ma

M.A., Seton Hall University
Asian Studies

Laurence MacPhee

Ph.D., Rutgers, The State University
English

Robert Manley

Ph.D., State University of New York at Albany
J.D., Cornell University
Political Science

Joseph A. Mauriello, CPA

Ph.D., New York University
Accounting

Lloyd McBride

B.A., Seton Hall University
Communication

Kathleen McCoy

Ph.D., Florida State University
English

332 Directory

James P. McGlone

Ph.D., New York University
Communication

Eugene T. McGuinness

Ph.D., Rutgers, The State University
Chemistry and Biochemistry

Donald J. McKenna

Ph.D., Temple University
Communication

Julia A. Miller

Ed.D., Rutgers, The State University
African-American Studies

Edgar Mills

Ph.D., New York University
Modern Languages

Reverend John F. Morley

Ph.D., New York University
Religious Studies

W. Scott Morton

Ph.D., University of Edinburgh
History

Reverend Laurence T. Murphy, M.M.

Ph.D., University of Notre Dame
Philosophy

James B. O'Connor

Ed.D., New York University
Professional Psychology

Lillian Palumbo, R.N.

Ph.D., Walden University
Nursing

James R. Paris

M.A., New York University
English

Charlotte F. Peck

M.L.S., University of Pittsburgh
M.A., Seton Hall University
Library

Gerald Pire

M.A., Marquette University
Religious Studies

Elvira Prisco

Litt.D., University of Naples
Modern Languages

William J. Radtke

M.A., University of Detroit
Philosophy

Gilbert L. Rathbun

M.F.A., The Catholic University of America
Communication

Albert Reiners

Ph.D., Fordham University
Education

David M. Rogers

Ph.D., Wayne State University
English

Oreste R. Rondinella

Ph.D., Fordham University
Education

Peter Rosenblum

M.A., Kean University
Communication

Carolyn Rummel, R.N.

Ph.D., New York University
Nursing

Reverend John F. Russell, O.Carm.

S.T.D., The Catholic University of America
Theology

John J. Saccoman

Ph.D., New York University
Mathematics and Computer Science

Lucinda F. San Giovanni

Ph.D., Rutgers, The State University
Sociology and Anthropology

Gabriel Sarkanich

M.A., Seton Hall University
Modern Languages

Nathan Schleifer

Ph.D., Belfer Graduate School, Yeshiva University
Physics

Alfred J. Schmidt

M.B.A., Seton Hall University
Quantitative Analysis

Bernhard W. Scholz

Ph.D., University of Wurzburg
History

Reverend Henry Schreitmueller

Ed.D., Lehigh University
Professional Psychology

John J. Shannon

Ed.D., Rutgers, The State University
Psychology

Edward R. Shapiro

Ph.D., Harvard University
History

Hirsch Lazaar Silverman

Ph.D., Yeshiva University
Professional Psychology

Peter E. Stamer

Ph.D., Stevens Institute of Technology
Physics

Phyllis H. Stock

Ph.D., Yale University
History

William Stoeber

Ph.D., New York University
J.D., Harvard University
Management

William C. Struning

Ph.D., New York University
Computing and Decision Sciences

John D. Sweeney

M.A., Loyola University
English

Brigitte M. Sys

M.A., Seton Hall University
Diplome de l'Ecole Normale de Notre Dame aux Epines
Eekloo/Gand, Belgium
Modern Languages

Ernest Tamburri

Ed.D., New York University
Professional Psychology

Frank D. Tinari

Ph.D., Fordham University
Economics

Monsignor James C. Turro

Ph.D., New York University
Theology

Adelaide Walker

M.A., Columbia University
Education

Ralph C. Walz

Ph.D., New York University
History

Reverend George White

M.Ed., Rutgers, The State University
Education

Robert W. Wilde

Ph.D., New York University
Marketing

Leigh Winser

Ph.D., Columbia University
English

Teresa S. Yang

M.L.S., George Peabody College
M.A., Seton Hall University
Library

Winston L. Y. Yang

Ph.D., Stanford University
Asian Studies

Charles C. Yen

M.L.S., Peabody Library Scholar
M.A., Seton Hall University
M.Phil., New York University
Librarian

Eileen Amy York, R.N.

M.A., Teachers College, Columbia University
Nursing

John Young

Ph.D., Johns Hopkins University
Asian Studies

William Ziegler

M.B.A., Seton Hall University
Marketing

Ihor Zielyk

Ph.D., Columbia University
Sociology

University Faculty

Wagdy Abdallah

Ph.D., North Texas State University
Professor of Accounting

Abuhuziefa Abubakr

M.D., Medical College-Khartoum University, Sudan
Assistant Professor of Neurology

Issam Aburaiya

Ph.D., Hebrew University, Jerusalem
Assistant Professor of Religious Studies

Peter G. Ahr

Ph.D., The University of St. Michael's College
Associate Professor of Religious Studies

Kwame Akonor

Ph.D., City University of New York
Associate Professor of Political Science

Paula Becker Alexander

J.D., New York University
Ph.D., Rutgers, The State University
Associate Professor of Management

Simone A. James Alexander

Ph.D., Rutgers, The State University
Professor of English

334 Directory

Diana Alvarez-Amell

Ph.D., Cornell University
Associate Professor of Modern Languages

Amar Dev Amar

Ph.D., The City University of New York
Professor of Management

Henry J. Amoroso

J.D., Delaware Law School of Widener University
Associate Professor of Legal Studies

Justin M. Anderson

M.Phil., Katholieke Universiteit Leuven (Louvain), Belgium
Assistant Professor of Moral Theology

Mildred Antenor

M.A., Rutgers, The State University
Instructor of English

Cosimo Antonacci

Ph.D., Seton Hall University
Assistant Professor of Chemistry and Biochemistry

Nelida Arancibia

M.A., M.S.W., Rutgers, The State University
Faculty Associate of Social Work

Lonnie Athens

D. Crim., University of California, Berkeley
Professor of Criminal Justice

Baher Azmy

J.D., New York University
Clinical Professor of Law

Gerard Babo

Ed.D., Seton Hall University
Assistant Professor of Education Leadership,
Management and Policy

Venugopal Balasubramanian, CCC-SLP

Ph.D., State University of New York at Buffalo
Associate Professor of Speech-Language Pathology

Mary McAleer Balkun

Ph.D., New York University
Professor of English

Margarita Balmaceda

Ph.D., Princeton University
Professor of Diplomacy and International Relations

Xue-Ming Bao

M.L.S., Ed.D., Northern Illinois University
M.Ed., University of Victoria, British Columbia
Librarian/Associate Professor

Assefaw Bariagaber

Ph.D., Southern Illinois University
Professor of Diplomacy and International Relations

David W. Barnes

J.D., University of Pennsylvania
Distinguished Research Professor of Law

Mary Anne Barra

D.N.P., University of Medicine and Dentistry of New Jersey
Assistant Professor of Nursing

Theresa E. Bartolotta

Ph.D., Seton Hall University
Associate Professor of Speech-Language Pathology

Reverend Renato J. Bautista

M.Div., Seton Hall University
Assistant Director of Formation

Leslie Bayer

M.A., St. John's University
Instructor of English

Ben K. Beitin

Ph.D., Virginia Polytechnic Institute and State University
Associate Professor of Professional Psychology
and Family Therapy

David Bénéteau

Ph.D., University of California, Berkeley
Associate Professor of Modern Languages

Carolyn S. Bentivegna

Ph.D., Rutgers, The State University
Associate Professor of Biological Sciences

Gaia Bernstein

J.S.D., New York University School of Law
Professor of Law

Tracey L. Billado

Ph.D., Emory University
Assistant Professor of History

Carol A. Biscardi, PA-C

Ph.D., Seton Hall University
Assistant Professor of Physician Assistant

Constantin Bitsaktsis

Ph.D., King's College, London, UK
Assistant Professor of Biological Sciences

Allan D. Blake

Ph.D., University of Cambridge
Associate Professor of Biological Sciences

Richard Blake

Ph.D., Rutgers, The State University
Professor of Social Work

Beth Bloom

M.L.S., M.A., Rutgers, The State University
Librarian/Associate Professor

Barbara B. Blozen, R.N.

Ed.D., Seton Hall University
Faculty Associate of Nursing

Richard J. Boergers, ATC

M.S., University of Wisconsin, LaCrosse
Department of Athletic Training

Frederick J. Booth

Ph.D., Rutgers, The State University
Associate Professor of Classical Studies

Kathleen M. Boozang

LL.M., Yale Law School
Interim Vice Provost for Academic Administration
and Professor of Law

Karen E. Boroff

Ph.D., Columbia University
Professor of Management

Reverend David M. Bossman

Ph.D., St. Louis University
Professor of Jewish-Christian Studies

Reverend W. Jerome Bracken, C.P.

Ph.D., Fordham University
Associate Professor of Moral Theology

Margaret Brady-Amoon

M.S., Long Island University
Assistant Professor of Professional Psychology and
Family Therapy

Rabbi Alan Brill

Ph.D., Fordham University
Associate Professor of Jewish-Christian Studies

Heath A. Brown

Ph.D., George Washington University
Assistant Professor of Public and Healthcare Administration

Janine P. Buckner

Ph.D., Emory University
Associate Professor of Psychology

Leslie A. Bunnage

Ph.D., University of California, Irvine
Assistant Professor of Sociology

Revered Gerald J. Buonopane

Ph.D., Pennsylvania State University
Assistant Professor of Chemistry and Biochemistry

Gregory A. Burton

Ph.D., University of Connecticut
Professor of Psychology

Maureen Byrnes, R.N.

M.S.N., Columbia University
Assistant Professor of Nursing

Lee Cabell

Ed.D., University of Kentucky
Associate Professor of Health Sciences

Monsignor James M. Cafone

S.T.D., The Catholic University of America
Assistant Professor of Religious Studies and
Adjunct Professor of Theology

Terrence F. Cahill

Ed.D., George Washington University
Associate Professor of Health Sciences

Nina Capone, CCC-SLP

Ph.D., Northwestern University
Associate Professor of Speech-Language Pathology

Raymond Louis Capra

Ph.D., Fordham University
Assistant Professor of Classical Studies

Dorothy Smith Carolina, R.N., A.P.R.N.

Ph.D., Rutgers, The State University
Assistant Professor of Nursing

Martha C. Carpentier

Ph.D., Fordham University
Professor of English

C. Lynn Carr

Ph.D., Rutgers, The State University
Associate Professor of Sociology

Vivienne B. Carr

Ph.D., Seton Hall University
Associate Professor of Educational Studies

Colleen Carrington, R.N.

M.S.N., Seton Hall University
Assistant Professor of Nursing

Jenny E. Carroll

J.D., University of Texas
LL.M., Georgetown University
Associate Professor of Law

Charles E. Carter

Ph.D., Duke University
Professor of Religious Studies

Catherine Cassidy, R.N.

Ph.D., New York University
Associate Professor of Nursing

Reverend John J. Chadwick

S.T.D., Pontificio Ateneo S. Anselmo, Rome
Assistant Professor of Systematic Theology

Sulie Lin Chang

Ph.D., Ohio State University
Professor of Biological Sciences

336 Directory

Monsignor Joseph R. Chapel

S.T.D., Accademia Alfonsiana, Lateran University, Rome
Associate Professor of Moral Theology

Dongdong Chen

Ph.D., McGill University
Associate Professor of Asian Studies

Rong Chen

Ph.D., University of Michigan
Assistant Professor of Education Leadership,
Management and Policy

Ki Joo Choi

Ph.D., Boston College
Associate Professor of Religious Studies

Petra ten-Doesschate Chu

Ph.D., Columbia University
Professor of Art History

Tin-Chun Chu

Ph.D., University of Medicine and Dentistry of New Jersey
Assistant Professor of Biological Sciences

Reverend Christopher M. Ciccarino

S.S.L., Pontifical Biblical Institute, Rome
S.T.D., Pontifical Gregorian University, Rome
Assistant Professor of Biblical Studies

Virginia Clerkin, R.N.

D.H.Ed., A.T. Still University
Assistant Professor of Nursing

Juan G. Cobarrubias

D.Phil., University of Buenos Aires
Professor of Educational Studies

Anthony J. Colella

Ph.D., Fordham University
Professor of Education Leadership, Management and Policy

Carl H. Coleman

J.D., Harvard University
Professor of Law

Monsignor Robert F. Coleman

J.C.D., Pontifical Gregorian University, Rome
Associate Professor of Pastoral Theology

Joan H. Coll

Ph.D., Fordham University
Professor of Management

Jenny-Brooke Condon

J.D., Seton Hall University School of Law
Associate Professor of Law

William J. Connell

Ph.D., University of California, Berkeley
Professor of History

Colleen M. Conway

Ph.D., Emory University
Professor of Religious Studies

John Kip Cornwell

J.D., Yale Law School
Professor of Law

Reverend Gabriel B. Costa

Ph.D., Stevens Institute of Technology
Associate Professor of Mathematics and Computer Science

Anca M. Cotet

Ph.D., Clemson University
Visiting Assistant Professor of Economics and Legal Studies

Mark B. Couch

Ph.D., Columbia University
Assistant Professor of Philosophy

Rebecca Cox

Ph.D., University of California, Berkeley
Associate Professor of Education Leadership,
Management and Policy

James Daly

Ed.D., Rutgers, The State University
Professor of Educational Studies

Linda D'Antonio, R.N.

M.S.N., Rutgers, The State University
Faculty Associate of Nursing

Susan B. Darby, R.N.

M.S.N., Syracuse University
Assistant Professor of Nursing

Gita DasBender

Ph.D., New York University
Senior Faculty Associate in English

Corinne Datchi

Ph.D., Indiana University
Assistant Professor of Professional Psychology
and Family Therapy

Vikram Dayalu

Ph.D., East Carolina University
Associate Professor of Speech-Language Pathology

Vincent A. DeBari

Ph.D., Rutgers, The State University
Professor of Internal Medicine

Jane Dellert, R.N.

Ph.D., Rutgers, The State University
Assistant Professor of Nursing

Alan B. Delozier

M.L.S., Rutgers, The State University
M.A., Villanova University
Librarian/Associate Professor

Deborah DeLuca

J.D., Seton Hall University
Assistant Professor of Health Sciences

Irene De Masi, PT

DPT, University of Medicine and Dentistry of New Jersey
Assistant Professor of Physical Therapy

Mark P. Denbeaux

J.D., New York University
Professor of Law

Anthony DePalma

B.A., Seton Hall University
Writer-in-Residence, Communication

Josephine DeVito, R.N.

Ph.D., New York University
Associate Professor of Nursing

Roberta Devlin-Scherer

Ed.D., Temple University
Professor of Educational Studies

Marta Mestrovic Deyrup

Ph.D., Columbia University
M.L.S., Rutgers, The State University
Librarian/Professor

Sister Melanie Di Pietro

J.D., Duquesne University
J.C.D., University of St. Thomas, Rome
Distinguished Professor in Residence
Seton Hall University Law School

R. Richard Dool

D.Mgt., University of Maryland
Associate Professor of Communication

Jillian M. Duff, PT

Ph.D., New York University
Department of Physical Therapy

Martha Easton

Ph.D., Institute of Fine Arts, New York University
Assistant Professor of Art History

Reed W. Easton, C.P.A.

J.D., College of William and Mary
LL.M., New York University
Associate Professor of Accounting and Taxation

Martin S. Edwards

Ph.D., Rutgers, The State University
Associate Professor of Diplomacy and International Relations

Judith Egan, R.N.

M.S.N., Monmouth University
Instructor of Nursing

Nancy Enright

Ph.D., Drew University
Associate Professor of English

Sheldon Epstein

Ph.D., New York University
Professor of Computing and Decision Sciences

Matthew Escobar

Ph.D., Princeton University
Associate Professor of Modern Languages

Gloria Essoka, R.N.

Ph.D., New York University
Distinguished Visiting Professor of Nursing

A. Gabriel Esteban

Ph.D., University of California, Irvine
Professor of Marketing

Alexander Fadeev

Ph.D., Moscow State University
Associate Professor of Chemistry and Biochemistry

George Faithful

Ph.D., Saint Louis University
Faculty Fellow in the Core Curriculum

Robert Faraci, OTR/L

Ph.D., Massachusetts Institute of Technology
Associate Professor of Occupational Therapy

Jonathan Farina

Ph.D., New York University
Assistant Professor of English

Margaret Farrelly

Ph.D., Seton Hall University
Assistant Professor of Professional Psychology
and Family Therapy

Sharon Favaro

M.L.S., Rutgers, The State University
Librarian/Instructor

Pledger Fedora

Ph.D., University of North Carolina at Chapel Hill
Assistant Professor of Education

Christopher J. Ferrero

M.A., Georgetown University
Instructor of Diplomacy and International Relations

Rabbi Asher Finkel

Ph.D., University of Tübingen
Professor of Jewish-Christian Studies

Martin Finkelstein

Ph.D., State University of New York at Buffalo
Professor of Education Leadership, Management and Policy

Paige H. Fisher

Ph.D., University of Massachusetts at Amherst
Assistant Professor of Psychology

338 Directory

Patrick Fisher

Ph.D., Washington State University
Associate Professor of Political Science

Marie C. Foley, R.N.

Ph.D., New York University
Associate Professor of Nursing

Pamela Foley

Ph.D., Seton Hall University
Associate Professor of Professional Psychology
and Family Therapy

Jo Renee Formicola

Ph.D., Drew University
Professor of Political Science

Mary Fortier, R.N.

Ed.D., Seton Hall University
Assistant Professor of Nursing

Timothy P. Fortin

Ph.D., Pontifical University of the Holy Cross, Rome
Assistant Professor of Philosophical Theology

Zeni V. Fox

Ph.D., Fordham University
Professor of Pastoral Theology

Abraham N. Fried

Ph.D., The City University of New York, Baruch College
Assistant Professor of Accounting

Lisa M. Friedrich, R.N.

M.S.N., Seton Hall University
Instructor of Nursing

Reverend Lawrence E. Frizzell

D.Phil., Oxford University
Associate Professor of Jewish-Christian Studies

Jan A. Furman

Ed.D., Columbia University
Assistant Professor of Education

Linda Gable-Gaston, R.N.

M.S.N., Monmouth University
Instructor of Nursing

Reverend Pablo T. Gadenz

S.S.L., Pontifical Biblical Institute, Rome
S.T.D., Pontifical Gregorian University, Rome
Assistant Professor of Biblical Studies

Pamela Galehouse, R.N.

Ph.D., New York University
Associate Professor of Nursing

Marcia Rubenstein Garder, R.N.

Ph.D., University of Pennsylvania
Associate Professor of Nursing

David Gelb

Ph.D., New York University
Associate Professor of Accounting

Richard Gentile

B.A., Queens College
Instructor of Marketing

Karen B. Gevirtz

Ph.D., Emory University
Associate Professor of English

Allen Gibson

Ph.D., Virginia Polytechnic Institute
Instructor of Computing and Decision Sciences

Margaret Gilhooley

J.D., Columbia University
Professor of Law

Martin Gizzi

M.D., Ph.D., University of Miami
Professor of Neuroscience

Gregory Y. Glazov

D.Phil., Oxford University
Associate Professor of Biblical Studies

Marian G. Glenn

Ph.D., Tufts University
Professor of Biological Sciences

Carolyn Goeckel, ATC

M.A., Western Michigan University
Assistant Professor of Athletic Training

Kelly Goedert

Ph.D., University of Virginia
Associate Professor of Psychology

Omer Gokcekus

Ph.D., Duke University
Professor of Diplomacy and International Relations

Benjamin Goldfrank

Ph.D., University of California, Berkeley
Associate Professor of Diplomacy and International Relations

Sergiu M. Gorun

Ph.D., Massachusetts Institute of Technology
Research Associate Professor of Chemistry and Biochemistry

Jeffrey Gray

Ph.D., University of California, Riverside
Professor of English

Larry A. Greene

Ph.D., Columbia University
Professor of History

Kate Greenwood

J.D., Georgetown University Law Center
Faculty Researcher
Seton Hall University Law School

Raji Grewal

M.D., University of Alberta, Edmonton
Associate Professor of Neuroscience

Chrysanthy M. Grieco

Ph.D., Drew University
Dean, University Libraries
Associate Professor of English

Daniel Gross

Ph.D., University of Notre Dame
Professor of Mathematics and Computer Science

Reverend Thomas G. Guarino

S.T.D., The Catholic University of America
Professor of Systematic Theology

Esther E. Guerin

Ph.D., University of Wyoming
Professor of Mathematics and Computer Science

Joan F. Guetti

Ph.D., Rutgers, The State University
Associate Professor of Mathematics and Computer Sciences

Daniel Gutmore

Ph.D., New York University
Faculty Associate of Education

Johathan L. Hafetz

J.D., Yale Law School
Associate Professor of Law

Matthew Hale

Ph.D., University of Southern California
Associate Professor of Public and Healthcare Administration

Jamesetta A. Halley-Boyce, R.N., F.A.C.H.E.

Ph.D., Walden University
Associate Professor of Nursing

William H. Haney

M.F.A., University of Georgia
Associate Professor of Art

Christopher J. Hanifin, PA-C

M.S., Seton Hall University
Instructor of Physician Assistant

Phillip Hanna

M.D., Northwestern University Medical School
Assistant Professor of Neuroscience

Phyllis Shanley Hansell, R.N., F.A.A.N.

Ed.D., Columbia University
Professor of Nursing

James Hanson

Ph.D., California Institute of Technology
Professor of Chemistry and Biochemistry

Subramanian Hariharan

M.D., University of Kerala, T.D. Medical College
Clinical Associate Professor of Neuroscience

Maura Harrington

Ph.D., Drew University
Instructor of English

Susan J. Hart, R.N.

M.S.N., Seton Hall University
Faculty Associate of Nursing

Bruce W. Hartman

Ph.D., Indiana University
Professor of Professional Psychology and Family Therapy

Sean P. Harvey

Ph.D., College of William and Mary
Assistant Professor of History

Anthony L. Haynor

Ph.D., Rutgers, The State University
Associate Professor of Sociology

Yinan He

Ph.D., Massachusetts Institute of Technology
Associate Professor of Diplomacy and International Relations

Christine M. Heer

J.D., Rutgers University School of Law
Assistant Professor of Social Work

Kyle Heim

M.S., Northwestern University
Instructor of Communication

Jürgen W. Heinrichs

Ph.D., Yale University
Associate Professor of Art History

Alexandra Hennessy

Ph.D., Boston University
Assistant Professor of Political Science

Theresa F. Henry, C.P.A.

Ph.D., New York University
Associate Professor of Accounting

Anne M. Hewitt

Ph.D., Temple University
Associate Professor of Public and Healthcare Administration

John F. Hicks

LL.M., University of Illinois
Visiting Professor of Law

Vicci Hill-Lombardi, ATC

Ed.D., Columbia University
Associate Professor of Athletic Training

340 Directory

Alisa Hindin

Ed.D., Boston University
Associate Professor of Educational Studies

William James H. Hoffer

J.D., Harvard University
Ph.D., Johns Hopkins University
Associate Professor of History

E. Kenneth Hoffman

Ph.D., New York University
Professor of Communication

Reverend Paul A. Holmes

S.T.D., University of St. Thomas Aquinas, Rome
Distinguished Professor of Servant Leadership

Mark P. Holtzman

Ph.D., The University of Texas at Austin
Associate Professor of Accounting

Karen D. Hoover, OT

M.S., Columbia University
Department of Occupational Therapy

Donna Ho-Shing, R.N.

M.S.N., William Paterson University
Instructor of Nursing

Hengameh Hosseini

Ph.D., Marywood University
Assistant Professor of Public and Healthcare Administration

John R. Hovancik

Ph.D., Purdue University
Associate Professor of Psychology

Yanzhong Huang

Ph.D., University of Chicago
Associate Professor of Diplomacy and International Relations

Amy J. Silvestri Hunter

Ph.D., University of Vermont
Associate Professor of Psychology

Richard J. Hunter, Jr.

J.D., University of Notre Dame
Professor of Legal Studies

Margaret Huryk, R.N.

M.S.N., Rutgers, The State University
Assistant Professor of Nursing

Jerome Huyler

Ph.D., New School for Social Research
Assistant Professor of Classical Studies

John P. Irwin

M.L.I.S., Rutgers, The State University
Librarian/Instructor

Nancy Isenberg

M.D., M.P.H., Columbia University, College of Physicians
and Surgeons
Assistant Professor of Neuroscience

Jennifer Itzkowitz

Ph.D., University of Florida
Assistant Professor of Finance

John V. Jacobi

J.D., Harvard Law School
Professor of Law

Gady Jacoby

Ph.D., York University
Associate Professor of Finance

E. Judson Jennings

J.D., Georgetown University
Professor of Law

Kristen N. Johnson

J.D., University of Michigan Law School
Associate Professor of Law

Portia Johnson, R.N.

Ed.D., Columbia University
Assistant Professor of Nursing

Leah Johnson-Rowbotham, R.N.

M.S.N., Rutgers, The State University
Faculty Associate of Nursing

Eric M. Johnston

Ph.D., The Catholic University of America
Assistant Professor of Undergraduate Theology

Nalin Johri

Ph.D., University of North Carolina, Chapel Hill
Assistant Professor of Public and Healthcare Administration

Edmund Jones

Ph.D., New York University
Associate Professor of English

Amadu Jacky Kaba

Ph.D., Seton Hall University
Associate Professor of Sociology

Nathan W. Kahl

Ph.D., Stevens Institute of Technology
Associate Professor of Mathematics and Computer Science

Sulekha Kalyan

M.A., Kurukshetra University
M.L.S., State University of New York at Buffalo
Librarian/Associate Professor

Chander Kant

Ph.D., Southern Methodist University
Associate Professor of Economics

Daniel Katz

Ph.D., Michigan State University
Assistant Professor of Educational Studies

Yuri Kazakevich

Ph.D., Moscow State University
Professor of Chemistry and Biochemistry

Stephen P. Kelty

Ph.D., Harvard University
Professor of Chemistry and Biochemistry

Leena A. Khandwala

J.D., Fordham University School of Law
Clinical Fellow
Seton Hall University Law School

Eunyoung Kim

Ph.D., University of Illinois
Assistant Professor of Education Leadership,
Management and Policy

Moon W. Kim

Ph.D., Polytechnic Institute of Brooklyn
Associate Professor of Mathematics and Computer Science

James J. Kimble

Ph.D., University of Maryland
Associate Professor of Communication

Annette Kirschgessner

Ph.D., SUNY Downstate Medical Center
Department of Graduate Programs in Health Sciences

Angela V. Klaus

Ph.D., Rutgers, The State University
Assistant Professor of Biological Sciences

Nathaniel Knight

Ph.D., Columbia University
Associate Professor of History

Jane Ko

Ph.D., University of Minnesota
Associate Professor of Biological Sciences

Anthony Koutsoftas

Ph.D., Arizona State University
Assistant Professor of Speech-Language Pathology

Phillip Kramer

M.D., University of Connecticut School of Medicine
Associate Professor of Neuroscience

Jon Kraszewski

Ph.D., Indiana University
Assistant Professor of Communication

Gary Kritz

Ph.D., Indiana University
Associate Professor of Marketing

Christine A. Krus

M.S., Pratt Institute
Associate Professor of Art

Raymond Ku

J.D., New York University
Associate Professor of Law

Patricia P. Kuchon

Ph.D., City University of New York
Associate Professor of Communication

Anna Kuchta

M.A., New York University
Senior Faculty Associate of Modern Languages

Daniel M. Ladik

Ph.D., University of South Florida
Associate Professor of Marketing

Michael F. LaFontaine, ATC

Ed.D., Columbia University
Department of Physical Therapy

Joseph Landolfi

D.O., University of Medicine and Dentistry of New Jersey
Assistant Professor of Neurology

Harold M. Launer

Ph.D., Southern Illinois University
Associate Professor of Criminal Justice

Chinh Q. Le

J.D., University of Virginia Law School
Practitioner in Residence
Seton Hall University Law School

Daniel J. Leab

Ph.D., Columbia University
Professor of History

Anthony E. Lee

M.L.S., Columbia University
M.A., Seton Hall University
M.A., Seton Hall University
M.A., Princeton University
Librarian/Assistant Professor

Gemma Lee

Ph.D., Vanderbilt University
Assistant Professor of Finance

Sandra S. Lee

Ph.D., New School for Social Research
Professor of Professional Psychology
and Family Therapy

Susan Leshnoff

Ed.D., Columbia University
Associate Professor of Art

342 Directory

Edwin Pak-Wah Leung

Ph.D., University of California, Santa Barbara
Professor of Asian Studies

Dena Levine

D.M.A., State University of New York, Stony Brook
Associate Professor of Music

Jeffrey C. Levy

Ph.D., Adelphi University
Associate Professor of Psychology

Niria Leyva-Gutierrez

M.A., New York University
Instructor of Art History

Monsignor Richard Liddy

S.T.L., Ph.D., Pontifical Gregorian University
Professor of Religious Studies

R. Erik Lillquist

J.D., University of Virginia
Associate Dean, Finance and Administration,
and Professor of Law

James R. Lindroth

Ph.D., New York University
Professor of English

Marianne E. Lloyd

Ph.D., Binghamton University
Assistant Professor of Psychology

Martha M. Loesch

M.S., Pratt Institute
M.Ed., Seton Hall University
Librarian/Instructor

Jose L. Lopez

Ph.D., Stevens Institute of Technology
Assistant Professor of Physics

Jorge Lopez-Cortina

Ph.D., Georgetown University
Assistant Professor of Modern Languages

Judith A. Lothian, R.N.

Ph.D., New York University
Associate Professor of Nursing

Anthony L. Loviscek

Ph.D., West Virginia University
Associate Professor of Finance

Arline Lowe

M.F.A., Pratt Institute
Associate Professor of Art

Héctor R. Lozada

Ph.D., University of Kentucky
Associate Professor of Marketing

Christen Madrazo

M.A., Seton Hall University
Instructor of English

Catherine Maher, PT, GCS

DPT, Seton Hall University
Assistant Professor of Physical Therapy

Monsignor Dennis Mahon

Ph.D., Syracuse University
Associate Professor of Communication

Solangel Maldonado

J.D., Columbia University
Assistant Professor of Law

Michael Maloney

Ph.D., Fordham University
Assistant Professor of Religion

Joseph T. Maloy

Ph.D., The University of Texas at Austin
Associate Professor of Chemistry and Biochemistry

Ellen D. Mandel, PA-C, RD

D.M.H., Drew University
Associate Professor of Physician Assistant

Edislav Manetovic

Ph.D., The City University of New York
Assistant Professor of Diplomacy and International Relations

Thomas J. Marlowe

Ph.D., Rutgers, The State University
Professor of Mathematics and Computer Science

Joseph Martinelli

Ed.D., Seton Hall University
Faculty Associate of Educational Studies

Cecilia Marzabadi

Ph.D., University of Missouri-St. Louis
Associate Professor of Chemistry and Biochemistry

Thomas Massarelli

Ph.D., Seton Hall University
Faculty Associate of Professional Psychology and
Family Therapy

Robert F. Massey

Ph.D., City University of New York
Professor of Professional Psychology and Family Therapy

John T. Masterson

Ph.D., Polytechnic Institute of New York
Associate Professor of Mathematics and Computer Science

Maxim Matusevich

Ph.D., University of Illinois
Associate Professor of History

Grace M. May

Ph.D., University of Pennsylvania
Associate Professor of Educational Studies

Vanessa H. May

Ph.D., University of Virginia
Assistant Professor of History

Robert A. Mayhew

Ph.D., Georgetown University
Professor of Philosophy

Ann M. Mayo

Ph.D., Ohio State University
Faculty Associate of Management

Fredline A.O. M'Cormack-Hale

Ph.D., University of Florida
Assistant Professor of Diplomacy and International Relations

Monsignor Gerard H. McCarren

S.T.D., The Catholic University of America
Associate Professor of Systematic Theology

William McCartan

Ed.D., Rutgers, The State University
Assistant Professor of Educational Studies

Laurence M. McCarthy

Ph.D., Ohio State University
Associate Professor of Management

James P. McCartin

Ph.D., University of Notre Dame
Associate Professor of History

Elizabeth McCrea

Ph.D., Rutgers, The State University
Assistant Professor of Management

Mary Anne McDermott, R.N.

Ph.D., New York University
Visiting Associate Professor of Nursing

Lauren Mary McFadden

Ed.D., Seton Hall University
Assistant Professor of Educational Studies

Kerry Smith McNeill

M.S., Stevens Institute of Technology
Senior Faculty Associate of Mathematics and
Computer Science

Vicente Medina

Ph.D., University of Miami
Associate Professor of Philosophy

Murat C. Menguc

Ph.D., University of Cambridge
Assistant Professor of History

Thomas J. Mernar

Ph.D., University of Southern California
Assistant Professor of Occupational Therapy

Donna Mesler, R.N.

M.S.N., Seton Hall University
Faculty Associate of Nursing

David P. Mest

Ph.D., The University of Texas at Austin
Faculty Associate of Accounting

Reverend Douglas J. Milewski

S.T.D., Institutum Patristicum Augustinianum,
Pontifical Lateran University, Rome
Associate Professor of Theology

John Minacapelli

M.S., Notre Dame University
M.A., Seton Hall University
Senior Faculty Associate of Mathematics and Computer
Science

Manfred Minimair

Ph.D., North Carolina State University
Associate Professor of Mathematics and Computer Science

Roseanne Mirabella

Ph.D., New York University
Professor of Political Science

Charles P. Mitchel

Ed.D., Fairleigh Dickinson University
Associate Professor of Education Leadership,
Management and Policy

Lourdes Zaragoza Mitchel

Ed.D., Seton Hall University
Associate Professor of Educational Studies

John J. Mitchell Jr.

Ph.D., University of St. Michael's College
Professor of Biomedical Ethics

Roberta Lynn Moldow

Ph.D., Mount Sinai School of Medicine
The City University of New York
Professor of Biological Sciences

Mark C. Molesky

Ph.D., Harvard University
Associate Professor of History

Marco T. Morazan

Ph.D., City University of New York
Associate Professor of Mathematics and Computer Science

Philip Moremen

J.D., University of California, Los Angeles
Ph.D., Tufts University
Associate Professor of Diplomacy and International Relations

344 Directory

Jeffrey L. Morrow

Ph.D., University of Dayton
Assistant Professor of Undergraduate Theology

W. King Mott

Ph.D., Louisiana State University
Associate Professor of Political Science

Mary F. Mueller

Ed.D., Rutgers, The State University
Associate Professor of Educational Studies

Anne Mullen-Hohl

Ph.D., Columbia University
Associate Professor of Modern Languages

Ann Marie Murphy

Ph.D., Columbia University
Associate Professor of Diplomacy and International Relations

Wyatt Rorer Murphy Jr.

Ph.D., University of North Carolina at Chapel Hill
Professor of Chemistry and Biochemistry

Athar Murtuza, C.M.A.

Ph.D., Washington State University
Associate Professor of Accounting

Ines A. Murzaku

Ph.D., Pontificum Institutum Orientale, Rome
Professor of Religious Studies and
Adjunct Professor of Theology

Preeti Nair, PT

Ph.D., University of Florida
Associate Professor of Physical Therapy

Natalie P. Neubauer, CCC-SLP

M.S., Seton Hall University
Assistant Professor of Speech-Language Pathology

Charlotte Nichols

Ph.D., New York University, Institute of Fine Arts
Associate Professor of Art History

Susan A. Nolan

Ph.D., Northwestern University
Professor of Psychology

Amy Nyberg

Ph.D., University of Wisconsin, Madison
Associate Professor of Communication

Nathan Oates

Ph.D., University of Missouri, Columbia
Assistant Professor of English

Christopher W. O'Brien, ATC

Ph.D., Marywood University
Assistant Professor of Athletic Training

Julie O'Connell

M.A.T., Brown University
Instructor of English

David O'Connor

Ph.D., Marquette University
Professor of Philosophy

Reverend Mark Francis O'Malley

Hist.Eccl.D., Pontifical Gregorian University, Rome
Assistant Professor of Church History

Catherine M. Olsen, R.N.

Ph.D., Kent State University
Assistant Professor of Nursing

David Opderbeck

LL.M., New York University School of Law
Professor of Law

Penina Orenstein

Ph.D., Middlesex University, London, UK
Assistant Professor of Computing and Decision Sciences

Michael J. Osnato

Ed.D., Columbia University
Associate Professor of Education Leadership,
Management and Policy

Shigeru Osuka

Ed.D., University of Hawaii
Associate Professor of Asian Studies

Sandra L. Paez, PA-C

M.S., Seton Hall University
Department of Physician Assistant

John Paitakes

Ph.D., Union Institute
Senior Faculty Associate of Public and Healthcare
Administration

Joseph Palenski

Ph.D., New York University
Professor of Criminal Justice

Robert M. Pallitto

Ph.D., The New School
J.D., University of Michigan Law School
Associate Professor of Political Science

Laura K. Palmer

Ph.D., University of Houston
Associate Professor of Professional Psychology
and Family Therapy

Melinda Papaccio

M.A., Seton Hall University
Instructor of English

Patricia C. Pappas, R.N.

M.S.N., Columbia University
Instructor of Nursing

Raju Parasher

Ed.D., Teacher's College, Columbia University
Associate Professor of Health Sciences

Frank Pasquale

J.D., Yale University
Professor of Law

Eric W. Pennington

Ph.D., University of Cincinnati
Assistant Professor of Modern Languages

Marietta Esposito Peskin

Ed.D., Rutgers, The State University
Associate Professor of Educational Studies

Brenda Petersen, R.N.

M.S.N., Seton Hall University
Faculty Associate of Nursing

H. James Phillips, PT, ATC, OCS

Ph.D., Seton Hall University
Associate Professor of Physical Therapy

Meryl M. Picard, OTR

M.S.W., New York University
Assistant Professor of Occupational Therapy

Stephen F. Pirog

Ph.D., Temple University
Associate Professor of Marketing

Evelyn Plummer

Ed.D., Columbia University
Associate Professor of Communication

Mara C. Podvey, OT

Ph.D., New York University
Assistant Professor of Occupational Therapy

Reverend Lawrence B. Porter

Ph.D., Vanderbilt University
Professor of Systematic Theology

Kim Poulsen, PT

DPT, Seton Hall University
Assistant Professor of Physical Therapy

José M. Prieto

Ph.D., Universidad Nacional Autónoma de México
Assistant Professor of Modern Languages

Gregory Przybylski

M.D., Jefferson Medical College
Professor of Neurology

Emma G. Quartaro

D.S.W., Columbia University
Professor of Social Work

Dermot A. Quinn

D.Phil., Oxford University
Professor of History

Rhonda L. Quinn

Ph.D., Rutgers, The State University
Assistant Professor of Anthropology

Cherubim Quizon

Ph.D., State University of New York, Stony Brook
Associate Professor of Anthropology

Sylvia A. Rabacchi

Ph.D., University of Torino, Italy
Faculty Associate of Biological Sciences

Jon P. Radwan

Ph.D., The Pennsylvania State University
Associate Professor of Communication

Reverend John J. Ranieri

Ph.D., Boston College
Professor of Philosophy

Carroll D. Rawn

Ph.D., University of Kentucky
Associate Professor of Biological Sciences

Peter Reader

M.F.A., University of Wisconsin
Associate Professor of Communication

Patricia Remshifski, CCC-SLP

M.S., Bloomsburg University
Assistant Professor of Speech-Language Pathology

Kathleen D. Rennie

Ph.D., Seton Hall University
Assistant Professor of Communication

Michael M. Reuter

M.B.A., Fairleigh Dickinson University
Instructor of Management

Joseph P. Rice

Ph.D., The Catholic University of America
Assistant Professor of Philosophical Theology

Elven Riley

B.S., Ohio University
Executive in Residence of Finance

D. Michael Risinger

J.D., Harvard University
Professor of Law

Alice Ristroph

J.D., Harvard University
LL.M., Columbia University
Professor of Law

Victoria Rivera-Cordero

Ph.D., Princeton University
Assistant Professor of Modern Languages

346 Directory

Denise Rizzolo, PA-C

Ph.D., Seton Hall University
Assistant Professor of Physician Assistant

Mary Ellen Roberts, R.N.

D.N.P., University of Iowa
Assistant Professor of Nursing

Carlos A. Rodriguez

Ph.D., University of Wisconsin, Madison
Professor of Modern Languages

Gabriella Romani

Ph.D., University of Pennsylvania
Associate Professor of Modern Languages

Thomas R. Rondinella

M.F.A., New York University
Associate Professor of Communication

Patricia E. Ropis, R.N.

M.S.N., Kean University
Instructor of Nursing

Michael Rosenberg

M.D., Baylor College of Medicine
Professor of Neuroscience

David Rosenthal

Ph.D., University of Pennsylvania
Associate Professor of Computing and Decision Sciences

Lisa Rose-Wiles

Ph.D., Washington University, St. Louis
Librarian/Assistant Professor

Marycarol Rossignol, R.N.

Ph.D., Widener University
Associate Professor of Nursing

Scott Rothbort

M.B.A., New York University
Instructor of Finance

Kurt W. Rotthoff

Ph.D., Clemson University
Assistant Professor of Economics and Finance

Jean Rubino, R.N.

Ed.D., Teachers College, Columbia University
Assistant Professor of Nursing

Gerald Ruscigno

Ph.D., Seton Hall University
D.C., New York Chiropractic College
Senior Faculty Associate of Biological Sciences

Concetta Russo

Ed.D., Dowling College
Assistant Professor of Educational Studies

Phyllis Russo, R.N.

Ed.D., Seton Hall University
Associate Professor of Nursing

Mary F. Ruzicka

Ph.D., Fordham University
Professor of Educational Studies

Thomas Rzeznik

Ph.D., University of Notre Dame
Assistant Professor of History

David Sabatino

Ph.D., McGill University
Assistant Professor of Chemistry and Biochemistry

John T. Saccoman

Ph.D., Stevens Institute of Technology
Professor of Mathematics and Computer Science

Anthony Sadler

Ph.D., University of Wisconsin, Madison
Assistant Professor of Management

Mehmet Alper Sahiner

Ph.D., Rutgers, The State University
Associate Professor of Physics

William W. Sales Jr.

Ph.D., Columbia University
Associate Professor of Africana Studies

Arundhati Sanyal

Ph.D., City University of New York
Senior Faculty Associate of English

Carolyn E. Sattin-Bajaj

Ph.D., New York University
Department of Education Leadership,
Management and Policy

Abby Saunders, PA-C

M.S., University of Medicine and Dentistry of New Jersey
Department of Physician Assistant

Brenda Saunders-Hampden

J.D., Seton Hall Law School
Associate Professor of Law

Peter Savastano

Ph.D., Drew University
Associate Professor of Anthropology

Mary Ann Meredith Scharf, R.N.

Ed.D., Teachers College, Columbia University
Associate Professor of Nursing

Roger M. Scher

M.A., Johns Hopkins University
M.B.A., University of Pennsylvania
Faculty Associate of Diplomacy and International Relations

Susan Scherreik

M.B.A., Columbia University
Visiting Professor of Management

Lauren Schiller

M.F.A., University of Wisconsin-Madison
Associate Professor of Art

Lewis Z. Schlosser

Ph.D., University of Maryland
Associate Professor of Professional Psychology
and Family Therapy

Laura A. Schoppmann

Ph.D., Stevens Institute of Technology
Associate Professor of Mathematics and Computer Science

Kirsten Schultz

Ph.D., New York University
Assistant Professor of History

Anthony Sciglitano

Ph.D., Fordham University
Associate Professor of Religious Studies

Ellen R. Scully

Ph.D., Marquette University
Assistant Professor of Undergraduate Theology

Mona Sedrak, PA-C

Ph.D., Walden University
Associate Professor of Physician Assistant

Ruth Segal, OTR

Ph.D., University of Southern California
Professor of Occupational Therapy

Richard Seides, R.N.

M.S.N., University of Medicine and Dentistry of New Jersey
Assistant Professor of Nursing

John Sensakovic

M.D., Ph.D., University of Medicine and Dentistry
of New Jersey
Professor of Medicine

Maria Serrano, R.N.

M.A., New York University
Faculty Associate of Nursing

Wendiann Sethi

M.A., State University of New York at Buffalo
M.S., Seton Hall University
Senior Faculty Associate of Mathematics and Computer
Science

John H. Shannon

J.D., M.B.A., Seton Hall University
Associate Professor of Legal Studies

Christopher Sharrett

Ph.D., New York University
Professor of Communication

Kelly A. Shea

Ph.D., University of Pennsylvania
Associate Professor of English

Brian W. Sheppard

J.D., Boston College Law School
Associate Professor of Law

Donovan Sherman

Ph.D., University of California, Irvine
Assistant Professor of English

Sung J. Shim

Ph.D., Rensselaer Polytechnic Institute
Associate Professor of Computing and Decision Sciences

Mitra Shojania-Feizabadi

Ph.D., Virginia Polytechnic University
Assistant Professor of Physics

Brian B. Shulman

Ph.D., Bowling Green State University
Professor of Speech-Language Pathology

Maria Franca Sibau

Ph.D., Harvard University
Assistant Professor of Asian Studies

Michael N. Simkovic

J.D., Harvard Law School
Associate Professor of Law

Andrew Simon

Ph.D., Rutgers, The State University
Associate Professor of Psychology

Theodora Sirota, R.N.

Ph.D., New York University
Associate Professor of Nursing

Rosemary W. Skeele

Ed.D., New York University
Professor of Educational Studies

Courtney B. Smith

Ph.D., Ohio State University
Associate Professor of Diplomacy and International Relations

John E. Smith

Ed.D., Lehigh University
Assistant Professor of Professional Psychology
and Family Therapy

Richard D. Smith

J.D., Fordham University
Visiting Professor of Finance and Legal Studies

William A. Smith Jr.

Ph.D., St. John's University
Professor of Philosophy

348 Directory

Nicholas H. Snow

Ph.D., Virginia Polytechnic Institute and State University
Professor of Chemistry and Biochemistry

John R. Sowa Jr.

Ph.D., Iowa State University
Professor of Chemistry and Biochemistry

Joel B. Sperber

Ed.D., Yeshiva University
Senior Faculty Associate of English

Jack W. Stamps

D.M.A., University of Texas at Austin
Assistant Professor of Music

Judith C. Stark

Ph.D., New School for Social Research
Professor of Philosophy

Adam N. Steinman

J.D., Yale Law School
Professor of Law

Richard E. Stern

Ph.D., Rutgers, The State University
Librarian/Associate Professor

Kathleen A. Sternas, R.N.

Ph.D., Case Western Reserve University
Associate Professor of Nursing

Joseph Stetar

Ph.D., State University of New York
Professor of Education Leadership,
Management and Policy

Doreen Stiskal, PT

Ph.D., Seton Hall University
Associate Professor of Health Sciences

Todd J. Stockdale

M.Th., University of Edinburgh
Faculty Fellow in the Core Curriculum

Joyce Strawser

Ph.D., Louisiana State University
Associate Professor of Accounting

Barbara Strobert

Ed.D., Teacher's College, Columbia University
Assistant Professor of Education Leadership,
Management and Policy

Bonnie A. Sturm, R.N.

Ed.D., Columbia University
Associate Professor of Nursing

Charles A. Sullivan

LL.B., Harvard University
Professor of Law

Yui Suzuki

Ph.D., University of Michigan
Assistant Professor of Diplomacy and International Relations

Mark Senvold

M.F.A., University of Iowa
Assistant Professor of English

Darren L. Sweeper

M.A., M.L.S., Rutgers, The State University
Librarian/Associate Professor

Edward G. Tall

Ph.D., State University of New York at Stony Brook
Faculty Associate of Biological Sciences

Hongfei Tang

Ph.D., Purdue University
Assistant Professor of Finance

Karam Tannous

M.A., Mt. Scopus University, Jerusalem
Assistant Professor of Arabic

Michael A. Taylor

Ph.D., Ohio State University
Associate Professor of Political Science

Susan Teague

Ph.D., University of Georgia
Associate Professor of Psychology

Cheryl Thompson-Sard

Ph.D., Adelphi University
Associate Professor of Professional Psychology and Family
Therapy

Patrice Thoms-Cappello

Ph.D., Drew University
Senior Faculty Associate of English

Gloria Thurmond

D.Min., Drew University
Faculty Associate of Music

Christopher H. Tienken

Ed.D., Seton Hall University
Assistant Professor of Education Leadership,
Management and Policy

Jeffrey Togman

Ph.D., New York University
Associate Professor of Political Science

Elizabeth Torcivia, OTR

Ph.D., Seton Hall University
Associate Professor of Occupational Therapy

Eileen Toughill, R.N.

Ph.D., New York University
Assistant Professor of Nursing

Dianne M. Traflet

J.D., Seton Hall University School of Law
 S.T.D., Pontifical University of St. Thomas Aquinas
 (The Angelicum), Rome
 Assistant Professor of Pastoral Theology

Mary E. Ubinger-Murray, ATC

M.A., University of North Carolina, Chapel Hill
 Assistant Professor of Athletic Training

Linda Ulak, R.N.

Ed.D., Seton Hall University
 Associate Professor of Nursing

Yvonne Unna

Ph.D., Boston University
 Associate Professor of Philosophy

Edgar J. Valdez

Ph.D., Binghamton University
 Faculty Fellow in the Core Curriculum

Michael E. Valdez

Ph.D., University of Hawaii
 Assistant Professor of Management

Victor Velarde-Mayol

Ph.D., University of Madrid
 M.D., University of Navarra, University of Bilbao
 Assistant Professor of Philosophical Theology

Dana Iuliana Viezure

Ph.D., University of Toronto, Center for Medieval Studies
 Assistant Professor of Religious Studies

Michael Vigorito

Ph.D., University of Massachusetts, Amherst
 Professor of Psychology

Viswa K. Viswanathan

Ph.D., The Indian Institute of Management
 Associate Professor of Computing and Decision Sciences

Bert Wachsmuth

Ph.D., Indiana University
 Associate Professor of Mathematics and Computer Science

Elaine Walker

Ph.D., Howard University
 Associate Professor of Education Leadership,
 Management and Policy

Mary Patricia Wall, R.N.

Ph.D., University of Maryland
 Associate Professor of Nursing

Arthur Walters

M.D., Wayne State University Medical School
 Professor of Neuroscience

Weining Wang

Ph.D., Syracuse University
 Assistant Professor of Physics

Zheng Wang

Ph.D., George Mason University
 Associate Professor of Diplomacy and International Relations

John Wargacki

Ph.D., New York University
 Associate Professor of English

Adam Warner

M.B.A., University of North Carolina, Greensboro
 Instructor of Marketing

Robert F. Waters, Jr.

Ph.D., University of Maryland
 Assistant Professor of Music

Gisela Webb

Ph.D., Temple University
 Professor of Religious Studies

Yufeng Wei

Ph.D., Columbia University
 Assistant Professor of Chemistry and Biochemistry

Angela Jane Weisl

Ph.D., Columbia University
 Professor of English

Rob R. Weitz

Ph.D., University of Massachusetts
 Associate Professor of Computing and Decision Sciences

Deborah Welling, CCC-A/FAAA

AuD, University of Florida
 Associate Professor of Speech-Language Pathology

Yonah Wilamowsky

Ph.D., New York University
 Professor of Computing and Decision Sciences

Elizabeth Anne Wilson

J.D., Harvard Law School
 Ph.D., University of Pennsylvania
 Assistant Professor of Diplomacy and International Relations

Joseph Z. Wisenblit

Ph.D., The City University of New York
 Associate Professor of Marketing

Naomi Wish

Ph.D., Rutgers, The State University
 Professor of Public and Healthcare Administration

Monsignor Robert J. Wister

Hist.Eccl.D., Pontifical Gregorian University, Rome
 Professor of Church History

Xiaoqing Eleanor Xu, CFA

Ph.D., Syracuse University
 Professor of Finance

Deirdre Yates

M.F.A., The Catholic University of America
Professor of Communication

Jason Z. Yin

M.B.A., Ph.D., New York University
Professor of Management

Yeomin Yoon

Ph.D., Byrn Mawr College, University of Pennsylvania
Professor of Finance

Paula R. Zaccone

Ed.D., Rutgers, The State University
Professor of Educational Studies

Abe Joseph Zakhem

Ph.D., Purdue University
Associate Professor of Philosophy

Daniel Zalacain

Ph.D., University of North Carolina at Chapel Hill
Professor of Modern Languages

Ziping Zhang

Ph.D., City University of Hong Kong
Assistant Professor of Biological Sciences

Heping Zhou

Ph.D., University of Illinois at Chicago
Associate Professor of Biological Sciences

Debra A. Zinicola

Ed.D., Rutgers, The State University
Associate Professor of Educational Studies

Genevieve Pinto Zipp, PT

Ed.D., Columbia University
Associate Professor of Health Science

Catherine Zizik

M.F.A., George Washington University
Associate Professor of Communication

Adjunct Faculty

Varoujan Vartan Abdo

M.S., Seton Hall University
Adjunct Professor of Mathematics and Computer Science

Maria Adaman, R.N.

M.S.N., Columbia University
Adjunct Professor of Nursing

Markam Keith Adams

M.F.A., Rutgers, The State University
Adjunct Professor of Communication

Adefowoju Adewale, R.N.

M.S.N., University of Medicine and Dentistry of New Jersey
Adjunct Professor of Nursing

Steven Adubato

Ph.D., Rutgers, The State University
Adjunct Professor of Education Leadership,
Management and Policy

Wanda M. Akin

J.D., Seton Hall University School of Law
Adjunct Professor of Diplomacy and International Relations

Reverend Peter J. Albano

Ph.D., The Philosophy of Religion and Theology Claremont
Graduate School
Adjunct Professor of Systematic Theology

Michael Alexander, FACC

M.D., Georgetown University
Adjunct Professor of Physical Therapy

Judi Alfano

M.A., Kean University
Adjunct Professor of Education

Sister Mary John Bosco Amakwe

Ph.D., Gregorian University
Adjunct Professor of Communication

Jason Anderman

J.D., Duke University
Adjunct Professor of Law

Les Aron

J.D., Georgetown University
Adjunct Professor of Education Leadership,
Management and Policy

Marc Atkinson

M.B.A., University of Pennsylvania
Adjunct Professor of Marketing

Frank Auriemma

Ph.D., Fordham University
Adjunct Professor of Education Leadership,
Management and Policy

Timothy Barbera

M.B.A., Seton Hall University
Adjunct Professor of Finance

John Bartolick

M.A. Seton Hall University
Adjunct Professor of Communication and Leadership

Thomas A. Basilo

B.S.B., Seton Hall University
Adjunct Professor of Management

Paul Beaudin

M.S., Iona College
Adjunct Professor of Education Leadership,
Management and Policy

Robert H. Belfiore

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Naomi Berger

M.A., Columbia University
Adjunct Professor of Communication

Francis C. Biley, R.N.

Ph.D., University of Wales College of Medicine, U.K.
Adjunct Professor of Nursing

Jean G. Bissainthe

M.A., Seton Hall University
Adjunct Professor of Modern Languages

Reverend Donald E. Blumenfeld

Ph.D., Graduate Theological Foundation
Adjunct Professor of Pastoral Theology and Religious Studies

Ann Bollinger

B.S., Boston University
Adjunct Professor of Communication

John Bonura

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Deborah Borie-Holtz

M.P.A., Rutgers, The State University
Adjunct Professor of Public and Healthcare Administration

Peter Bowman

Ed.D., Rutgers, The State University
Adjunct Professor of Education Leadership,
Management and Policy

Rodney Boyd

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Jennifer Bradle, R.N.

M.S.N., University of Alabama
Adjunct Professor of Nursing

Kathryn Brady, R.N.

M.S.N., The College of New Jersey
Adjunct Professor of Nursing

Jeanne Brasile

M.A., Seton Hall University
Adjunct Professor of Museum Professions

Leslie K. Breitner

D.B.A., Boston University
Adjunct Professor of Healthcare Administration

Ben Brennan

Psy.D., Widener University
Adjunct Professor of Professional Psychology and Family
Therapy and Athletic Training

Andrew J. Brereton

Ph.D., Fordham University
Adjunct Professor of the University Core Curriculum

Heath Brightman

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Judith R. Brown

M.A., William Paterson University
Adjunct Professor of Educational Studies

Melville Brown

M.B.A., Seton Hall University
Adjunct Professor of Finance

Raymond M. Brown

J.D., University of California, Berkeley
Adjunct Professor of Diplomacy and International Relations

Laurianne Brunetti

M.A., Seton Hall University
Adjunct Professor of Educational Studies

Mary Jo Buchanan

M.P.A., University of Virginia
M.S.W., University of Pittsburgh
Adjunct Professor of Public and Healthcare Administration

Julie V. Burkey

D.Min., The Catholic University of America
Adjunct Professor of Pastoral Theology

George Burroughs

J.D., Rutgers, The State University
Adjunct Professor of Educational Studies

Bridget Burt

B.A., Seton Hall University
Adjunct Professor of Communication

352 Directory

Debra Buzinkai

Ed.S., Seton Hall University
Adjunct Professor of Professional Psychology
and Family Therapy

Elena Caffentzis

M.S., Boston University
Adjunct Professor of Speech-Language Pathology

Paul Callan

J.D., Boston College
Adjunct Professor of Communication

Margaret Campbell-Lupardo, R.N., CNM

M.S.N., Columbia University
Adjunct Professor of Nursing

Tony Capparelli

M.A., School of Visual Arts
Adjunct Professor of Art

Jill Carapelloti

B.S., Rowan University
Adjunct Professor of Communication

Joseph Carducci

Ed.D., Rutgers, The State University
Adjunct Professor of Educational Studies

Diane M. Carr

M.A., Immaculate Conception Seminary School of Theology
Seton Hall University
Adjunct Professor of Pastoral Theology

Terence Carroll

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Marisa Caruso

M.A., Kean University
Adjunct Professor of Educational Studies

Jennifer Casey

M.A., College of St. Elizabeth
Adjunct Professor of Educational Studies

Tara Casola

M.A., Seton Hall University
Adjunct Professor of Educational Studies

Gloria Castucci

M.A., Kean University
Adjunct Professor of Education

James Caulfield

Ed.D., Rutgers, The State University
Adjunct Professor of Education Leadership,
Management and Policy

Peter A. Cavicchia II

M.A., Seton Hall University
Adjunct Professor of Education

Edward Cetnar

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Donald Chadwick

M.B.A., University of Pittsburgh
Adjunct Professor of Education

Jacqueline Chaffin

M.A., University of Georgia
Adjunct Professor of Professional Psychology
and Family Therapy

Robert Chandross

Ph.D., Princeton University
Adjunct Professor of Diplomacy and International Relations

Angie Chaplin

M.A., Seton Hall University
Adjunct Professor of Communication and Leadership

Winnipeg Cherubin

M.S.N., University of Medicine and Dentistry of New Jersey
Adjunct Professor of Nursing

Edward Chrystal

M.A.E., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Renee Cicchino

M.A., Seton Hall University
Adjunct Professor of Strategic Communication

Carl P. Cimino

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

James Cinberg, FACS

M.D., College of Physicians and Surgeons of Columbia
Adjunct Professor of Audiology

Marie Clarizio

M.A., Seton Hall University
Adjunct Professor of Communication

John W. Collins, Jr.

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Pascal R. Collura

Ph.D., New York University
Adjunct Professor of Modern Languages

John Connelly

M.A., Fordham University
Adjunct Professor of Education Leadership,
Management and Policy

Robert J. Connolly

Ed.D., Seton Hall University
Adjunct Professor of Education

James Corino

Ed.D., Nova Southeastern University
Adjunct Professor of Education Leadership,
Management and Policy

Richard J. Cosgrove

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Jeanne Couper, R.N.

M.S.N., William Paterson University
Adjunct Professor of Nursing

Maureen M. Creagh-Kaiser

Ph.D., Seton Hall University
Adjunct Professor of Professional Psychology
and Family Therapy

William Curcio

Ph.D., Rutgers, The State University
Adjunct Professor of Sociology

Paula Curliss

M.S., University of Connecticut
Adjunct Professor of Audiology

Charles Curtis, PT

DPT, Boston University
Adjunct Professor of Physical Therapy

Janet Czermak-Russell, R.N.

M.A., New York University
M.S., Fairleigh Dickinson University
Adjunct Professor of Nursing

Christine D'Agostino, R.N.

M.S.N., Walden University
Adjunct Professor of Nursing

Helen Dalere

M.S.N., Far Eastern University, Philippines
Adjunct Professor of Nursing

Ross Danis

Ed.D., Nova Southeastern University
Adjunct Professor of Education Leadership,
Management and Policy

Louis DeBello

Ph.D., Rutgers, The State University
Adjunct Professor of Philosophy

Raymond M. Deeney

J.D., Rutgers, The State University
Adjunct Professor of Law

Christopher Deneen

Ed.D., Columbia University
Adjunct Professor of Women and Gender Studies

Claire Diab

M.A., Seton Hall University
Adjunct Professor of Asian Studies

Henry Dickson

M.B.A., Babson College
Adjunct Professor of Finance

Patricia A. Doherty

M.S., Bentley College
Adjunct Professor of Healthcare Administration

Paul Domingue

M.S.I.S., Seton Hall University
Adjunct Professor of Computing and Decision Sciences

Paul Dorf

M.B.A., University of Bridgeport
Adjunct Professor of Management

Catherine Dudley

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Lucien Duquette

Ph.D., New York University
Adjunct Professor of Psychology

Samuel Dworetzky

J.D., New York Law School
Adjunct Professor of Law

Eduardo J. Echeverria

S.T.L., The Pontifical University of St. Thomas Aquinas
(The Angelicum), Rome
Ph.D., Free University/Amsterdam, The Netherlands
Adjunct Professor of Systematic Theology

Ann Eckert, CCC-A, FAAA

Au.D., Pennsylvania College of Optometry
Adjunct Professor of Audiology

Marc Edelman

J.D., University of Michigan Law School
Adjunct Professor of Legal Studies

Victoria Eftychiou

M.S.N., University of Medicine and Dentistry of New Jersey
Adjunct Professor of Nursing

Francis Elenio

M.B.A., Seton Hall University
Adjunct Professor of Finance

Theresa Empirio

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Betty English, R.N.

M.A., New York University
Adjunct Professor of Nursing

354 Directory

Eleanita Enriquez, R.N.

M.S.N., Seton Hall University
Adjunct Professor of Nursing

William Erchick

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Gilbert Escamilla

Ph.D., University of Texas at San Antonio
Adjunct Professor of Diplomacy and International Relations

Benjamin Evans

D.N.P., University of Medicine and Dentistry of New Jersey
Adjunct Professor of Nursing

Donna Evertsen, R.N.

M.S.N., University of Pennsylvania
Adjunct Professor of Nursing

Michele Farber

J.D., Benjamin N. Cardozo School of Law
Adjunct Professor of Law

Ronald Farina

M.Ed., East Stroudsburg University
Adjunct Professor of Education Leadership,
Management and Policy

Kristen Farley, R.N.

M.S.N., The University of Medicine and Dentistry
of New Jersey
Adjunct Professor of Nursing

Anne Farrar-Anton

Ph.D., Seton Hall University
Adjunct Professor of Professional Psychology
and Family Therapy

Reverend Thomas Kieren Fergus

M.A., Dominican House of Studies
Pontifical Faculty of the Immaculate Conception,
Washington, DC
Adjunct Professor of Religious Studies

Lorenzo Ferreira

M.A., New York University
Adjunct Professor of Modern Languages

Anita Foley

M.A., Seton Hall University
Adjunct Professor of Religious Studies

Jacques Fomerand

Ph.D., The City University of New York
Adjunct Professor of Diplomacy and International Relations

Reverend Vincent Fortunato, O.F.M., Cap.

M.A., Creighton University
M.Div., Immaculate Conception Seminary School of
Theology, Seton Hall University
Adjunct Professor of Pastoral Theology

Shacrah Fourjours

M.S.N., Seton Hall University
Adjunct Professor of Nursing

Terri J. Fowlkes

M.B.A., New York University
Adjunct Professor of Finance

Sara Frischer, R.N.

M.S.N., Seton Hall University
Adjunct Professor of Nursing

Michael Friscia

J.D., New York Law School
Adjunct Professor of Law

Bernard Fuersich

M.S., New York University
PADI, NAUI and Master Scuba Trainer,
Adjunct Professor of Health and Physical Education

Deborah Gabry

M.B.A., Seton Hall University
J.D., Seton Hall University
Adjunct Professor of Finance

Michele Gaeta

M.A., Kean University
Adjunct Professor of Educational Studies

Lauren Gaines, R.N.

M.S.N., Thomas Edison State College
Adjunct Professor of Nursing

Reverend Gerardo D. Gallo

U.T.P., Columbia University
Adjunct Professor of Pastoral Theology

Albert Galloway

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Lois Gandt

Ph.D., Fordham University
Adjunct Professor of Systematic Theology

Jerry Garcia

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Jill Garcia

M.S., Seton Hall University
Adjunct Professor of Occupational Therapy

Orlando Garcia

M.A., New York University
Adjunct Professor of Modern Languages

Alexandra Garcia-Pagan

J.D., Seton Hall University Law School
Adjunct Professor of Nursing

Joseph Garifo

B.A., Seton Hall University
Adjunct Professor of Communication

Rhonda Garrett, R.N.

M.S., University of Oklahoma
Adjunct Professor of Nursing

Matthew Geibel

M.B.A., Seton Hall University
Adjunct Professor of Computing and Decision Sciences

Burton E. Gerber

M.A., Fairleigh Dickinson University
Adjunct Professor of Modern Languages

Kathleen Gialanella, R.N.

J.D., New York University Law School
Adjunct Professor of Nursing

Angelo Gingerelli

M.B.A., Virginia Polytechnic Institute and State University
Adjunct Professor of Educational Studies

Sister Maria Giordano

M.S.W., Rutgers, The State University
Adjunct Professor of Psychology

Dave Gormley

M.H.A., Seton Hall University
Adjunct Professor of Healthcare Administration

William Graham

M.F.A., The Catholic University of America
Adjunct Professor of Communication

Deborah Gottesleben

M.A., Seton Hall University
Adjunct Professor of Educational Studies

Daniel P. Greenfield

M.D., University of North Carolina
Adjunct Professor of Physician Assistant

Wendy Greenspan

M.S., State University of New York at Buffalo
Adjunct Professor of Speech-Language Pathology

Walter Guarino

J.D., Rutgers, The State University
Adjunct Professor of Strategic Communication

Andrea Guglielmo, CCC-SLP

M.A., Kean College
Adjunct Professor of Speech Language Pathology

Adam Gustavson

M.F.A., School of Visual Arts
Adjunct Professor of Art

Henry S. Hadad

J.D., American University, Washington College of Law
Adjunct Professor of Law

Sara Hadodo

M.A., Rutgers, The State University
Adjunct Professor of Communication

David Hajduk

M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
Adjunct Professor of Systematic Theology

Aaron Hale

Ph.D., University of Florida
Adjunct Professor of Diplomacy and International Relations

Carol Hamersma

M.A., Queen's College
Adjunct Professor of Music

Monsignor Kevin Hanbury

Ed.D., Seton Hall University
Adjunct Professor of Education

William Hartrick

M.B.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Sharon Haskins, R.N.

M.S.N., Monmouth University
Adjunct Professor of Nursing

Rupert Hayles

M.B.A., Wharton School, University of Pennsylvania
Adjunct Professor of Computing and Decision Sciences

Scott Hebert

M.A., Seton Hall University
Adjunct Professor of Communication

Elizabeth Gonchar Hempstead

J.D., New York University School of Law
Adjunct Professor of Public and Healthcare Administration

Eva Henry, R.N.

M.S.N., Thomas Edison State College
Adjunct Professor of Nursing

Lucila Hernandez

Psy.D., Philadelphia School of Osteopathic Medicine
Adjunct Professor of Professional Psychology
and Family Therapy

Maria E. Hernandez

J.D., Seton Hall University Law School
Adjunct Professor of Communication

356 Directory

Timothy Hester

M.A., Seton Hall University
Adjunct Professor of Religious Studies

Nicholas S. Holmes

J.D., University of Michigan Law School
Adjunct Professor of Museum Professions

Karen Hoover

M.S., Columbia University
Adjunct Professor of Occupational Therapy

Stephen Hoptay, Jr.

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Paula Horii

M.A., New York University
Adjunct Professor of Communication

Patricia Hubert

M.S.N., Seton Hall University
Adjunct Professor of Nursing

Manina Urgolo Huckvale

Ed.D., Seton Hall University
Adjunct Professor of Education

Williams Hudders

M.F.A., University of Pennsylvania
Adjunct Professor of Art

Monsignor Christopher Hynes

D.Min., Drew University
Adjunct Professor of Education Leadership,
Management and Policy

Kevin W. Iglesias

M.A., Rutgers, The State University
Adjunct Professor of Education Leadership,
Management and Policy

Laura Irons, R.N.

M.S.N., Seton Hall University
Adjunct Professor of Nursing

Christopher C. Irving

M.A., William Paterson University
Adjunct Professor of Africana Studies

Edward F. Izbecki, Sr.

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership
Management and Policy

Raymond Jacobus

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Janet James-Shuler

M.A.E., Seton Hall University
Adjunct Professor of Education

Ian Jennings

Ph.D., Humboldt-Universitat zu Berlin, Germany
Adjunct Professor of Philosophy

Jack Jarmon

M.A., Fordham University
Adjunct Professor of Diplomacy and International Relations

Marcelline Jenny

M.A., Seton Hall University
Adjunct Professor of Asian Studies

Sophia Johnson

Ph.D., Rutgers, The State University
Adjunct Professor of Diplomacy and International Relations

Mark Kaelin

Ed.D., Columbia University
Adjunct Professor of Physician Assistant

Christopher A. Kaiser

Ed.D., Seton Hall University
Adjunct Professor of the University Core Curriculum

David Kalow

J.D., University of Chicago
Adjunct Professor of Law

Stephen M. Kanter, ATC

DPT, University of Medicine and Dentistry of New Jersey
Adjunct Professor of Athletic Training

Stephen B. Kass

M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
M.N.E., North Carolina State University
Adjunct Professor of Pastoral Theology

Pamela Kattouf

M.S., Hunter College
Adjunct Professor of Educational Studies

Melvin Katz

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Timothy Kearny

Ph.D., City University of New York
Adjunct Professor of International Business

James Keim

M.B.A., J.D., Seton Hall University School of Law
Adjunct Professor of Finance

James Kelly

M.S., City University of New York, Baruch College
Adjunct Professor of Communication

Jeanne Kerwin, MMH, MICP

Drew University
Adjunct Professor of Health and Medical Sciences

Christopher Kinslow

M.B.A., Columbia University
Adjunct Professor of Finance

Timothy Knievel

M.A., New York University
M.A., Boston College
Adjunct Professor of Diplomacy and International Relations

Brigitte Koenig

Ph.D., University of California, Berkeley
Adjunct Professor of History

Jennifer M. Koleser-Ghahari

Ph.D., Rutgers, The State University
Adjunct Professor of Sociology

Frank Korn

M.A., Montclair State University
Adjunct Professor of Classical Studies

Rosemarie Kramer

M.A., Rutgers, The State University
Adjunct Professor of Sociology

Michael D. Kuchar

Ph.D., Fordham University
Adjunct Professor of Education Leadership,
Management and Policy

Valerie J. Kuck

M.S., Purdue University
Adjunct Professor of Chemistry and Biochemistry and of
Women and Gender Studies

Monsignor Raymond J. Kupke

Ph.D., The Catholic University of America
Adjunct Professor of Church History

Katie Lackner, R.N.

M.S.N., Ramapo College of New Jersey
Adjunct Professor of Nursing

Michael LaFontaine

Ed.D., Columbia University
Adjunct Professor of Athletic Training and Physical Therapy

Benjamin S. Lee

J.D., Columbia University
Adjunct Professor of Law

Alan Levin

M.A., Fairleigh Dickinson University
Adjunct Professor of Physics

Diane Lifton

J.D., University of Michigan Law School
Adjunct Professor of Law

Scott D. Locke

J.D., University of Pennsylvania
Adjunct Professor of Law

Marc Lombardy

Psy.D., Philadelphia School of Osteopathic Medicine
Adjunct Professor of Professional Psychology
and Family Therapy

Leslie M. Loysen, CFRE

M.S., New School University
Adjunct Professor of Public and Healthcare Administration

Robert Lucena

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Alan Lucibello

M.A., The Catholic University of America
Adjunct Professor of History

Edward Lynskey

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Richard Mackesy

M.H.A., University of Minnesota
Adjunct Professor of Public and Healthcare Administration

Domenic Maffei

Ph.D., New York University
Adjunct Professor of Diplomacy and International Relations

Antonia Malone

M.A., Princeton Theological Seminary
Adjunct Professor of Religious Studies

Jean Marshall, R.N.

M.S.N., Seton Hall University
Adjunct Professor of Nursing

Lisa Mantone

M.A., William Paterson University
Adjunct Professor of Museum Professions

Randy Marti

M.S., Seton Hall University
Adjunct Professor of Occupational Therapy

Reverend Krzysztof Maslowski

S.T.D., Catholic University of Lublin
Adjunct Professor of Pastoral Theology

Wendy Massaro-Johnson, R.N.

M.S.N., Thomas Edison State College
Adjunct Professor of Nursing

Sharon Davis Massey

Ph.D., University of Illinois
Adjunct Professor of Professional Psychology
and Family Therapy

358 Directory

Reena Matthew, R.N.

M.S.N., D'Youville College
Adjunct Professor of Nursing

Terry McAdoo

B.A., Oklahoma Baptist University
Adjunct Professor of Communication

Andrew McBride

J.D., Columbia University
Adjunct Professor of Law

Kathleen McCarthy, R.N.

M.A., New York University
Adjunct Professor of Nursing

Mary McDonough

Ph.D., University of Nebraska
Adjunct Professor of Communication and Leadership

Sean McGee

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Michael McGowan, APR

M.A., Boston College of Communication
Adjunct Professor of Strategic Communication

Timothy McMahon

M.A., Seton Hall University
Adjunct Professor of Communication and Leadership

Anisa Medhi

M.S., Columbia University
Adjunct Professor of Communication

Kory Mellon

M.A.E., Seton Hall University
Adjunct Professor of Educational Studies

Susan Meklune

Ed.D., Rowan University
Adjunct Professor of Professional Psychology
and Family Therapy

Flore-Marie Menardy, R.N.

M.S.N., New York University
Adjunct Professor of Nursing

Lisa Menza

Ph.D., Seton Hall University
Adjunct Professor of Professional Psychology
and Family Therapy

Dan Messina

Ph.D., Seton Hall University
Adjunct Professor of Health Sciences

Hwa-Soon Meyer

Ed.D., Columbia University
Adjunct Professor of Asian Studies

Monsignor Robert S. Meyer

S.T.L., Lateran University
J.C.L., The Catholic University of America
J.D., Seton Hall University
Adjunct Professor of Philosophy

Lee E. Miller

J.D., Harvard Law School
Adjunct Professor of Management

Robert P. Miller

Ph.D., The Catholic University of America
Adjunct Professor of Biblical Studies

Steven Miller

B.A., Bard College
UNESCO Certificate in Conservation
Adjunct Professor of Museum Professions

Daniel Mitten

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Kenneth H. Mizrach

M.P.H., University of Michigan
Adjunct Professor of Strategic Communication

Arthur G. Mohan

Ph.D., Seton Hall University
Adjunct Professor of Chemistry and Biochemistry

Joseph Montano

Ed.D., Teacher's College, Columbia University
Adjunct Professor of Audiology

Lori Moonan

M.A., Seton Hall University
Adjunct Professor of Educational Studies

Michael R. Morrone

M.S., Seton Hall University
Adjunct Professor of Accounting and Taxation

William Mosca

J.D., Northwestern School of Law
Adjunct Professor of Law

Antonia W. Moser

M.A., Seton Hall University
Adjunct Professor of Museum Professions

Linda Mowad

Ph.D., Rutgers, The State University
Adjunct Professor of Public Administration

Joanne Mullane

Ed.D., Nova Southeastern University
Adjunct Professor of Education Leadership,
Management and Policy

Scott Muller

B.S., Syracuse University
Adjunct Professor of Communication

Brian Murray

M.B.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Padmini Murthy

M.D., Nagarjuana University
M.P.H., New York University
Adjunct Professor of Diplomacy and International Relations

James Namiotaka

B.A., Shippensburg University of Pennsylvania
Adjunct Professor of Communication

Michele Renee Nance

J.D., Seton Hall University Law School
Adjunct Professor of Law

Denise Nash-Luckenback, R.N.

M.S.N., Rutgers, The State University
Adjunct Professor of Nursing

Mark Nazzaro

M.S.I.S., Seton Hall University
Adjunct Professor of Computing and Decision Sciences

Alan Negreann

M.P.A., New York University
Adjunct Professor of Public and Healthcare Administration

Cara Nicolini

Ed.S., Seton Hall University
Adjunct Professor of Professional Psychology
and Family Therapy

John D. Nowik

M.M., Emory University
Adjunct Professor of Liturgy and Music

Leonard Nuara

J.D., Seton Hall Law School
Adjunct Professor of Law

Monsignor Thomas P. Nydegger

Ed.D., Seton Hall University
M.Div., Immaculate Conception Seminary School of
Theology, Seton Hall University
Adjunct Professor of Pastoral Theology

Christopher O'Shea

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Claudia Ocello

M.S., Bank Street College of Education
Adjunct Professor of Museum Professions

Dustin Opatosky

J.D., Fordham University School of Law
Adjunct Professor of Accounting and Taxation

Shoshana Opdenberg

M.A., Seton Hall University
Adjunct Professor of Educational Studies

Donna L. Orsuto

S.T.D., Pontifical Gregorian University, Rome
Adjunct Professor of Pastoral Theology

Moronke Oshin

M.A., New York University
Adjunct Professor of Africana Studies

Mary Ellen Overbay

M.B.A., University of Pennsylvania
Adjunct Professor of Economics

Carol Ozarraga, R.N.

M.S.N., Kean University
Adjunct Professor of Nursing

Alexandra Pagan

J.D., Seton Hall University School of Law
Adjunct Professor of Nursing

Ronald Pannone

Ed.D., Columbia University
Adjunct Professor of Communication and Leadership

Jane Park

Ph.D., Rutgers, The State University
Adjunct Professor of Anthropology

Lisa Parles

J.D., Rutgers, The State University
Adjunct Professor of Legal Studies

Janet L. Parmelee

J.D., Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Todor Peter

M.A. Princeton University
Adjunct Professor of Art History

Michelle Peterson

M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
Adjunct Professor of Theology

Javicia Peterson-Cole

M.S.N., Ball State University
Adjunct Professor of Nursing

Joanne F. Petrunik

M.H.S., Drexel University
Adjunct Professor of Occupational Therapy

360 Directory

Sarah Petruziello

M.F.A., University of Georgia
Adjunct Professor of Art

Philomena Pezzano

Ed.D., Columbia University
Adjunct Professor of Education Leadership,
Management and Policy

Amy Phillips

M.A., Seton Hall University
Adjunct Professor of Educational Studies

Fran Phillips

B.A., St. Johns University
Adjunct Professor of Art

Stephanie Fox Pierson

J.D., Rutgers University School of Law
Adjunct Professor of Law

Reverend Charles Pinyan

M.Div., Immaculate Conception Seminary School of
Theology, Seton Hall University
M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
Adjunct Professor of Pastoral Theology

Thomas Pitoscia

M.D., Rush Medical College
Adjunct Professor of Physician Assistant

Roseann Pizzi

Psy.D., Widener University
Adjunct Professor of Professional Psychology
and Family Therapy

Diana Pizzuti

M.A.E., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Robert Podhurst

Ph.D., New School for Social Research
Adjunct Professor of Sociology

Margaret Popovitch

M.S.N., New Jersey City University
Adjunct Professor of Nursing

Bridget A. Porta, R.N.

M.S., Rutgers, The State University
Adjunct Professor of Nursing

Vernon Post

B.A., The Juilliard School
Adjunct Professor of Music

Paul P. Power

Ph.D., Rutgers, The State University
Adjunct Professor of Communication

Christa Preuster, R.N.

M.S.N., William Paterson University
Adjunct Professor of Nursing

George Priovolos

Ph.D., City University of New York
Adjunct Professor of Marketing and International Business

Forrest M. Pritchett

Ph.D., Logos Theological Seminary
Adjunct Professor of Africana Studies

Arnold Pronto

M.A.L.D., Tufts University
Adjunct Professor of Diplomacy and International Relations

Ann Michele Puglisi

M.S., Gallaudet University
Adjunct Professor of Audiology

Deacon Paschal Quagliana

M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
M.A., Creighton University
Adjunct Professor of Theology

Ambassador Maureen Quinn

M.S., Georgetown University
Adjunct Professor of Diplomacy and International Relations

David Rabinowitz

J.D., Case Western Reserve University School of Law
Adjunct Professor of Law

Monsignor John A. Radano

Ph.D., Aquinas Institute of Theology
Adjunct Professor of Systematic Theology

Lisa Radwan

M.A., Northern Illinois University
Adjunct Professor of Communication

Lawrence Rakitt

M.A., New York University
Adjunct Professor of Education

Soundram Ramaswami

Ph.D., Rutgers, The State University
Adjunct Professor of Education Leadership,
Management and Policy

Melissa Ramdas, R.N.

M.S.N., Columbia University
Adjunct Professor of Nursing

Daniel Regenye

M.H.A., Seton Hall University
Adjunct Professor of Healthcare Administration

Wendy Reich, R.N.

M.S.N., Thomas Edison State College
Adjunct Professor of Nursing

Brian Reilly

M.A.E., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Monsignor Joseph R. Reilly

Ph.D., Fordham University
Adjunct Professor of Theology

Sean Reilly

M.A.E., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Michael Rieber, F.A.C.S.

M.D., New York Medical College
Adjunct Professor of Physical Therapy

Ana Riera

M.A., Kean University
Adjunct Professor of Modern Languages

Joseph Ringwood

B.S., Villanova University
Adjunct Professor of Marketing

Jeffrey Ritter

Ph.D., Harvard University
Adjunct Professor of Diplomacy and International Relations

Ana Rocci

M.A., Universidad de Buenos Aires
Adjunct Professor of Modern Languages

William Roche CCC-SLP

M.S., Teacher's College, Columbia University
Adjunct Professor of Speech-Language Pathology

Maria Rodgers, R.N.

M.S., Columbia University
Adjunct Professor of Nursing

Michele Roemer

Ed.D., Wilmington University
Adjunct Professor of Education Leadership,
Management and Policy

Jacqueline Rooney, R.N.

M.S.N., Seton Hall University
Adjunct Professor of Nursing

Richard Rosell

M.A., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Moshe Rosenwein

Ph.D., University of Pennsylvania
Adjunct Professor of Computing and Decision Sciences

Laura Rowley

M.A., New York Theological Seminary
Adjunct Professor of Religious Studies

Bruce Ruck

D.Pharm., St. John's University
Adjunct Professor of Nursing

Susan Ryan

M.A., New York University
Adjunct Professor of Nursing

Mary Saladino

M.S., Seton Hall University
Adjunct Professor of Marketing

Ali Saleh

M.D., Iberoamerican University, Dominican Republic
Adjunct Professor of Nursing

Nancy Salgado-Cowan, R.N.

M.S., Hunter College
Adjunct Professor of Nursing

Deborah Sanchez

Ed.S., Seton Hall University
Adjunct Professor of Educational Studies

Ursula Sanjamino

Ed.D., St. John's University
Adjunct Professor of the University Core Curriculum

John Santoro

M.A., Seton Hall University
Adjunct Professor of Communication and Leadership

Sandra Sarro-Black

Ph.D., Yeshiva University
Adjunct Professor of Professional Psychology
and Family Therapy

Carolyn Sattin-Bajaj

Ph.D., New York University
Assistant Professor of Education Leadership,
Management and Policy

Carl Savage

Ph.D., Drew University
Adjunct Professor of Religious Studies

James Schatzle, NREMT-P

B.S., University of Maryland
Adjunct Professor of Athletic Training

Jennifer Schecter

J.D., Seton Hall Law School
Adjunct Professor of Law

Matthew Tayne Schneider

M.B.A., New York University
Adjunct Professor of Finance

Laura Schoen

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

362 Directory

Martha Schoene

M.A., Johns Hopkins University
Adjunct Professor of Physics

Karen Schoenebeck, C.P.A.

M.B.A., University of Minnesota
Adjunct Professor of Accounting

Perry Schwarz

M.P.A., Kean University
Adjunct Professor of Communication

Gregory Scime

B.M., Manhattan School of Music
Adjunct Professor of Music

Mary K. Scucci

Ph.D., Rutgers, The State University
Adjunct Professor of Accounting

Sidney Seligman

J.D., Rutgers, The State University
Adjunct Professor of Healthcare Administration

Scott Shajin

J.D., Georgetown University
Adjunct Professor of Law

Robert Sherman

Ed.D., Rutgers, The State University
Adjunct Professor of Professional Psychology and Family
Therapy

Jessica C. Sickler

M.S.Ed., Bank Street College
Adjunct Professor of Museum Professions

Thomas Sijo, R.N.

M.S.N., University of Medicine and Dentistry of New Jersey
Adjunct Professor of Nursing

Larry Simmons

Ph.D., University of Missouri - Kansas City
Adjunct Professor of Nursing

Yolanda Simmons

M.A., Montclair State University
Adjunct Professor of Communication

Martin Skeelee

Ed.S., Seton Hall University
Adjunct Professor of Educational Studies

Steven C. Smith

Ph.D., Loyola University of Chicago
Adjunct Professor of Biblical Studies

Timothy R. Smith

J.D., Seton Hall University
Adjunct Professor of Education

Tina Haydu Snider

M.A., Boston College
Adjunct Professor of Psychology

Karl M. Soehnlein

Ph.D., New York University
Adjunct Professor of Communication and Leadership

Donna Spillman-Kennedy

M.S., Rutgers, The State University
Adjunct Professor of Speech-Language Pathology

Jonathan Stout, C.P.A.

M.S., Seton Hall University
Adjunct Professor of Accounting

Frances C. Stromsland

Ed.D., Seton Hall University
Adjunct Professor of Education

Reverend Peter G. Suhaka

M.Div., Seminary of Christ the King
M.S.W., The Catholic University of America
Adjunct Professor of Pastoral Theology

Gregory J. Sutterlin

M. Div., Yale University
Adjunct Professor of Philosophy

Joseph J. Tarala

Th.M., New Brunswick Theological Seminary
Adjunct Professor of Philosophy

Songa Thomas-Montford

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

David Torres

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Jason C. Tramm

D.M.A., Rutgers, The State University
Adjunct Professor of Music and Interim Choral Director

Christopher Trucillo

M.A., Rutgers, The State University
Adjunct Professor of Education Leadership,
Management and Policy

Timothy Urban

Ph.D., Rutgers, The State University
Adjunct Professor of Music

Sadako Vargas, OTR, BCP

Ed.D., Rutgers, The State University
Adjunct Professor of Occupational Therapy

Marie Varley

Ed.D., University of California, Santa Barbara
Clinical Supervisor of Education

Domenick R. Varricchio

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Gerardo Vazquez

M.A., Universidad de Santiago
Adjunct Professor of Modern Languages

David M. Velder

Ph.D., University of Alabama
Adjunct Professor of Professional Psychology
and Family Therapy

Carol Venes

M.A., Seton Hall University
Adjunct Professor of Professional Psychology
and Family Therapy

Mark Ventola

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Damon Vespi

J.D., Roger Williams College
Adjunct Professor of Legal Studies

Karen Vogel-Romance, R.N.

M.A., University of Pennsylvania
Adjunct Professor of Nursing

Olessia Vovina

Ph.D., Institute of Ethnology, Russian Academy of Sciences,
St. Petersburg
Adjunct Professor of Anthropology

Stephen Wagner

Ph.D., University of Louisville
Adjunct Professor of Healthcare Administration

Richard Waldron

M.A., St. John's University
Adjunct Professor of History

Betty L. Wallace

M.S., Wagner College
Adjunct Professor of Educational Studies

Kevin Walsh

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Ilse Wambacq

Ph.D., University of Texas at Dallas
Adjunct Professor of Graduate Medical Education

John Wand

M.B.A., Harvard University
Adjunct Professor of Finance

Paul E. Ward

Ed.D., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

John Warren

M.S., Bank Street College of Education
Adjunct Professor of Museum Professions

Margaret Wastie

M.A., Seton Hall University
M.A., Kean University
Adjunct Professor of Museum Professions

Daniel N. Watter

Ed.D., New York University
Adjunct Professor of Professional Psychology
and Family Therapy

Glenn Weber

B.A., William Paterson University
Adjunct Professor of Music

Mimi Weinberg

M.A., Seton Hall University
Adjunct Professor of Speech-Language Pathology

Carol Weinstock, R.N.

M.S.N., Rutgers, The State University
Adjunct Professor of Nursing

Stella F. Wilkins

M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
M.L.S., Southern Connecticut State University
Librarian/Adjunct Professor

Gerald J. Williams

Ph.D., New York University
Adjunct Professor of Philosophy

Tiffany Williams

J.D., Northeastern University School of Law
Adjunct Professor of Law

Dennis Wilson Jr.

B.A., Ursinis College
Adjunct Professor of Communication

Audrey Winkler

M.A., Columbia University
Adjunct Professor of Public and Healthcare Administration

Katherine Jones Witzig

M.A., Seton Hall University
Adjunct Professor of Museum Professions

Cecelia Wooden

Ed.D., Illinois State University
Adjunct Professor of Communication and Leadership

Sister Eileen Jude Wust, SSJ

M.A., Villanova University
Adjunct Professor of Education Leadership, Management
and Policy

David Yastremski

M.S., University of Kentucky
Adjunct Professor of Communication

Daniel Yates

M.A., Seton Hall University
Adjunct Professor of Communication

Christopher Young

Ph.D., Rutgers, The State University
Adjunct Professor of Economics

Roselyn Young, R.N.

M.S.N., Monmouth University
Adjunct Professor of Nursing

Michael Yurko

Ph.D., Indiana University
Adjunct Professor of Physics

Alan Zalkind

M.A., M.P.A., M. Phil., New York University
Adjunct Professor of Public and Healthcare Administration

Mara Zazzali-Hogan

J.D., Seton Hall Law School
Adjunct Professor of Law

Li-Wen Zhang

Ph.D., Columbia University
Adjunct Professor of Diplomacy and International Relations

Hua Zhu

Ph.D., Columbia University
Adjunct Professor of Biological Sciences

Monsignor C. Anthony Ziccardi

S.S.L., Pontifical Biblical Institute, Rome
S.T.D., Pontifical Gregorian University, Rome
Adjunct Professor of Biblical Studies

Christopher Zimmerman

Ed.S., Seton Hall University
Adjunct Professor of Education Leadership,
Management and Policy

Executive Cabinet

A. Gabriel Esteban, Ph.D.

President

Larry A. Robinson, Ed.D.

Provost and Executive Vice President

Dennis J. Garbini, M.B.A.

Vice President for Finance and Technology

Catherine A. Kiernan, J.D.

Vice President and General Counsel

Alyssa McCloud, Ph.D.

Vice President for Enrollment Management

G. Gregory Tobin, M.A.

Interim Vice President for University Advancement

Laura A. Wankel, Ed.D.

Vice President for Student Affairs

Monsignor C. Anthony Ziccardi, S.S.L., S.T.D.

Vice President for Mission and Ministry

Academic Officers

Kathleen M. Boozang, J.D., LL.M.

Interim Vice Provost for Academic Administration
and Professor of Law

Gregory A. Burton, Ph.D.

Associate Provost and Dean of Research
and Graduate Services

Tracy Gottlieb, Ph.D.

Associate Provost/Dean of Freshman Studies and
Special Academic Programs

Nicholas H. Snow, Ph.D.

Associate Provost for Finance and Administration

Monsignor Robert F. Coleman, J.C.D.

Rector and Dean, Immaculate Conception
Seminary School of Theology

Joseph V. DePierro, Ed.D.

Dean, College of Education and Human Services

Chrysanthy M. Grieco, Ph.D.

Dean, University Libraries

Joan F. Guetti, Ph.D.

Interim Dean, College of Arts and Sciences

Phyllis Shanley Hansell, Ed.D., R.N., F.A.A.N.

Dean, College of Nursing

Patrick E. Hobbs, J.D., LL.M.

Dean, School of Law

Nancy Low-Hogan, Ph.D.

Dean, Division of Continuing Education and Professional Studies

Ambassador John K. Menzies, Ph.D.

Dean, Whitehead School of Diplomacy and International Relations

Brian B. Shulman, Ph.D.

Dean, School of Health and Medical Sciences

Joyce A. Strawser, Ph.D.

Acting Dean, Stillman School of Business

Board of Trustees

Most Reverend John J. Myers

Chair, Board of Trustees
President, Board of Regents
Archbishop of Newark

Monsignor James M. Cafone

Vice Chair, Board of Trustees
Minister to the Priest Community
Seton Hall University

Pamela M. Swartzberg, Esq.

Secretary, Board of Trustees
Chair, Women's Commission
Archdiocese of Newark

Most Reverend Arthur J. Serratelli

Bishop of Paterson

Mr. Robert E. Baldini

Consultant
Oikos Ventures

Patricia A. Cahill, Esq.

Retired – President & CEO
Catholic Health Initiatives

Monsignor Robert F. Coleman

Rector and Dean
Immaculate Conception Seminary School of Theology
Seton Hall University

Monsignor John E. Doran

Vicar General & Moderator of the Curia
Archdiocese of Newark

Dr. A. Gabriel Esteban

President
Seton Hall University

Dr. Phillip Frese

President & CEO
Catholic Charities of the Archdiocese of Newark

Mr. Phillip N. Maisano

Secretary, Board of Regents
Retired – Vice Chairman & CIO
Dreyfus Corporation

Mr. Patrick M. Murray

Chair, Board of Regents
Retired – Chairman & CEO, Dresser, Inc.

Mrs. Donna M. O'Brien

President
Community Healthcare Strategies, LLC

Monsignor Joseph R. Reilly

Rector, College Seminary
Seton Hall University

Mr. Bruce A. Tomason

Vice Chair, Board of Regents
CEO, Copernicus Group, IRB

Monsignor Robert J. Wister

Professor of Church History
Immaculate Conception Seminary School of Theology
Seton Hall University

Board of Regents

Most Reverend John J. Myers

President, Board of Regents
Archbishop of Newark

Mr. Patrick M. Murray

Chair, Board of Regents
Retired – Chairman, & CEO
Dresser, Inc.

Mr. Bruce A. Tomason

Vice Chair, Board of Regents
CEO, Copernicus Group, IRB

Mr. Phillip N. Maisano

Secretary, Board of Regents
Retired – Vice Chairman & CIO
Dreyfus Corporation

Dr. A. Gabriel Esteban

President
Seton Hall University

Most Reverend Paul G. Bootkoski

Bishop of Metuchen

Most Reverend Joseph A. Galante

Bishop of Camden

Most Reverend David M. O'Connell

Bishop of Trenton

Most Reverend Arthur J. Serratelli

Bishop of Paterson

Most Reverend William C. Skurla
Bishop, Eparchy of Passaic

Mr. William B. Aimetti
Retired – President & Chief Operating Officer
Depository Trust & Clearance Corp.

Mr. Robert E. Baldini
Consultant
Oikos Ventures

Dr. Gerald P. Buccino
Chairman & CEO
Buccino & Associates, Inc.

Robert B. Budelman, Esq.
Of Counsel to the firm of
Sedgwick, LLP

Monsignor James M. Cafone
Minister to the Priest Community
Seton Hall University

Patricia A. Cahill, Esq.
Retired – President & CEO
Catholic Health Initiatives

Dr. Lucy Cho
Clinical Professor
UMDNJ – NJMS

Mr. Henry F. D'Alessandro
Managing Director & Head
Morgan Stanley Credit Partners, LP
Morgan Stanley

Mr. Mark E. Ganton
Principal
Brian J. Ganton & Associates

Mr. David B. Gerstein
President
Thermwell Products Company, Inc.

Mr. Francis J. Hager
Managing Partner
OppCAP Group, LLC

Monsignor Kevin M. Hanbury
Vicar for Education/Superintendent of Schools
Archdiocese of Newark

Mr. John D. Hayes
CMO
American Express

Mr. Richard F. Liebler
President
RFL Enterprises Co., LLC

Mr. Michael J. Lucciola
Consultant
Computer Services Industry

Ms. Kent Manahan
Former Chair, NJN Public Broadcasting Authority
Former Anchor, NJN News

Mr. Richard Mandelbaum
CFO
Mandelbaum & Mandelbaum

Mrs. Donna M. O'Brien
President
Community Healthcare Strategies, LLC

Mr. James M. O'Brien
Co-Chief Executive Officer
Citi Capital Advisors

Mr. James L. Orsini
President & CEO
Single Touch Systems, Inc.

Mr. Edward J. Quinn
President
Prestige Auctions, Inc. & Worldwide of the Caribbean

Patrick P. Randazzo, Esq.
Private Practice
Municipal Court Judge

Mr. Thomas J. Sharkey
General Partner
Meeker Sharkey Associates, LLC

Mr. Joseph A. Torcivia
Co-President
Torcon, Inc.

Ms. Anne F. Touhill
Registered Nurse – Intensive Care Unit
Atlantic Health – Overlook Hospital

Regents Emeriti

Mr. William J. Eyres
Chairman and Owner
Shore Rentals, Inc.

Adrian M. Foley, Esq.
Senior Partner
Connell Foley, LLP

Mr. John C. Kelly
Retired – Vice President & Controller
Wyeth

Dr. A. Zachary Yamba
President Emeritus
Essex County College

Index

A	
Academic Advisement	46
Academic Calendar	6
Academic Industry Partnership, Center for	17
Academic Integrity	48
Academic Officers	364
Academic Policies and Procedures	46
Academic Records, Access and Privacy	55
Academic Resource Center, Ruth Sharkey	16, 89
Academic Success Center	16
Academy for Urban Transformation	17
Accounting and Taxation, Department of	249
Accounting, Concentration in	249
Accounting, Minor in	254
Accreditation and Memberships	9
Adjunct Faculty	350
Admission	29
Advancement of Teaching, Learning and Leading in International Schools, Institute for	20
Africana Studies, Center for	17
Africana Studies, B.A. in	150
Africana Studies, Minor in	151
Alumni Association	25
Alumni Relations	25
Anthropology, B.A. and Minor in	210
Application for Graduation	48
Application Procedures for First-Year Students Full-Time Students	30
Home Schooled Students	30
International Students	31
Transfer Students	31
Applied Catalysis, Center for	18
Archbishop Peter L. Gerety Lecture Series	28
Archives and Special Collections Center, Monsignor William Noé Field	14
Art, Art History and Design, Division of	118
Art History, B.A. in	118
Art History, Minor in	119
Arts and Sciences, College of	87
Arts Council	26
Asia Center	17
Asian Studies, B.A. and Minor in	152
Athletics and Recreational Services	62
Athletic Training Dual Degree Program	104, 230
Audit Options	52
B	
Bernard J. Lonergan Institute	20
Biochemistry, B.S. in	111
Biology, B.A. in	99
Biology, B.S. in	98
Biological Sciences, Department of	97
Board of Regents	365
Board of Trustees	365
Broadcasting, Visual and Interactive Media, B.A. in	115
Business Administration, B.A. in	246
Business Administration, B.S. in	244
Business Administration, Minor in	254
Business, Certificate in	257
Business, Stillman School of	241
C	
Campus ID Office	59
Identification Cards/Card Access	59
Pirate's Gold	59
Campus Ministry	59
Campus Network	12
Campus Tours	33
Career Center	60
Alumni	62
Career Counseling and Assessment	61
eCareer Resources	61
Employer/Alumni Networking Events	61
Experiential Education	61
Internships	61
Vocation and Career Workshops	61
Catholic Studies, B.A. in	82
Catholic Studies, Center for	18
Catholic Studies, Minor and Certificate in	83
Catholic Theology, B.A. in	311
Catholic Theology, Minor in	312
Centers	16
Certificate Programs Business	257
Catholic Studies	83
Computer Graphics	117
Digital Media and Video	117
Digital Media Production for the Web	117
Entrepreneurial Studies	258
Gerontology, Multidisciplinary	234
Information Technologies	286
Information Technology Management	258
Online Course Development and Management	287
Supply Chain Management	258
Russian and East European Studies	235
Web Design	119
Change of Major	47
Chemistry (ACS), B.S. in and (Non-ACS), B.S. in	110
Chemistry and Biochemistry, Department of	109
Chemistry, Minor in	111
Chesterton, G.K. Institute	20
Christian Spirituality, Institute for	21
Class Attendance	47
Class Standing	48
Classical Concert Series	27
Classical Studies, B.A. in and Minor in	152
Clergy Formation, International Institute for	23
College of Arts and Sciences	87
College of Education and Human Services	279
College of Nursing	301
College Seminary Program	66
Communication, Division of	114
Communication, Minor in	116
Communication and The Arts, Department of	114
Communication Studies, B.A. in	116

368 Index

Community Development, Department of	63	EDST	289
Community Health, Seton Center for	23	ENGL	137
Community Research and Engagement, Center for	18	ENVL	226
Community Standards	63	ERTH	188
Comprehensive Music, B.A. in	121	FILI	164
Computational Research, Center for	18	FREN	164
Computer Graphics, Certificate in	117	GERM	166
Computer Labs, Public	13	GMED	296
Computer Science, B.S. in	175	GMSL	297
Computer Science, Minor in	176	GREK	167
Computing and Decision Sciences, Department of	250	HIST	144
Continuing Education and Professional Studies, Division of	315	HONS	86
Cooperative Education/Experiential Education/ Internships	61, 91, 242	HPER	291
Core Curriculum, University	73	IDIS	237
Counseling Services	63	ITAL	167
Course Transfer Policies	47	JAPN	169
Course Change Charges	45	LALS	169
Course Descriptions		LATN	170
AART	123	MATH	180
AFAM	156	MOLG	174
ANTH	216	MUAP	131
ARAB	160	MUHI	132
ARTH	124	MUTH	133
ASIA	161	NUCL	306
ATFY	296	NURN	306
BACC	259	NUTC	307
BFIN	260	NUTH	308
BINT	271	OTFY	297
BIOL	106	PAFY	298
BITM	261	PTFY	299
BLAW	265	PHIL	184
BMGT	266	PHYS	188
BMIE	287	PLTL	312
BMKT	268	POLS	192
BPOL	271	PORT	171
BQUA	263	PSYC	206
BSPM	270	RELS	204
CAST	83	ROTC	70
CHEM	111	RUSS	171
CHIN	162	SOCI	212
CLAS	163	SOWK	219
COBF	126	SPAN	172
COGR	127	THEO	313
COJR	128	WMST	236
COMM	129	Course Numbering System	56
COPA	129	Course Transfer Policies	47
CORE	74	Creative Writing, Major in	134
COST	129	Credit by Examination	33
COTC	130	Criminal Justice Program	221
COTH	130	Criminal Justice, Minor in	221
CPSY	288	Crisis Services	64
CRIM	222	Cultural and Community Programs	26
CSAS	176		
DAVA	237	D	
DIPL	275	Dean's List	53
ECON	263	Declaration of Minor	47
		Declaration of Second Major	47
		Deferred Payment Plans	43

- Degree Requirements 46
- Department of Athletics and Recreational Services 62
- Athletics 62
- Recreation Center Hours 62
- Recreational Services 62
- Designated Consumer Officials 65
- Digital Media Production for the Web, Certificate in 117
- Digital Media and Video, Certificate in 117
- Dining on Campus 58
- Diploma Policy 49
- Diplomacy and International Relations,
 Whitehead School of 272
- Diplomacy and International Relations Program,
 B.S./M.A. in 274
- Diplomacy and International Relations, B.S. in 273
- Diplomacy and International Relations, Minor in 274
- Directions to the University 326
- Directory 317
- Disability Support Services 64
- Division of Continuing Education and
 Professional Studies 315
- Dual/Joint Degree Programs
- B.A./M.A. in English 136
- B.A./M.A. in History 143
- B.A./M.A. in Museum Professions 120
- B.A. in Political Science/M.P.A. 239
- B.A. in Sociology/M.P.A. 210, 239
- B.A. in Social and Behavioral Sciences/
 M.S. in Athletic Training 230
- B.A. in Social and Behavioral Sciences/
 M.S. in Occupational Therapy 229
- B.A./M.A.E. in Psychological Studies 199
- B.A. in Psychology/M.S. in Experimental Psychology .. 198
- B.A./M.B.A. 247
- B.A.B.A. / M.B.A. 247
- B.S./M.B.A. 247
- B.S. in Biology/Doctor of Physical Therapy 100
- B.S. in Biology/M.S. in Athletic Training 104
- B.S. in Biology/M.S. in Physician Assistant 102
- B.S. in Chemistry/B.Eng. from NJIT 111, 240
- B.S. in Physics/B.Eng. from NJIT 188, 240
- B.S.B./M.B.A. 246
- B.S./M.A. in Diplomacy and International Relations ... 274
- E**
- Economics, B.A. in 224
- Economics and Legal Studies, Department of 251
- Economics, Concentration in 251
- Economics, Minor in 224, 255
- Education and Human Services, College of 279
- Education Leadership, Research and Renewal, Center for .. 22
- Educational Opportunity Program 67
- Educational Studies, Department of 281
- Elementary Education, Early Childhood and
 Special Education Program 282
- Endowed Scholarships 36
- Engineering Degree Program in Collaboration with NJIT ... 240
- English as a Second Language (ESL) Program 32, 281
- English, Department of and B.A. in 34
- English, Minor in 135
- English, Minor in Writing 135
- Enrollment Services 29
- Entrepreneurial Studies, Center for 18, 243
- Entrepreneurial Studies, Certificate in 258
- Environmental Sciences, Minor in 100
- Environmental Studies, B.A. in 223
- Environmental Studies, Minor in 226
- Executive Cabinet 364
- Experiential Education/Cooperative Education/
 Internships 61, 91, 242
- F**
- Faculty 329
- Finance, Department of and Concentration in 251
- Financial Aid
- Determination of Award Amounts 41
- Disbursement of Financial Aid 43
- Endowed Scholarships 36
- Federal Financial Aid Programs 33, 43
- New Jersey State Grants 33, 43
- Repayment Policy 43
- Requirements to Maintain Eligibility for 41
- Student Loans 33
- University-Funded Programs 35
- Fine Arts, B.A. in 118
- Fine Arts, Minor in 119
- French, Major in 155
- French, Minor in 156
- Freshman Studies Program 66
- G**
- Gerety, Archbishop Peter L., Lecture Series 28
- Gerontology, Multidisciplinary Certificate in 234
- G.K. Chesterton Institute 20
- Gospel Choir, Seton Hall University 28
- Grade Change Policy 53
- Grade Point Average 52
- Grading System 50
- Graduate Courses, Registration for 52
- Graduation Eligibility and Application for 48
- Graduation Honors 53
- Graphic, Interactive and Advertising Design, Major in 118
- Graphic, Interactive and Advertising Design, Minor in 119
- H**
- Health and Medical Sciences, School of 293
- Health Professions/Pre-Medical and Pre-Dental
 Advisory Committee 89
- Health Services 64
- Mandatory Health Insurance 64
- Required Immunizations and Physical Examination 64
- History, B.A. and Minor in 143
- History, B.A./M.A. in 143
- History, Department of 142
- History of Seton Hall 8
- Honors 53
- Honors Program, University 85
- Housing and Residence Life, Department of 57

370 Index

- I**
- Identification Cards/Card Access 59
 - Identification Number (SHU ID) 56
 - Immaculate Conception Seminary School of Theology 310
 - Independent Study 56
 - Information Technologies, Certificate in 286
 - Information Technology 11
 - Information Technology Management, Certificate in 258
 - Information Technology Management, Concentration in .. 250
 - Institutes and Centers 16
 - Academic Success Center 16
 - Academy for Urban School Transformation 17
 - Asia Center 17
 - Bernard J. Lonergan Institute 20
 - Catholic Center for Family Spirituality 17
 - Center for Academic Industry Partnership 17
 - Center for Africana Studies 17
 - Center for Applied Catalysis 18
 - Center for Catholic Studies 18
 - Center for Community Research and Engagement 18
 - Center for Computational Research 18
 - Center for Entrepreneurial Studies 18, 243
 - Center for Leadership Development 18, 243
 - Center for Public Service 19
 - Center for Securities Trading and Analysis 19, 243
 - Center for Sport Management 19, 253
 - Center for Vocation and Servant Leadership 19
 - Charles and Joan Alberto Italian Studies Institute 20
 - G.K. Chesterton Institute 20
 - Institute for the Advancement of Teaching, Learning and Leading in International Schools 20
 - Institute for Christian Spirituality 21
 - Institute for Education Leadership, Research and Renewal 22
 - Institute of Interdisciplinary Studies 73
 - Institute for International Business 22, 243
 - Institute of Judaeo-Christian Studies 22
 - Institute of Museum Ethics 22
 - Institute of NeuroImmune Pharmacology 23
 - International Institute for Clergy Formation 23
 - Language Resource Center 24, 150
 - Micah Institute for Business and Economics 24
 - Ruth Sharkey Academic Resource Center 16, 89
 - Seton Center for Community Health 23
 - Sister Rose Thering Fund for
 - Education in Jewish-Christian Studies 25
 - Joseph A. Unanue Latino Institute 24
 - Women's Studies, Elizabeth Ann Seton Center for 20
 - Writing Center 19
 - Interdisciplinary Minor and Certificate Programs 232
 - International Business, Institute for 22, 243
 - International Business, Minor in 255
 - International Programs, Office of 25
 - International Relations,
 - Whitehead School of Diplomacy and 272
 - International Students 31
 - English as a Second Language 32, 281
 - Visas 32
 - Internships 61, 91, 242
 - Italian, Major in 155
 - Italian, Minor in 156
 - Italian Studies Institute, Charles and Joan Alberto 20
 - Italian Studies Program 233
 - Italian Studies, Minor in 233
- J**
- Jazz 'n the Hall 27
 - Joseph A. Unanue Latino Institute 24
 - Journalism and Public Relations, B.A. in 116
 - Judaeo-Christian Studies, Institute of 22
- L**
- Language Resource Center 25, 146
 - Languages, Literatures and Cultures, Department of 149
 - Late Fees and Collection Costs 43
 - Latin American and Latino / Latina Studies, B.A. in 153
 - Latin American and Latino / Latina Studies, Minor in 154
 - Latino Institute, Joseph A. Unanue 24
 - Leadership Development, Center for 18, 243
 - Leadership Development Program 258
 - Legal Studies in Business, Minor in 257
 - Liberal Studies, B.A. in 227
 - Library Services 13
 - Lonergan, Bernard J. Institute 20
- M**
- Management, Department of and Concentration in 252
 - Marketing, Department of and Concentration in 253
 - Mathematics and Computer Science, Department of 174
 - Mathematics, B.S. in 175
 - Mathematics, Minor in 176
 - Matriculated Students 29
 - Meal Plan Program 58
 - Memberships 10
 - Micah Institute for Business and Economics 24
 - Military Science, Army ROTC 68
 - Mission Statement 7
 - Mobile Computing Program 12
 - Modern Languages, B.A. in 155
 - Modern Languages, Minor in 156
 - Monsignor John M. Oesterreicher Lecture 28
 - Museum Ethics, Institute of 22
 - Museum Professions, Dual Degree Program in 120
 - Music Performance, B.A. in 120
 - Music Performance, Minor in 122
 - Music Theatre, Minor in 122
- N**
- Name and Address Changes 56
 - National Honor Societies 53
 - NeuroImmune Pharmacology, Institute of 23
 - New Jersey Catholic Historical Commission 15
 - New Jersey State Grants 34, 43
 - Nonmatriculated Students 29
 - Nonprofit Studies, Minor in 191
 - Nursing, College of 301

Nursing, B.S.N.	303	Radio Station WSOU-FM	65
Nursing for R.N.s, B.S.N. in	305	Readmission	32
Nursing for Second Degree, Accelerated Program	305	Recreational Services, Department of Athletics and	62
O			
Occupational Therapy, B.A./M.S. in	228	Refund Policy, Withdrawal from the University	44
Oesterreicher, Monsignor John M. Lecture	28	Regents, Board of	365
Office of International Programs	25	Registration Regulations	49
Online Course Development and Management, Certificate in	287	Religion, Department of and B.A. in Religious Studies	203
P			
Parents' Association	26	Religious Studies, Minor in	204
Parking Services	59	Repeated Courses	53
PC Support Services	13	Reserve Officer Training Corps (ROTC) Program	68
Performing Arts, Division of	120	Residency Requirement	48
Personal Identification Number (PIN)	56	Russian and East European Studies Program and Minor....	234
Philosophy, Department of and B.A. in	183	Russian and East European Studies Certificate	235
Philosophy, Minor in	183	Russian, Minor in	156
Philosophy, Minor in Ethics and Applied Ethics	183	Ruth Sharkey Academic Resource Center	16, 89
Physical Therapy Dual Degree Program	100	S	
Physician Assistant Dual Degree Program	102	Satisfactory Academic Progress Guidelines	41
Physics, B.A. and B.S. in	187	Schedule Changes	50
Physics, Department of	186	School of Health and Medical Sciences	293
Physics, Minor in	188	School of Law	11
Pirate's Gold.....	59	School of Theology, Immaculate Conception Seminary ...	310
Placement Tests for First-Year and Transfer Students	33	Secondary Education	284
Poetry-in-the-Round	27	Securities Trading and Analysis, Center for	19, 243
Police Training Program	222	Security, Public Safety and	59
Political Science and Public Affairs, Department of.....	190	Semester Credit Load	50
Political Science, B.A. in	190	Seton Center for Community Health	23
Political Science, Minor in	191	Seton Hall Sports Poll	26
Political Science, Minor in Nonprofit Studies	191	Seton Hall Student Identification Number (SHU ID)	56
Pre-Law Advising	90	Seton Summer Scholars Program	72
Pre-Medical/Pre-Dental Plus Program	90	Seton Hall Theatre	27
Preregistration and Registration	49	SHUFLY	59
President's Message	3	Sister Rose Thering Fund for Education in Jewish-Christian Studies	25
Priest Community	9	Social and Behavioral Sciences, B.A. in	228
Probation Policy, Full-Time Students	54	Social and Behavioral Sciences Joint Degree Programs	228
Probation Policy, Part-Time Students	55	Social Work, B.A. and Minor in	212
Project Acceleration	90	Sociology, Anthropology and Social Work, Department of	208
Provost's Message	4	Sociology, B.A. in	209
Psychological Studies, Dual Degree Program in	199	Sociology, B.A./M.P.A.....	210, 239
Psychology, B.A. / M.S. Dual Degree Program	198	Sociology, Minor in	209
Psychology, B.S. in	197	Spanish, Major in	155
Psychology, Department of, and B.A. in	196	Spanish, Minor in	156
Psychology, Minor in	198	Special Academic Programs	67
Public Safety and Security	59	Special Programs	66
Public Service, Center for	19	Speech-Language Pathology, Department of	295
Q			
Qualifications for Admission	30	Sport Management, Center for	19, 253
Quantitative Analysis	250, 263	Sport Management, Concentration in	253
R			
		Sports Poll, Conducted by the Sharkey Institute	26
		Stillman School of Business	241
		Student Academic Records	55
		Access and Privacy	55
		Transcripts	55
		Student Activities Board	63
		Student Classification	29
		Student Employment	43
		Student Government Association	63
		Student Life	57

372 Index

Student Loans	34
Student Loans: Rights and Responsibilities	42
Student Organizations	63
Student Support Services Program	71
Supply Chain Management, Certificate in	258

T

Teaching, Learning and Technology Center (TLTC)	12
Technology Fee	44
Technology Services	13
Test of English as a Foreign Language (TOEFL)	32
Theatre, Seton Hall	27
Theatre and Performance, B.A. in	121
Theatre and Performance, Minor in	122
Theology, B.A. in Catholic Theology	311
Theology, Immaculate Conception Seminary School of	310
Theology Library, Monsignor James C. Turro	14
Theology, Minor in Catholic Theology	312
Time Limit for Completion of Degree Requirements	48
Touring Choir, Seton Hall University	27
Tours, Campus	33
Tracking a Major	47
Transcripts	55
Transfer Between Schools	47
Transfer Students	31
Transfer Student Honors	53
Trustees, Board of	365
Tuition and Fees	44
Tuition, Room and Board	44
Non-Tuition Cost Estimates	44

U

Undergraduate Grading System	50
Undergraduate Information Technologies Program	286
University Buildings	328
University Core Curriculum	73
University Faculty	330
University Fee	44
University History	8
University Honors Program	85
University Libraries	13
Monsignor William Noé Field University Archives and Special Collections Center	14
Records Management	15
University Map	327
University Overview	8
University Parents' Association	26
University-Funded Programs	35
Upward Bound Program	72

V

Veterans' Benefits	34
Visas	32
Visiting Students	30
Vocation and Servant Leadership, Center for	19

W

Walsh Library Gallery	15, 27
Web Design Certificate Program	119
Whitehead School of Diplomacy and International Relations	272
Withdrawal from Residence Halls	45
Withdrawal from the University	45
Women and Gender Studies, Minor in	236
Women's Studies, Elizabeth Ann Seton Center for	20
Writing Center	19
Writing, Minor in	135
WSOU-FM	65

