

Graduate Catalogue 2013-2014



Seton Hall University

Publication Number CLVI Volume II.

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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.

Anthony Rowe, Senior Human Resources Generalist, is the University's equal employment opportunity/affirmative action officer who is responsible for providing information regarding the provisions of the laws and regulations referenced in the preceding paragraphs and their applicability to the services, programs and activities offered by the University. Mr. Rowe is located in the Department of Human Resources in the Martin House, 366 South Orange Avenue and may be contacted anthony.rowe@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 lori.brown@shu.edu or (973) 313-6132.

To contact the Office of Graduate Admissions, call (973) 275-2892. Other offices may be reached via the University switchboard at (973) 761- 9000.

Address to write for information: Office of Graduate Admissions - Presidents 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), WKXW (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

This catalogue is a sampling of the exceptional array of knowledge available at Seton Hall University through its academic offerings. As you make your course selections, it is also important to remember that time in classrooms, laboratories and libraries is part of the bigger picture that prompted you to come to this preeminent Catholic institution of higher education.

Saint Elizabeth Ann Seton, for whom our University is named, began our country's parochial school system in the belief that faith should be lived in responsible citizenship capable of bringing to society wisdom, knowledge and integrity. Her nephew, Bishop James Roosevelt Bayley, built on that philosophy in founding Seton Hall as "a home for the heart, the mind and the spirit." Today, we use the term "servant leader" to summarize the University's mission to form women and men of ethical leadership and competence in all fields of enterprise, and who are also dedicated to serve others. For our institution, that is the core of academic excellence.

In recent years, we have seen an increase in the number and quality of students who attend Seton Hall. We have inaugurated new programs across the disciplines and we continue to build new facilities. Yet, the fundamental values remain the same.

This is the Catholic mission, to form the whole person in a nurturing community that offers our students personal attention and care. Please keep this in mind as you peruse 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 and Executive Vice President



Students pursue a graduate or professional education for a variety of reasons – the love of knowledge, the aspiration to advance one’s professional goals, or the desire to take one’s career in a totally different direction. The graduate catalogue represents your opportunity to accomplish these goals, and more. Irrespective of what brought you back to school, take advantage of the opportunity not simply to accomplish your goals, but to experience personal and spiritual growth. Take a course not because it is required by your degree program but because it will be intellectually stimulating, or provide a respite from your daily life.

Seton Hall University is dedicated to producing student-leaders whose personal and professional lives are built upon an ethical foundation. We also adopt a global vision in our approach to the world, and urge you to as well. At this point in your educational lives, your professors should become your colleagues. Take advantage as much as your busy lives allow of this opportunity.

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

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2013 - 2014 Academic Calendar

Fall 2013

Mon., August 26	Classes Begin – Add/Drop and Late Registration Begin
Mon., September 2	Labor Day – University Closed
Wed., September 11	Mass of the Holy Spirit - 12:00 p.m.; Classes Canceled 12 – 1 p.m.
Mon. – Tues., October 14 – 15	Fall Break – No Classes
Fri. – November 1	All Saints Day Mass – 1:00 p.m.; Classes Canceled 1 – 2 p.m.
Wed., November 27	No Classes
Thurs. – Fri., November 28 – 29	Thanksgiving Recess – University Closed
Sat., November 30	No Classes
Sun., December 8	Solemnity of the Immaculate Conception
Mon., December 9	Last Day of Class
Tues., December 10	Reading Day
Wed. – Tues., December 11 – 17	Final Examinations

Spring 2014

Mon., January 13	Classes Begin – Add/Drop and Late Registration Begin
Mon., January 20	Martin Luther King, Jr. Birthday – University Closed
Mon., February 17	Presidents Day – University Holiday Classes in Session; Core Services Available
Wed., March 5	Ash Wednesday Mass – 12:00 p.m. Classes Canceled 12 – 1 p.m.
Mon. – Sat., March 10 – 15	Spring Recess – No Classes
Thurs., April 17	Holy Thursday – University Closed
Fri., April 18	Good Friday – University Closed
Sat., April 19	Holy Saturday – Classes Canceled
Mon., April 21	Easter Monday – Classes Canceled
Mon., May 5	Last Day of Class
Tues., May 6	Reading Day
Wed. – Tues., May 7 – 13	Final Examinations
Mon., May 19	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 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 School of Diplomacy and International Relations was established in 1997.

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 Walsh Library, a \$20 million, four-story facility. Walsh Library 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 marked the 150th 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 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 and/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.

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Accreditations

Accreditation Association for Ambulatory Health Care (AAAHC)
Accreditation Council for Continuing Medical Education (ACCME)
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 Osteopathic Association
American Podiatric Medical Association
American Political Science Association
American Psychological Association (APA)
American Library Association
American Society for Public Administration (ASPA)
American Society for Higher Education
American Theological Library Association
Association of American Colleges and Universities
Association of American Law Schools
Association of Arts Administration Educators (AAAE)
Association of Baccalaureate and Higher Degree Programs in Nursing
Association of Catholic Colleges and Universities
Association for Clinical/Pastoral Education
Association of College and Research Libraries
Association of College and University Telecommunications Administrators (ACUTA)
Association of 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 School of Diplomacy and International Relations, the Stillman School of Business, and Immaculate Conception Seminary School of Theology. Information regarding graduate programs offered by these schools may be found by consulting the table of contents and/or index of this catalogue. Undergraduate programs offered within these areas may be found in the University's Undergraduate 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 this 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 Administration
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 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. 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 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. 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 built in video projection 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).

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.

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 7 GB of online storage). Upon graduation, students are eligible for an alumni e-mail account for life at no cost.

Technology Services

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

PC Support Services: Located 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

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.

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.

University Libraries

John E. Buschman, D.L.S., Dean
Paul C. Chao, M.A., M.L.S., Associate Dean

Walsh Library faculty and staff provide Seton Hall University students library services on the South Orange campus. During the academic year the Library is open Monday through Thursday from 8 a.m. to 2 a.m.; Friday from 8 a.m. to 11 p.m., Saturday from 9:00 a.m. to 5:00 p.m.; and Sunday from 12:00 p.m. to 2:00 a.m. This four-story 155,000 square-foot facility opened in August 1994 and houses the University Libraries, the Walsh Gallery, and the Monsignor William Noé Field University Archives and Special Collections Center. Walsh Library also accommodates the Teaching, Learning and Technology

Center, or TLTC. TLTC includes the 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. Further, the Libraries subscribe to 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 specifically marked shelves. Popular periodicals and a variety of local, national and international newspapers are displayed in the Browsing Room, which offers soft chair seating and study tables. All information resources are catalogued and accessible through SetonCat, the University Libraries' online public access catalog.

The Library 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. The 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 38,000 students used group study rooms and more than 474,800 people visited the library. A faculty of 13 qualified full-time professional library faculty supported by administrative staff, focus on offering excellent service to Seton Hall's community of students and classroom faculty.

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The Library faculty respond to the needs of our scholars, continually transforming the Library's services to exceed client expectations. Library faculty, staff and administrators practice the virtue of hospitality in welcoming and assisting students in using information resources to produce rigorous scholarship and by assisting faculty in classroom instruction. The library faculty provide reference desk, internet and telephone service consultation. In addition they offer bibliographic and information services via telephone, e-mail and virtual reference through the library web site. 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. 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 an 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 from any place with internet access.

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. Individuals may use an array of adaptive equipment that is available to assist handicapped or challenged persons in the use of resources and facilities in the 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 undergraduate and graduate curricula of the Immaculate Conception Seminary School of Theology which is also the major seminary of the Roman Catholic Archdiocese of Newark. The Turro Theology Library 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 and 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. Turro Library's collections are housed in a modern facility that provides comfortable and convenient study areas. Access to the collection is primarily for students and faculty of Immaculate Conception Seminary School of Theology and other University faculty. Seton Hall University undergraduate and graduate students sign a guestbook in order to use the Library. 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>

The 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, this center contains a wide range of historically significant resources that document the history of Seton Hall University, the Archdiocese of Newark, and Catholic New Jersey. These resources include manuscripts, ledger books, photographs, newspapers, annual reports, scrapbooks, physical artifacts and other materials. The University Archives, which date from 1856, include presidential papers, departmental files, architectural data and self-study records, among other resources. As the repository for the archives of the Archdiocese of Newark, the Center holds bishops' papers, parish histories, directories and related materials highlighting the continuous development of the Archdiocese from 1853 to the present day.

Among the distinctive manuscript collections are the papers 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 Seton Jevons family papers (1792-1963) include materials documenting the family of one of the children of the first American-born saint, Elizabeth Ann Seton, and the Salt family letters include the letters of William Salt (1837-1891) noted professor and administrator of the 19th century, and his family. 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. Other significant collections include those of prominent Seton Hall personalities and authors such as the late Monsignor John Oesterreicher (1904-1993), founder of the Institute of Judaean-Christian Studies 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 that compliment scores of faculty and alumni authored publications.

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 reading and photocopying Setonian or Catholic Advocate newspapers, family history records from parishes and cemeteries, among our other microfilm based resources. The Center, as part of the Walsh Library, also gives access to academic databases and gateways to worldwide information resources. Public service is a high priority at Seton Hall, and students are encouraged to use these resources as part of their scholarly development. The collections are open by appointment to faculty, clergy, administration, students 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. For more information about the Monsignor William Noé Field University Archives and Special Collections Center please consult our web site at <http://www.shu.edu/academics/libraries/archives/> or call (973) 761-9476.

New Jersey Catholic Historical Commission

The Monsignor William Noé Field Archives and Special Collections Center 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 the 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://blogs.shu.edu/njchc/>

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

The Walsh Gallery

Since 1994, the Walsh Gallery has provided visitors with the opportunity to encounter the world's cultural heritage in an intimate, welcoming setting that promotes learning. The Gallery is one of the most vibrant non-profit exhibition spaces in the New York area. 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/>

Institutes and Centers

Ruth Sharkey Academic Resource Center
 Academic Success and Transfer Student Center
 Academy for Urban School Transformation
 Asia Center
 Catholic Center for Family Spirituality
 Center for Academic Industry Partnership
 Center for Africana and Diaspora Studies
 Center for Applied Catalysis
 Center for Catholic Studies
 Center for Community Research and Engagement
 Center for Computational Research
 Center for Diaconal Formation
 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

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Charles and Joan Alberto Italian Studies Institute
Elizabeth Ann Seton Center for Women's Studies
Bernard J. Lonergan Institute
Institute for the Advancement of Teaching, Learning and
Leading in International Schools
G.K. Chesterton Institute
Institute for Christian Spirituality
Institute for Education Leadership, Research and Renewal
Institute of Interdisciplinary Studies
Institute for International Business
Institute of Judaeo-Christian Studies
Institute of NeuroImmune Pharmacology
Institute of Museum Ethics
International Institute for Clergy Formation
Joseph A. Unanue Latino Institute
Language Resource Center
Market Research 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

Monica Burnette, M.A., Director

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

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 direction 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.

The ARC is a resource for all students who wish to maximize their academic success: 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 and Transfer Student Center

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

The Academic Success and Transfer Student Center provides advising assistance to undergraduate students in transition. It serves as a starting point for students with academic questions. A primary goal of the Center is to function as a clearinghouse for all undergraduate 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 and Transfer Student Center also works with students who have been unsuccessful in tracking a major. Professional advisers at the Center 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 and Transfer Student 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 and Transfer Student 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 and Transfer Student 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.

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 – online and blended (face to face and online) 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

Deacon 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 H. 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.

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

Founded at Seton Hall University in 1997, The Center for Catholic Studies is dedicated to fostering a dialogue between the Catholic intellectual tradition and all areas of study and contemporary culture, through scholarly research and

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publications and ongoing programs for faculty, students, and the general public. In 2001, the Center conducted the annual faculty Summer Seminar, "The Core of the Core," which originated the present University Core Curriculum. The Center also developed the undergraduate degree program in Catholic Studies with its major, minor and certificate, which in 2012 became the Department of Catholic Studies. The Center continues to support the Department with scholarship aid and its ongoing program of co-curricular activities.

Focusing on the central role of the faculty, the Center is the primary sponsor of regular faculty development programs, including lectures, seminars and retreats. The Center also administers two national faculty development programs: Collegium: A Colloquy on Faith and Intellectual Life, and The Lilly Fellows Program.

The Center maintains a global focus in international scholarship and is the home of the G.K. Chesterton Institute for Faith and Culture, as well as the Bernard J. Lonergan Institute. The Institutes offer opportunities for study and research, as well as ongoing programs related to faith and culture. In addition, the Micah Institute for Business and Economics concentrates on communicating Catholic social teaching and ethics to business education at Seton Hall and the wider business community. The Center also publishes the prestigious *Chesterton Review*, *The Lonergan Review*, and *Arcadia*, a student journal. For more information about the Center for Catholic Studies, visit the website at www.shu.edu/academics/artsci/catholic-studies-center

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 Diaconal Formation

Monsignor Joseph R. Chapel, S.T.D., Director

Deacon Andrew E. Saunders, M.A., Associate Director

Created in 2010 by Seton Hall University's Immaculate Conception Seminary School of Theology as part of the Institute for Christian Spirituality, the Center for Diaconal Formation is designed to provide graduate-level formation for permanent diaconate candidates. A student formally matriculated into the Center's graduate-level program upon successful completion receives a Master's Degree in Theology with a Systematic concentration and/or a Certificate in Diaconal Studies. In addition to graduate-level courses, the Center for Diaconal Formation offers workshops, lectures and presentations for permanent diaconate candidates and their wives, covering a wide variety of topics that address the spiritual, pastoral and human dimensions of diaconal formation, as well as post-ordination diaconal formation and continuing education needs.

For more information about the Center for Diaconal Formation, visit <http://www.shu.edu/academics/theology/diaconal-formation/>

The 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., 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

Monsignor C. Anthony Ziccardi, S.S.L., S.T.D., Acting Director

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.

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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, 10 a.m. – 7 p.m., and Friday, 10 a.m. – 3 p.m. In order to make an appointment, students may drop in or make an appointment online by going to their “Success Network” in Starfish, available through Blackboard, choosing “Services” and then clicking on a day in the calendar on which they would like to be seen. For 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 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

Gabriella Romani, 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: <http://www.shu.edu/academics/artsci/alberto-institute/>

Elizabeth Ann Seton Center for Women’s Studies

Vanessa May, Ph.D., and Karen Gevirtz, Ph.D., Co-Directors

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 who serve in the Church today 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 through a grant from the Lilly Endowment, the Institute accomplishes this goal through various programs, including the Center for Diaconal Formation, the Center for Workplace Spirituality, Christian Speakers' Network, the Great Spiritual Books program, and Seminary's Theological Education for Parish Services (STEPS).

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

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

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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 of Interdisciplinary Studies

The Institute of Interdisciplinary Studies houses the University Core and the Department of Catholic Studies.

University Core

Anthony Sciglitano, Ph.D., Director
Fahy Hall Room 323

The University 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 toward the baccalaureate degree.

Department of Catholic Studies

Ines A. Murzaku, Ph.D., Chair
Arts and Sciences Hall Room 215

The academic program in Catholic Studies is open to students of all tradition, and is interdisciplinary, integrative and multicultural in its approaches to learning. It is the perfect complement to all academic curricula, and provides a deepening of the University Core.

For additional information about the University Core and the Department of Catholic Studies, please see the Institute of Interdisciplinary Studies section in the Undergraduate Catalogue.

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 320. It is the home for all active and pending federal grants of the scientists affiliated with the Institute. The I-NIP 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 Seton Hall 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; Linda Chang, M.D., Professor of Medicine, John A. Burns School of Medicine, University of Hawaii; Kurt F. Hauser, Ph.D., Professor of Pharmacology, Virginia Commonwealth University; Ming Li, Ph.D., Professor of Psychiatry and Neurosciences and Head of Neurology, University of Virginia; and Madhavan P.N. Nair, Ph.D., Professor and Chair of Immunology and Associate Dean of Biomed Research, Herbert Wertheim College of Medicine, Florida International University

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 have 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 (2009-2010), 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

Reverend Albert Haase, OFM, 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 Give You Shepherds*.

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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

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

Market Research Center

Adam Warner, M.B.A., Director

The Market Research Center provides a hands-on learning environment and programs for students to gain practical market research skills and experience. At the Center, students, faculty, and business clients partner together on customized market research projects across a variety of industries.

Located on the 6th floor of Jubilee Hall, the Center features state-of-the-art facilities including an interview/conference center, observation room, and audio-visual recording equipment. Students learn transferable market research skills with the opportunity to conduct interviews, moderate focus groups, create web-based surveys, uncover insights and develop actionable solutions for real business clients.

For more information, for both students wishing to learn more about the Market Research Center or the Market Research Certificate, and businesses interested in learning more about partnering with the Market Research Center, please visit <http://www.shu.edu/academics/business/market-research/> or contact us directly at (973) 275-6489.

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

Maria V. Bouzas, M.A., Director

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

1. Education Abroad

The OIP coordinates the study abroad process for Seton Hall students. Students are encouraged to make study abroad part of their college experience by participating in faculty-led programs, exchange agreements or opportunities through third-party providers. 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

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Spain, France, Italy, Ethiopia, the Philippines, England and China. Exchange programs are agreements between certain academic schools and colleges at Seton Hall and foreign universities. Seton Hall has exchange agreements with universities in Denmark, Germany, South Korea, the United Kingdom, Ireland and Japan. The OIP promotes these programs and acts as a central information point, providing pre-departure orientation and guidelines for safe travel. The OIP also provides assistance and guidance to the Seton Hall International Programs (SHIP) student organization.

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

Nathan Oates, Ph.D., 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. 2173, or visit www.shu.edu/academics/artsci/arts-council/poetry-in-the-round.cfm

Seton Hall University Choir

Jason Tramm, D.M.A., Director

The Seton Hall University 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.

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 web site at <http://academic.shu.edu/libraries/gallery/>

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

The following areas comprise the Office of Enrollment Services:

- Undergraduate Admissions
- Financial Aid
- Registrar
- Student Financial Services
- Student Information Systems

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

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

Undergraduate Admissions

Phone: (973) 761-9332
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

Student Information Systems

The Vice President for Finance and Chief Financial Officer oversees Student Financial Services.

Vice President for Finance and Chief Financial Officer:
Stephen A. Graham, M.B.A.

Student Financial Services

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

Admission

Call or write directly to the graduate department for an application, or apply online at www.shu.edu/applying/graduate. Graduate offices may be reached via the University switchboard at (973) 761-9000, or contact the Office of Graduate Admissions at (973) 275-2892.

Classification of Graduate Students

Degree Students

Students who have been accepted as candidates for a graduate degree and have enrolled in their designated program.

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Nonmatriculated Graduate Students

Students who usually fall into one of the following categories:

- those who are pursuing courses outside a degree program for continuing education purposes;
- those enrolled in non-degree certificate programs or licensing programs; and
- those intending to make formal application to a degree program after preliminary coursework (12-credit limit).

Full-Time Graduate Student

Those registered for 9 or more credits in a given Fall or Spring semester.

Part-Time Graduate Student

Those registered for fewer than 9 credits in a given Fall or Spring semester.

Graduate Auditors

Those who are enrolled in specific courses taken on an audit (noncredit) basis. Students may be admitted to auditor status by proving to the department chair that they can profit from class discussion and by filing an audit declaration.

Qualifications for Admission

Among the criteria applied in determining eligibility for admission to graduate studies are a satisfactory undergraduate scholastic average in appropriate coursework from an accredited college or university; satisfactory scores on any entrance examinations required by the department; and interviews, appropriate references and any other assessment procedures when requested. Graduate students must meet the course and credit requirements of the department in which they intend to study.

No documents submitted as part of the application procedure will be returned, nor will any requests to duplicate documents be honored.

Applicants whose files become complete after specified deadline dates may be considered for admission in the following semester. The credentials of applicants whose files remain incomplete after specified deadline dates will be retained for a period of two years. In the School of Business, there is a one-year period of retention. These applicants must notify the appropriate office in writing should they desire to continue the application process.

The completed application and all necessary documentation must be submitted and ready for review by the following dates:

College of Arts and Sciences

July 1	Fall Semester
November 1	Spring Semester
May 1	Summer Session
Rolling Admission	Biological Sciences Chemistry Healthcare Administration Museum Professions Public Administration Strategic Communication (including the online program) Graduate Certificate Programs

Stillman School of Business

Rolling Admission (see School of Business section)

College of Education and Human Services

Rolling Admission	Education Leadership, Management and Policy/K-12, M.A./Ed.S. in the Police Graduate Studies Program Police Law Enforcement
January 15 – Fall Semester	for Counseling Psychology (Ph.D.)
February 1 – Fall Semester	for Education Leadership, Management and Policy (Ed.D.) and Higher Education Administration (Ph.D., Ed.D.)
Fall Semester	for Family Psychology (Ph.D.) (Admission suspended)
October 1 – Spring Semester	for Education Leadership, Management and Policy (Ed.D.) and Higher Education Administration (Ph.D., Ed.D.)
December 1 – Spring Semester	for Executive Ed.D. K-12 (Accelerated Program)

School of Diplomacy and International Relations

Rolling Admission – Students may begin the program in September or January.

School of Health and Medical Sciences

Application Deadlines

Athletic Training – early review deadline is January 15 for the following Summer Session; regular review deadline is March 15 for the following Fall class

Health Sciences – November 1 for Spring admission and April 1 for Fall and Summer admission

Occupational Therapy – January 15 for the following Fall class

Physical Therapy – January 15 for the following Fall class

Physician Assistant – Applicants with a superior academic record (GPA > 3.4) and who have successfully completed all prerequisite coursework are encouraged to apply by August 15 for an early admission decision.

General Admission: Applications for general admission are accepted from September 1 through a deadline of March 31. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by the end of the Spring semester prior to the start of the program.

Speech-Language Pathology – February 1 for the following Fall class

Applications for degree programs in the School of Health and Medical Sciences received after the above deadlines will be reviewed on a space-available basis. Admissions will remain open until the classes are filled.

College of Nursing

Clinical Nurse Leader – June 15

M.S.N. – Rolling Admission

D.N.P. – Rolling Admission

Ph.D. – April 15 for following Fall Admission.

Applications for the Ph.D. program in the College of Nursing received after the above deadline will be reviewed on a space-available basis.

Immaculate Conception Seminary School of Theology

August 1 – Fall Semester

December 15 – Spring Semester

Rolling Admission – Summer Session

Advanced Standing (Transfer Students)

Graduate credits earned recently in another accredited college or university, and not applied toward a prior degree, may be accepted in partial fulfillment of graduate degree credit requirements at Seton Hall. The courses taken should be similar to required or elective courses approved for the curriculum concerned. The grades earned must not be lower than a “B.” In general, a total of 6 credits may be approved for master’s degree programs and 30 credits for the doctoral program. Graduate students applying for transfer of credit should contact their adviser in the appropriate college/school, requesting advanced standing on the basis of official transcripts.

Once enrolled, students may not register for graduate course work at another institution without prior written permission of the department chair or program director. Some departments will not authorize any transfer credits or may impose restrictions. Students should consult their adviser prior to any registration at another institution.

Admission Information

Students are expected to acquaint themselves with all procedures and requirements applying to graduate studies, as well as with specific requirements of the college and department in which they intend to study. Graduate admissions materials are available through the following areas:

General Graduate Information

Students or prospective students with general questions or in need of assistance on next steps may contact Jessica Appleton at (973) 275-2892 in the Office of Graduate Services in the Provost’s Office (3rd floor of Presidents Hall).

Graduate Program Information

School/Program Graduate Coordinator Phone

Stillman School of Business

Catherine Bianchi, M.B.A. (973) 761-9220
Director, Stillman School

School of Diplomacy and International Relations

Catherine Ruby, Ph.D. (973) 275-2142
Director, School of Diplomacy and International Relations

College of Education and Human Services

- Education Leadership, Management and Policy
Michael J. Osnato, Ed.D. (973) 761-9397
Chair
- Educational Studies
Debra Zinicola, Ed.D. (973) 275-2741
Interim Chair
- Professional Psychology and Family Therapy
Laura Palmer, Ph.D., (973) 761-9451
Chair

College of Nursing

- Ph.D. in Nursing
Sharon Venino (973) 761-9266
Assistant to Ph.D. in Nursing Program
- M.S.N. Emily Hampton (973) 761-9583
- D.N.P. Mary Ellen Roberts, D.N.P., R.N.
Director of D.N.P. Program (973) 275-2467
- General Information (973) 761-6037

College of Arts and Sciences

- Application Information
Office of Graduate Admissions (973) 275-2892
- General Information
Office of the Associate Dean (973) 761-9430
- Asian Studies Dongdong Chen, Ph.D. (973) 761-9465
Director of Graduate Studies
- Biological Sciences
Allan D. Blake, Ph.D. (973) 761-9044
Director of Graduate Studies
- Chemistry Cecilia Marzabadi, Ph.D. (973) 761-9414
Director of Graduate Studies
- Strategic Communication
Richard Dool, D.Mgt. (973) 761-9490
Director of Graduate Studies
- English Angela Weisl, Ph.D. (973) 275-5889
Director of Graduate Studies

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- Healthcare Administration
Anne M. Hewitt, Ph.D. (973) 761-9510
Director of Graduate Studies
- History
Dermot A. Quinn, Ph.D. (973) 275-2774
Director of Graduate Studies
- Jewish-Christian Studies
Reverend Lawrence E. Frizzell, D. Phil.,
Director of Graduate Studies (973) 761-9751
- Museum Professions
Petra Chu, Ph.D. (973) 761-7966
Director of Graduate Studies
- Psychology
Kelly M. Goedert, Ph.D. (973) 275-2703
Director of Graduate Studies
- Public Administration
Matthew Hale, Ph.D. (973) 761-9510
Director of Graduate Studies

School of Health and Medical Sciences

- Athletic Training
Carolyn Goeckel, M.A., (973) 275-2826
ATC, Chair
- Graduate Program in Health Sciences
Terrence Cahill, Ed.D., (973) 275-2449
FACHE, Chair
- Physician Assistant
Christopher Hanifen, M.S., (973) 275-2596
PA-C, Chair
- Occupational Therapy
Ruth Segal, Ph.D., (973) 761-7145
OTR, Chair
- Physical Therapy
Doreen Stiskal, (973) 275-2051
PT, Ph.D., Chair
- Speech-Language Pathology
Vikram N. Dayalu, Ph.D. (973) 275-2858
Chair

Immaculate Conception Seminary School of Theology

Reverend Christopher M. Ciccarino,
S.S.L., S.T.D., Associate Dean (973)761-9576

Application Procedures

Degree Graduate Students

Students applying for admission to graduate courses leading to a degree must submit the following items according to the directions received with the application packet:

- completed application form and application fee;
- official transcripts of all academic work completed beyond high school;
- statement of Professional Goals (not required of applicants to the School of Business);
- letters of reference (varies according to program).

Test scores:

College of Arts and Sciences

Graduate Record Exam (GRE)*

Stillman School of Business

Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE)

School of Diplomacy and International Relations

Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT) or Law School Admissions Test (LSAT)

College of Education and Human Services**

Miller Analogies Test (MAT) or Graduate Record Exam (GRE) depending on individual program requirements

School of Health and Medical Sciences

Graduate Record Exam (GRE) or Miller Analogies Test (MAT) – varies according to program

College of Nursing***

Graduate Record Exam (GRE)

School of Theology

Graduate Record Exam (GRE) or Miller Analogies Test (MAT)

Note: Applicants are advised to check with specific graduate program departments to verify the materials required for their application packet

** Some programs accept MAT, GRE, GMAT or LSAT scores, and some programs do not require standardized test scores.*

*** The College of Education and Human Services additionally requires a résumé of professional background for those applying to the doctoral program.*

**** The College of Nursing Ph.D. and D.N.P. Programs require the GRE taken within the last five years. This requirement may be waived for the D.N.P. Program with a GPA of 3.5 or higher.*

Nonmatriculated Graduate Students

To enroll for graduate courses on a non-matriculated basis, the students must complete an “Application for Non-matriculated Graduate Students” at the time of their initial registration. Evidence of receipt of an undergraduate degree must be submitted to the office at that time. The maximum number of credits nonmatriculated students may earn before matriculation is 12. Applicants are advised to check with the specific programs to determine if non-matriculated graduate study is permitted.

International Graduate Student Applications

Seton Hall welcomes applications from international students holding F-1 student visas for admission into full-time on-campus graduate degree programs. The Office of International Programs (OIP) provides counseling and support for all student visa and immigration issues, and also assists international students in becoming active members of the University and surrounding community. The Office

of International Programs offers a variety of services and social/cultural activities for this purpose. More information is available from the Office of International Programs, (973) 761-9072, or visit the web site at www.shu.edu/offices/oip-index.cfm

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 be honored. Seton Hall requires international applicants to have all transcripts from institutions not accredited in the United States or Canada evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES.org). Alternatively, transcripts may be evaluated by AACRAO.

All evaluations must be course-by-course evaluations, as confirmation of course level and degree equivalency. Applications submitted without credential evaluations will not be considered for admission or transfer credit evaluation. Students are responsible for all costs associated with credential evaluations. International students are subject to a one-time fee of \$400. This fee is assessed in the first semester of attendance.

International Admission Requirements:

- completed application form and application fee;
- original transcript of academic credentials. All credentials in languages other than English must be accompanied by certified English translations;
- evaluation of foreign academic credentials by one of the above agencies;
- official scores attained on the Test of English as a Foreign Language (TOEFL) given by the Education Testing Service, Princeton, New Jersey, (609) 921-9000;
- official scores attained on the appropriate entrance examination required by the department; and
- letters of reference (varies according to program).

Student Visa

International students requiring a student visa will also need to submit additional documents which are required by the Student Exchange Visitor Program (SEVP) under the Department of Homeland Security. Upon admission to the University, the Office of International Programs (OIP) will review these documents and determine if they are sufficient to issue a Form I-20 which is used to apply for an F-1 student visa.

The documentation required to issue an I-20 is as follows:

- Application for an I-20 Form
- Proof of ability to pay for the cost of education
- Proof of passport

All F-1 visa international students are required to enroll full-time (at least 9 credits for graduate students) and comply with all other requirements of maintaining visa status. The international student's F-1 visa status must be kept valid at

all times. It is the responsibility of each international student to familiarize him/herself with and abide by immigration regulations. Please see the section on Dissertation/Thesis Research - International Students on page 41 of this catalogue.

The OIP serves to counsel students on these issues as well as report immigration matters to USCIS through SEVIS (the federal immigration database). Questions about initial I-20 issuance or maintaining visa status should be directed to the OIP in Presidents Hall room 321 or by e-mail at oip@shu.edu or by phone at (973) 761-9072. Please also visit the OIP Web site at www.shu.edu/offices/oip-index.cfm for immigration regulations and details about documents required for I-20 issuance.

No documents submitted as part of the application process will be returned nor will any requests to duplicate documents be honored.

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

Acceptance

After the application has been processed, and if the qualifications are satisfactory, graduate applicants will receive a letter of acceptance from the appropriate graduate office.

Students who are unable to attend during the term for which they are accepted must advise the department. Students may request in writing a deferment of their acceptance until the next semester.

Deferment of Application

If applicants for admission to a graduate program find it impossible to submit all required documentation by the application deadline, they may request a deferment to the next semester. This request for deferment must be submitted in writing. In no case may applicants defer an application after receiving an unfavorable admission decision.

Duplicate Degrees

Students who have earned a graduate degree at Seton Hall may be accepted to another program with a different major that culminates in the same degree provided that the content of the program is significantly different. In this case, the dean determines the number and distribution of credits required in the second degree.

Financial Aid

Financial aid for graduate students is extremely limited. The primary form of aid is student loans.

University Graduate Assistant Program

The University offers a limited number of graduate assistantships each year for full-time, matriculated graduate students. These teaching, research and administrative assistantships are by separate application only.

Each assistantship is usually for one academic year, carries a stipend for nine or 10 months (September through May or June) and includes tuition remission for a maximum of 12 credits per semester (except for law students, for whom the maximum is 9 credits). Assistantships are renewable for the next year upon the recommendation of the hiring department.

Assistants generally spend 20 hours per week doing directed, quasi-professional work, research or teaching.

Applicants for graduate assistantships must show evidence of formal University acceptance into a graduate degree program as part of their application. Applications and information are available through the Graduate Student Web page at www.shu.edu/applying/graduate/grad-finaid.cfm

Please note: Applicants for teaching assistantships in the biological sciences, chemistry and English also must contact those departments.

Generally, graduate students who are at least half-time status may be eligible for Federal Direct Loans.

Graduate students are not eligible to receive grants, such as Federal Pell, Federal SEOG, New Jersey TAG, SHU Need, Seton Hall Grant, and/or any other undergraduate merit based scholarship program, such as but not limited to, University Scholarship, Regents, Chancellors, and Provost Scholarship.

International Students

Financial aid for international students is limited.

International students are eligible to apply for graduate assistantships and graduate scholarships on an equal basis with domestic students. However, citizenship and residency requirements eliminate all foreign students from the federal assistance programs in which the University participates. International students who qualify for admission to the University must seek financial assistance through agencies in their own country rather than attempting to base an education at Seton Hall on scholarship awards or other aid from the University.

Graduate Educational Opportunity Fund Program

Graduate Educational Opportunity Fund (EOF) grants are available to eligible students in the amount of \$2,850 (maximum grant for the 2012-13 academic year). Students must be full-time, matriculated students and must document financial eligibility as determined by the students' gross income.

Although priority in awarding the EOF graduate grant is given to those who received undergraduate grants, individuals who did not receive undergraduate grants but who demonstrate historical poverty will also be considered.

Applicants must complete and submit the Data Sheet for Graduate and Law School Students to the coordinator of Enrollment Services, located in the Educational Opportunity Office on the South Orange campus. In addition, applicants must complete the Free Application for Federal Student Aid (FAFSA) www.fafsa.gov

Federal Assistance Programs

Various departments and agencies of the federal government offer programs of aid for graduate students. These include fellowships, traineeships, Summer traineeships or loans. Students interested in these programs are requested to contact the department in which they intend to study.

Veterans' Benefits

Educational benefits may be available to eligible veterans and children or spouses of deceased or permanently disabled veterans. Details of the program are available from any Veterans Administration Office or Seton Hall University's Office of Financial Aid. The University participates in the Yellow Ribbon Program. For more information, please visit <http://www.shu.edu/offices/financial-aid/veterans-benefits.cfm>

Federal Direct Loans

Seton Hall participates in the Federal Direct Student Loan Program. Loan proceeds are delivered to the student directly through the University and repaid to the loan servicer.

The Office of Financial Aid processes applications for the Stafford Loan. As of July 1, 2012, the Federal Government has ended subsidized loans for graduate and professional students. Students may receive up to \$20,500 in unsubsidized funds. A master promissory note must be electronically completed and filed with the Department of Education before the loan proceeds can be credited to a student's account.

Seton Hall University is a Direct Lending School. All loans are through the Department of Education and must be applied for at www.studentloans.gov

Applicants must enroll at least half-time and complete the Free Application for Federal Student Aid (FAFSA) to apply for the loan. In completing the FAFSA, be sure to include Seton Hall's Title IV School Code: 002632.

Interest rates for Federal 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 <http://studentaid.ed.gov>

Student Eligibility

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

- have financial need as determined by the FAFSA;
- be a high school graduate;
- be enrolled at least half-time at Seton Hall in a degree granting program;
- be a U.S. citizen or eligible noncitizen;
- be making satisfactory academic progress toward a degree (the following section provides details);
- not be in default of a federal loan or owe a repayment of a federal grant; or have exceeded the loan aggregate for a graduate student;
- comply with the 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 if selected for Federal Verification.

Requirements to Maintain Eligibility for Federal Aid

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

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

Satisfactory Academic Progress Guidelines

General Considerations

- Federal Regulations (General Provision CFR 668.43) require the Seton Hall University the Office of Financial Aid to review the academic progress of students who apply for and/or receive financial assistance. This regulation applies to each financial aid applicant whether a previous recipient or not.
- 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.
- 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.”

Grade Point Average

- Graduate students must maintain a cumulative GPA of 3.00, consistent with Seton Hall University standards;
- 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

- Graduate students must complete a minimum of 72 percent of credit hours attempted for each academic year (i.e., Summer, Fall, Spring) at Seton Hall University;
- Students attending the University 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.

Determination of Award Amounts

To be considered for financial aid, a student must complete the Free Application for Federal Student Aid (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 using Seton Hall’s Title IV Code 002632. The website to apply online is www.fafsa.gov. To e-sign the FAFSA, students will need a PIN. To apply for a PIN, visit www.pin.ed.gov.

Student Loans: Rights and Responsibilities

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, students may postpone or defer payment of the loan, but a deferment must be approved by the loan servicer. If students fail to repay their loan (or defaults), the government may impose a penalty and may withhold money from paychecks and tax refunds. In addition, students will be ineligible to receive any future federal aid, and their credit ratings will be negatively affected. The exact terms and conditions of a student loan may be obtained in detail from the loan servicer.

While student loan programs differ in some ways, students’ rights and responsibilities as a borrower are basically the same for all programs. These rights and responsibilities are specified in federally mandated Entrance Counseling.

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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 to them 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 default is and its consequences;
- students must be informed of refinancing and consolidation options; and
- students must be notified if their loan is transferred to a different holder.

Responsibilities

- Students must notify the loan servicer if they graduate, withdraw from school or drop below half-time; transfer to another school; change their name, address or social security number.
- Students must repay their loans in accordance with the repayment schedule given to them, even if they do not receive a bill or complete their education.
- Students must notify the loan servicer of anything that affects the ability to repay the loan or changes student's eligibility for deferment or cancellation.
- Student borrowers must complete both Entrance and Exit Counseling requirements.

Student Loans

Direct loans are disbursed in two equal payments, and are applied to the student's account after the student signs a promissory note. First-time borrowers at Seton Hall must complete Entrance Counseling before loan proceeds can be credited to the student's account.

Repayment Policy

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

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

Estimated Federal Direct Loan Monthly Payments of 10 - 20 Year Terms

Sample Interest Rate	10 Year		15 Year		20 Year	
	Monthly Repayment	Total Repayment	Monthly Repayment	Total Repayment	Monthly Repayment	Total Repayment
4.00%	\$101.20	\$12,149.40	\$73.90	\$13,314.30	\$60.60	\$17,186.90
4.50%	\$103.60	\$12,536.60	\$76.40	\$13,769.80	\$63.30	\$18,240.60
5.00%	\$106.07	\$12,728.02	\$79.00	\$14,234.20	\$66.00	\$19,325.50
5.50%	\$108.49	\$13,023.20	\$81.80	\$14,707.50	\$68.80	\$20,440.40
6.00%	\$111.00	\$13,322.50	\$84.40	\$15,189.40	\$71.60	\$21,583.80
6.50%	\$113.58	\$13,640.95	\$87.20	\$15,679.90	\$74.60	\$22,754.40
7.00%	\$116.10	\$13,933.00	\$89.90	\$16,178.90	\$77.50	\$23,950.90

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.

Students in Dissertation

Federal loan regulations indicate that any time a student drops below less than half-time status, the student is no longer eligible for federal student loans and the clock on their 6 month grace period on repayment begins. However, the student may still apply for alternative loans to cover the cost of remaining studies.

Dissertation advisement is a 3-credit course, and if taking alone will be reported as less than half-time. However, the 3-credit dissertation advisement class can be considered to be the equivalent of half-time or full-time study if this is certified by the department. In order to submit a certification requesting that the dissertation work is equivalent to full-time or half-time study, an e-mail must be sent from the department chair to the University Registrar. In order for this to go into effect, the student must be registered for at least 1 credit at Seton Hall University. The request should only be made for students whose dissertation work is taking a substantial amount of time equivalent to at least half-time study. Please note that this cannot continue for multiple semesters without legitimate degree related work (i.e. internships for the counseling program). Once certification is submitted to the University Registrar, the student will be coded for half-time or full-time equivalency (based on the request). When the student is coded as half-time or full-time, federal loan eligibility is still intact and the deferment clock does not start ticking.

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. Credit card payments can only be made online, and a 2.75% 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.

Payment Plan

Seton Hall University has partnered with TuitionPay, a Division of Sallie Mae Corp., to provide students and their families with no-interest payment plans at a nominal fee. Please contact TuitionPay at 1-800-635-0120 or www.tuitionpay.com for more information. TuitionPay is not available for Summer Sessions or past due charges.

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.

Tuition Discounts

Priests, brothers, and sisters of the Roman Catholic Church are eligible for a 50 percent religious reduction in graduate tuition rates. Application, accompanied by verification of eligibility, must be submitted to Student Financial Services prior to registration. Written guidelines are available from this office upon request. Senior citizens also receive a discount when they enroll for courses which are available

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to them on a space-available basis, and are asked to present proof of age (65 or older) each semester. Tuition waiver forms are available from the Office of the Registrar, 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

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

Returned Check Policy

If a bill is paid by personal check in order to pre-register and the check is returned for insufficient funds, the student will be dropped from all classes. The student will not be allowed to reregister 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 and 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.

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 subsequent to 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 changes 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. This policy is separate from the Return of Title IV Policy for students who withdraw and have Federal Aid for that term. The Return of Title IV Policy can be found on the Financial Aid Office website.

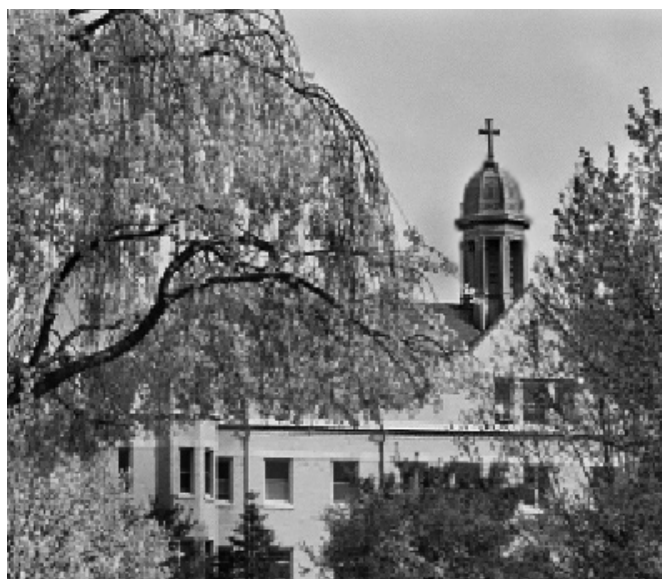
Students who cease attending classes during the term without officially withdrawing are considered as unofficially withdrawn. These students will lose 50% of their financial aid for that term.

Charges for Course Changes

Course schedules may be modified through the online student self-service or with an Adjustment to Schedule Form through the add-drop deadline. Payment for additional tuition incurred by a student as a result of such a change is due upon the execution of this schedule change. 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.

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 qualify for a graduate degree, students must fulfill all course, examination and other requirements prescribed by the department. Only graduate coursework may be applied to a graduate degree. In rare instances, an upper-level undergraduate course may be counted toward a graduate degree on the recommendation of the department chair and dean. Degree candidacy must be established in keeping with departmental and school standards.

Advanced degrees are not awarded automatically upon completion of a required number of courses or credit. Such degrees are awarded for demonstrated achievement in scholarship. A GPA of 3.0 is required for graduate degree eligibility.

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

Student Educational 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 relates 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 at <http://www.shu.edu/offices/student-services/index.cfm>

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 from 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 the record will be available for inspection.

The Office of the Registrar answers all questions relating to right of access.

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 Attendance

Attendance at each class meeting is expected of each student. 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 at the start of the semester within the syllabus. Students who are recipients of federal funds 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.

Change of Program

After admission to a graduate program in one department, students who wish to change to another program in the same department must file a Curriculum Adjustment Form. Forms may be obtained at the departmental office. During the 2013-

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2014 academic year, the University expects to implement functionality that will allow students to request a change of major online. Students who complete one graduate degree may not use the Curriculum Adjustment Form to enter another degree program; in this case, the student must file a new Application for Admission and forward all required documentation to the Office of Graduate Admissions. Students accepted into a degree program in one college or department must file a new application for graduate study to qualify for admission to a different college. In all cases, applicants must satisfy all admission requirements before they qualify for admission.

Course Requirements

Students are expected to present themselves for examinations as scheduled and meet all other course obligations by the end of the semester in which the course is offered. All course requirements (examinations, papers, projects, etc.) must be completed by the dates specified in the academic calendar for the term.

If students are unable to complete the requirements for one or more courses during the regular term, the course load for subsequent terms may be reduced.

Comprehensive Examination

In addition to department certification that comprehensive command of the field has been established, the successful completion of a final comprehensive examination is a degree requirement in some programs. Examinations are scheduled during Fall and Spring semesters, and some programs also schedule examinations during Summer Session. Applications for the examination are obtained from the department and must be signed by the adviser and submitted by the dates specified by the department.

The candidate is entitled to one reexamination for which a new application must be submitted (see General Fees). A candidate also must maintain continuous registration at the University until the requirement has been fulfilled.

Specific school regulations concerning the examination are included in the appropriate sections of this catalogue.

Transfer Credit Policy for Active Graduate Students

Graduate students may not take graduate courses at any other institution without the prior written permission of their chair and dean and, in cases where the course involved is outside of the student's department, the chair of the course-equivalent department. Transfer policies may vary as to department/school. Some departments do not allow students to take courses at other institutions for transfer, while others impose restrictions. Students should contact their adviser about prevailing policies.

Authorization to study elsewhere is granted upon completion of an Application to Study at Another Institution, which is available in the Office of the Registrar. No credit for work completed at another school is granted unless the grade is "B" or higher and the course is at the graduate level. Grades for transferred courses are not used in computing the student's GPA. Students should consult their department for any additional transfer regulations that may apply.

In general, a maximum of 6 credits may be transferred into master's and educational specialist programs. Students may not transfer to their Seton Hall graduate degree any course which has been applied to a degree at another institution.

Transfer credit is granted only for courses taken at an accredited college or university. In all cases, the student is responsible for submitting an official transcript to the University.

Thesis

In those programs in which a thesis is required, degree candidates must submit an approved thesis prepared under the direction of a mentor at least three weeks before the end of the semester in which all requirements will be completed. Before conferral of the degree, a minimum of three copies (four for education) suitable for binding must be submitted to the appropriate department.

Continuity

Students enrolled in a degree program are required to register each Fall and Spring semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of absence is interpreted as a resignation from the program, and the processing of a Change of Status application will be required before students may reenter the program.

Master's degree students who have completed all degree requirements except the thesis will register for THCN 7999 Thesis Continuation (Master's) as their first thesis continuation registration. Only fees are assessed for the first semester of thesis continuation. Thereafter, students will register for THCN 8000 Thesis Continuation (Master's). Thesis continuation and fees are assessed for THCN 8000.

Doctoral students must register for dissertation advisement and research courses in keeping with departmental curriculum requirements until they have successfully completed their research. Doctoral students who have scheduled their dissertation defense and do not need to register for any other courses to fulfill their degree requirements will register for THCN8999 for the first term of Thesis Continuation, and for THCN9000 for any subsequent terms. Only fees are charged for the first semester of thesis continuation; thereafter, thesis continuation and fees are assessed.

Students who have completed all degree requirements except the comprehensive examination or other required examination or who must complete supervised clinical or internship hours must register each Fall and Spring semester in 'Registration Continuation' (RGCN 8000) status until the necessary examinations are passed.

Students who have successfully defended their dissertation but are not eligible for their degree until the subsequent semester must register for RGCN 8000 for that semester. Similarly, students who are resolving incomplete grade requirements in order to qualify for their degree must register for RGCN 8000.

Please note: Matriculated graduate students must maintain continuous registration, including during the semester of graduation.

Dissertation/Thesis Research – International Students

International graduate students who have completed all credit hour and curricular requirements except completion of the thesis or dissertation may register for Thesis Continuation or Dissertation Advisement to maintain matriculation status according to the academic policies of the individual school or college. In each case, a school official would make an individual determination through consultation with the student's academic adviser as to whether or not the international graduate student is pursuing a full course of study as defined in the federal regulations (CFR 3.22.3 Graduate students who have completed formal coursework).

Leave of Absence

A student who is unable to attend the University during a regular semester because of illness, family emergency, extraordinary job requirements, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave to their program director and to the Office of the Registrar.

Except in the case of military service, a leave of absence ordinarily will be limited to one year. Students who have been granted such leave must apply for reactivation by the following dates:

July 1	Fall Semester
December 1	Spring Semester
May 1	Summer Session

When a student has been officially granted a leave of absence, that period of authorized leave shall not be counted toward the degree time limit.

Time Limit for Master Degree Students

Generally, candidates for all master's and the Educational Specialist degrees are expected to fulfill all requirements for the degree within six years (five years in the School of Business) after they have been formally accepted. Time extensions may be granted in unusual cases upon written application to a candidate's adviser. Students given an extension may have to repeat courses or enroll in new courses as stipulated by program directors. Any time a course is repeated, associated charges (tuition and fees) will be applied.

Doctoral degree time limits vary by program.

Application for Degree

Students must file an online Application for Graduate Degree with the Office of the Registrar in Bayley Hall by the deadline. Students who do not meet the application deadline will have their degree date advanced to the next term. See the following section on Summary of Procedures for Graduate Programs for specific deadlines.

Eligibility for Degree

Students must be formally accepted as candidates for a specific degree with a declared major in order to be eligible for that degree. Only when the department chair/program director officially advises the Office of the Registrar that all

requirements have been satisfied will the student's record be updated to reflect the award of the graduate degree. A minimum GPA of 3.0 is required for degree eligibility. Degrees for students in joint graduate programs must be awarded in the same semester. If a student completes one program before the second, the first degree will not be awarded until the student has established eligibility for both degrees.

Student Policy and Procedure

A handbook delineating policy and procedures for students is available online at <http://www.shu.edu/offices/student-services/index.cfm>

Registration

Registration for New Students

Students are expected to register for courses in the semester for which they have been accepted. Requests to defer an acceptance date must be made in writing directly to the graduate program director. The University will not retain applications and supporting documents of those who do not register within a two-year period; the Stillman School of Business retains application materials for one year.

Students are expected to register on the published registration date.

Graduate Adviser

Students admitted to graduate study are assigned an adviser from the department in which they are studying. The adviser will help determine the student's course load and assist in planning the program of study. The adviser must approve the students' program for each semester (as well as the total program) before they will be permitted to enroll for courses.

To prepare for registration for the coming semester, students will consult with their academic adviser, who will assist them in selecting an appropriate schedule of classes. Students can view the semester course offerings online within Banner Student Self-Service. Additional important information, including the details of registration procedures for the semester, the academic calendar, and information about academic regulations and procedures, is also available on this site.

Online registration is available for all students. Students are encouraged to use this convenient method of registration after consulting their adviser for course selection and to get their registration PIN.

Registration

Active students who plan to continue their studies in the following semester are required to register for courses in March-April for the Fall term and in November for the Spring term. This affords continuing students first priority in course selection. Continuing students who do not register during these periods may be required to pay tuition and fees at the time of registration. Details regarding registration procedures appear online within the student portal.

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Academic and Financial Responsibility

The University reserves seats in classes for all students who register. The students incur both academic and financial responsibility for any preregistered course(s). Accordingly, students who register during the early registration periods must pay their tuition bills by the due date or officially drop their courses online or in the Office of the Registrar by that same date so that their reserved class seats may be reopened to other students. Official cancellation of course reservations by this deadline removes all semester tuition and fee charges.

Registered students who cancel course registrations after the payment due date, but before the end of the add-drop period, will be liable for registration fees but not tuition charges. Students who withdraw from all classes will incur prorated tuition charges and full fees according to the Total Withdrawal Schedule in the Tuition and Fees section of this catalogue. These charges are assessed regardless of payment status or class attendance.

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 that appears on the bill. These students are liable for tuition charges and fees, unless they officially drop their courses before the end of the add/drop period, in which case they are responsible for fees only. Withdrawal after the end of the add/drop period will result in the assessment of prorated tuition charges and full fees as delineated under "Charges for Course Changes" in the Tuition and Fees section of this catalogue.

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

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

Independent Study

Application forms for programs of independent study may be obtained from department chairs who have information on University and department requirements. Students may not register for any independent study course without the signed approval of the department chair.

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 under advisement must complete the schedule adjustment process by the add/drop deadline. When students properly drop a course, the course is removed from the semester schedule.

In no case will students be allowed to add or drop a course after the end of the add/drop period. Also, no refund or credit will be granted for any course that is not officially dropped by the appropriate deadline. Nonattendance does not constitute a drop or a withdrawal. After the end of the add/drop period, students who do not wish to continue in a class may submit a Course Adjustment Form to withdraw from the course. This form must be submitted to the Office of the Registrar with all required signatures by the appropriate deadline.

Semester Credit Load

Full-time status at the graduate level is 9 credits. Normally, a full-time graduate student will not exceed 18 credits in a given semester; graduate students in the Stillman School of Business may not exceed 15 credits without special permission. Halftime status is considered 5 credits. Students registered at the part-time level will be registered for fewer than 9 credits.

During Summer Session, students may enroll for 6 credits in any one session. The maximum for students enrolling in multiple sessions during a given Summer is 15 credits.

Graduate students enrolling in credit-bearing internships that are full-time and semester-long may be certified as full-time-equivalent with the approval of the department.

Refund Policy

The amount of tuition refund, if any, will be determined by Enrollment Services.

If students totally withdraw from the University during the University's refund period, recalculation of their financial aid (including loans) will be performed by Student Financial Services to ensure that students are entitled to the financial aid they received for that term. If it is determined that a student is not eligible for the aid received, either a portion or the full amount of aid will be refunded to the program source from which it was received. Students are responsible for any outstanding balances with the University resulting from reduction or cancellation of financial aid. Federal aid will be reduced or canceled first, followed by state and institutional aid.

Summary of Procedures for Graduate Programs

Procedure	Responsibility of	Final Date
File appropriate application for admission to graduate studies; International students who require an F-1 Visa must also apply for an I-20 Form through the Office of International Programs	Student	For U.S. citizens with degrees from U.S. institutions, six weeks prior to deadline; Well in advance of deadline for international students
File Application for Language Examination	Student	After completion of 12 credit hours; consult department*
Record change of name or personal data	Student	When appropriate, file in Office of the Registrar, Students may update address and other information online using Student Self-Service.
Record change of major/concentration using Curriculum Adjustment Form online or within Banner Student Self-Service	Student, adviser, receiving department	When appropriate
To obtain advanced standing, forward to appropriate graduate office transcript showing courses requested for transfer	Student	When appropriate
Complete Transfer of Credit form	Student, adviser	When appropriate
File Application for Comprehensive Examination	Student, adviser	October 1 for Fall, February 1 for Spring, June 1 for Summer
Schedule oral examination (for Asian language students only)	Student	See departmental adviser
Successful defense of doctoral dissertation	Student, mentor	November 1 for Fall, March 15 for Spring, June 15 for Summer
File a minimum of three/four copies of a thesis with a mentor (where applicable). File approved copies with the department office for binding and pick up of student's copy.	Student	Three weeks prior to graduation. See schedule involved. (Diploma and transcripts are held until doctoral candidates present the final, corrected copies of their dissertations for binding.)
File Application for Graduate Degree with the Office of the Registrar.	Student	January 15 for Spring, August 15 for Fall, April 15 for Summer.

Please note: All forms may be obtained from the appropriate college/school. See individual degree programs for procedure for doctoral degrees.

** Candidates for the M.A. in English are encouraged to take the language exam as soon as possible after matriculation.*

Graduate Grading System

Effective with the Fall 2004 semester, the University modified its grading system to include minus grades. This change is not retroactive to any prior semester.

The University uses the following letter grades on the graduate 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-	(School of Business/Theology)	1.67
D+	(School of Business/Theology)	1.33
D	Poor but Passing (School of Business/Theology)	1.00
F	Failure	0.00
I	Incomplete	0.00
AU	Audit	0.00
NR	No Record/Not Reported	0.00
IW	Incomplete Withdrawal	0.00
WD	Withdrawal	0.00
FI	Failure-Unresolved Incomplete	0.00
Some Graduate Seminars Only		
S	Acceptable	0.00
U	Unacceptable	0.00
IP	In Progress	0.00

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

I – Incomplete: Indicates noncompletion of assignment(s) or failure to take the examination for a course. 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. During the 2013-14 academic year, the University expects to implement functionality that will enable faculty members to enter grade change requests online. 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." 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 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.

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 an "FI" grade, as an "FI" grade affects both the grade point average and the credit completion ratio.

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 who must attend all class meetings to complete requirements for an "I" in a course must register for the course. Full tuition is due in this circumstance.

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 grade point average.

WD – Withdrawal: Withdrawal from a class with written permission incurs no academic penalty. Appropriate forms must be submitted to the Office of the Registrar. 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. After the end of this initial period, withdrawals require signatures of the faculty member and dean. Under normal circumstances 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 catalogue includes applicable withdrawal deadlines. A "WD" is not reversible; it is not counted in determining class standing, eligibility or GPA.

When students receive a "WD" grade, their 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.

F – Failure: When students receive an "F" grade in a course, no academic credit or quality points are awarded for that course. Their GPA is, of course, negatively impacted by a failing grade. The "F" grade is not counted in determining class standing, but its statistical effect is factored into the calculation of GPA and, consequently, it also affects eligibility issues.

When students fail a course that is required in their program of study, they must successfully repeat that course in order to establish degree eligibility. When students fail a free elective, they are not required to make up the course.

Any time a course is repeated, associated charges (tuition and fees) will be applied.

When students successfully repeat a course at Seton Hall that they have failed, the original "F" grade remains on their transcript with the repeated designation, but is no longer factored into the students' GPA.

In general, students are not granted permission to retake at another institution a course they failed at Seton Hall.

If students were to retake the course at another institution for transfer to their Seton Hall record, no statistical adjustment would be made. In this case, the "F" would continue to be calculated into the average. Students earn credits, but no quality points, from transferred courses.

Poor academic performance can affect eligibility for financial aid. In general, it is recommended that students repeat courses at Seton Hall that they have initially failed so that they may improve their GPA. Any time a course is repeated, associated charges (tuition and fees) will be applied. Students on probation should consult with their adviser to determine how to improve their academic performance and raise their GPAs.

AU – Audit Option (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. Please note: 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. Audit declaration is not allowed in computer, computer-based, laboratory, graphic arts, applied art, applied music, independent study, thesis or dissertation, online or off-campus courses. Audit declaration also is not allowed in closed courses.

Students who file an Audit Declaration subsequently 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 in 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. "AU" is not used in determining class standing, eligibility or GPA.

U – Unsatisfactory: When students receive a "U" grade in a course, no academic credit or quality points are awarded for that course. Their GPA is negatively impacted by this grade. The "U" grade is not counted in determining class standing, but its statistical effect is factored into the calculation of GPA and, consequently, it also affects academic eligibility.

When students fail a course that is required in their program of study, they must successfully repeat that course in order to establish degree eligibility. When students fail a free elective, they are not required to make up the course.

Grade Point Average

To calculate weighted averages, the 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 has earned then is divided by the sum of credits attempted which re 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.

46 Academic Policies and Procedures

Academic Good Standing

A grade point average of 3.0 is considered the minimum standard for satisfactory completion of coursework. Students who have accumulated two “C” grades or one “F” grade will undergo a record review by the appropriate faculty to determine future standing. Graduate students whose grade point averages are below 3.0 must receive clearance from their department/dean in order to register. Some colleges and programs have additional criteria for retention and good standing. In all cases, students are subject to these requirements.

Dismissal/Suspension

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

Repeated Courses

A student may repeat a course in order to earn a higher grade. Any time a course is repeated, associated charges (tuition and fees) will be applied. The student must repeat the course at Seton Hall; no statistical adjustment is made when a student repeats a course at another institution. No credit is awarded when a student retakes at another institution a course for which he or she has 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 with the designation “E” to denote its exclusion from the GPA. 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 the student receives the same grade on the course when it is repeated, the more recent grade will be excluded from the student’s record. If a student receives a lower grade when the student repeats the course, the higher grade will remain applied to the student’s record, although the lower grade will be reflected on the individual’s transcript, but will not be calculated into the student’s GPA.

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

Grade Change Requests

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 within 10 class days from the submission of the request for change, the student has recourse to use the University grievance policy.

Grade Changes and Graduation

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.

Commencement

Commencement takes place once a year in May when degrees for the preceding Summer and Fall terms also are awarded. In July the graduate will receive a diploma reflecting completion of the appropriate graduate degree and the actual completion date. Transcripts also will reflect this information. Participation in Commencement Exercises is restricted to those graduates who completed degree requirements in the prior Summer and Fall semesters and to confirmed degree candidates completing requirements as of May. The Office of the Registrar determines eligibility to participate in Commencement.

Diploma Policy

Diplomas are normally available three months following the degree completion date. A student’s name appears on his or her diploma exactly as it appears on the University’s computerized database. Students must file a name change request in the Office of the Registrar by the appropriate deadline 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 cleared by Student Financial Services. Graduate students whose program requires the completion of a thesis or dissertation will not receive their diploma until the thesis/dissertation is submitted for binding.

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. Transcripts reflecting the award of a graduate degree will not be available until the Office of the Registrar has confirmed the eligibility of the candidate for the degree.

Current students may order transcripts online via Banner Student Self Service, using the PirateNet portal. Former students may order transcripts online, using the link on the Registrar's home page. The transcript fee is \$5.00 per copy.

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>

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

Name and Address Change

Changes in personal data, including change of name, address, next of kin and expected graduation date, should be reported in writing to the Office of the Registrar. Students may also update their address and other information online. 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 and changes in student identification numbers will not be made after a student has graduated.

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 online within student self-service.

Personal Identification Number (PIN)

Each student is assigned a PIN each semester for use in online registration. Students should keep their PIN confidential. In the event that a student forgets his or her PIN, the student should contact his/her adviser.

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 for general identification purposes.

Student Life



Bishop Dougherty University Center
(973) 761-9075

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

Vice President for Student Services: Tracy Gottlieb, Ph.D.

Associate Vice President for Student Services:
Robin L. Cunningham, Ed.S.

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

Director of Projects and Planning: Andrew Brereton, Ph.D.

The Division of Student Services provides support and supervision to the following departments: The Career Center, Health Services, Counseling and Psychological Services (CAPS), Community Development, the Office of Disability Support Services (DSS), Campus ID Office, Parking Services, Housing and Residence Life, Public Safety and Security, Academic Support for Student Athletes, Educational Opportunity Program (EOP), Freshman Studies, ROTC, and the TRIO Program. Full descriptions of the EOP Program, ROTC, the TRIO Program and Freshman Studies can be found in the Special Programs section of the Undergraduate Catalogue. The Division maintains an open-door policy and encourages all students, full-time, part-time, undergraduate or graduate, to stop by if they have any questions or concerns in reference to the University.

The Division of Student Services assists, 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.

64 Duffy Hall, (973) 761-9172

Hours: Monday – Thursday, 8:30 a.m. – 5:30 p.m.

Friday, 8:30 a.m. – 5 p.m.

E-mail: shuhousing@shu.edu

<http://www.shu.edu/offices/housing-residence-life/index.cfm>

Occasionally, after the housing process for undergraduate students is completed, there is limited housing available for unmarried, full-time graduate students. When available, most bedrooms are double occupancy. Terms of the lease are for the Fall and Spring semesters. Please contact the Department of Housing and Residence Life for more information.

Dining on Campus

Bishop Dougherty University Center

(973) 761-9559

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

E-mail: 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 Bucks, 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. The hours of operation for both areas are as follows:

Pirate Dining Room*Monday – Friday*

Breakfast 7 a.m. – 9:30 a.m.

Lunch 11 a.m. – 1:45 p.m.

Dinner 4:45 p.m. – 7:45 p.m.

Monday – Thursday Late Night Light Dinner until 8:30 p.m.

Saturday & Sunday

Brunch 10:30 a.m. – 4:00 p.m.

Dinner 4:00 p.m. – 7:45 p.m.

Food Court**Pizzeria**

Monday – Thursday, 11 a.m. – 11 p.m.

Friday, 11 a.m. – 5 p.m.

Sunday, 2 p.m. – 11 p.m.

Leafs

Monday – Thursday, 11 a.m. – 7 p.m.

Friday, 11 a.m. – 3 p.m.

Grains

Monday – Thursday, 11 a.m. – 11 p.m.

Friday, 11 a.m. – 3 p.m.

Pirate Express

Monday – Thursday, 7 a.m. – 11 p.m.

Friday, 7 a.m. – 5 p.m.

Sunday, 2 p.m. – 11 p.m.

Nathan's

Monday – Thursday, 7 a.m. – 11 p.m.

Friday, 7 a.m. – 5 p.m.

Hershey's Ice Cream

Monday – Thursday, 11:00 a.m. – 11 p.m.

Friday, 11 a.m. – 5 p.m.

Pirate's Cove

Monday – Friday, 8 a.m. – 1 a.m.

Saturday & Sunday, 7 a.m. – 1 a.m.

when the University is in regular session.

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.

Dunkin' Donuts®

Monday, 5:00 a.m. – Saturday, 1:00 a.m.

Saturday and Sunday, 11 a.m. – 1:00 a.m.

Full Service Menu is located in Walsh Library.

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 Bucks 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://www.shu.edu/offices/bursar/meal-plan/index.cfm> 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<http://www.shu.edu/offices/public-safety/index.cfm>

The Department of Public Safety and Security at Seton Hall University provides 24-hour security services throughout the campus and at our off-campus facilities. Our staff conducts security patrols on foot, in cars, and on bicycles and is responsible for monitoring our state-of-the-art burglar alarm and safety systems. We also provide access control to our residence halls from 12:00 a.m. until 8:00 a.m. daily and provide 24 hour on-campus escort services when requested. Seton Hall University Public Safety works closely with the South Orange Police Department and we employ off-duty police officers to patrol our campus each evening. Our administrative staff provides an array of security services for the University community including event management, emergency management training and response, parking services, investigations and lost and found. More information about the Department of Public Safety and Security can be obtained by calling (973) 761-9328.

Parking Services

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

Students (including those studying part-time) must obtain a parking decal to park on campus. Detailed information about parking is available through the Parking Services Office, Duffy Hall, (973) 761-9329, 8 a.m. – 5:45 p.m. (Monday-Thursday), 8 a.m.- 4:45 p.m. (Friday). The email address is ParkingServices@shu.edu

SHUFLY

The SHUFLY shuttle 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 and Target. The fare for SHUFLY is included in the housing fees of all resident students. For all other Seton Hall University community members, as well as any guests, the SHUFLY fare is \$1 per ride which can only be accepted through Pirate's Gold. Optional monthly and semester unlimited ride plans are offered for frequent SHUFLY riders who are not resident students. SHUFLY can be tracked online at shuflyshuttle.com or on your mobile device at shuflyshuttle.com/m

SHU Safe Ride

In an effort to enhance the off-campus safety of our community members, the Department of Public Safety offers an important transportation alternative called SHU Safe Ride. This service operates from 6:00 p.m. until 3:00 a.m. seven days per week and provides free on-demand van service to and from locations within the immediate vicinity of our campus that are not on the SHUFLY shuttle route. Service to these locations from campus originates at the Public Safety building near the Ward Gate. Service to campus from these locations is obtained by calling the Public Safety dispatcher at (973) 761-9300.

Campus ID Office

Manager: 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

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

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 Bucks and Pirate's 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 locations for the ID card to be utilized are expanding. Town Hall Deli, Cluck U, Village Pizzeria, Pizza Hut, Ashley Marketplace and other off-campus merchants now accept Pirate's Gold.

Campus Ministry

Director: Reverend Warren Hall, M.Div., M.A.

Associate Director: Reverend Nicholas Figurelli, M.Div., M.A.
South Boland Hall, (973) 761-9545

Hours: Monday-Friday, 9 a.m.-4:30 p.m.

E-mail: warren.hall@shu.edu

nicholas.figurelli@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 the Church's general mission to higher education; namely, to preach the Gospel of Jesus Christ, by creating an environment that allows for spiritual, moral, liturgical and sacramental development, as well as nurturing students intellectually, socially and physically. 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 will also direct any member of the University community to local congregations that will foster individual spiritual development. An Interfaith Directory, which includes addresses and telephone numbers of houses of worship in the area, is available through Campus Ministry.

Worship

Sunday Mass is celebrated at 10 a.m., 6 p.m., 8 p.m. and 10 p.m. Daily Mass is offered Monday – Thursday at 8 a.m., noon and 5 p.m., and on Fridays at 8 a.m. and noon, and Holy Hour on Monday – Thursday from 10:45 to 11:45 a.m. in the Immaculate Conception Chapel. Confession is available Monday – Friday at 11:30 a.m. and Wednesday at 10 p.m. and by appointment.

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 Catholic heritage in traditions of:

- Mass of the Holy Spirit in September
- Eucharistic Days
- Sacrament of Reconciliation Day each semester during Advent and Lent
- 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, Bible studies, meditations, 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. RCIA meets weekly in both the Fall and Spring semesters. Students attend the RCIA retreat and field trips to the Cathedral Basilica of the Sacred Heart, the Immaculate Conception Seminary School of Theology, Latin Rite masses and Eastern Catholic churches. Students celebrate all the rites in the RCIA program and receive the Sacraments of Initiation at the Immaculate Conception Chapel.

Seton Hall United for Life (SHUFL) is the pro-life student organization recognized by the Student Government Association (SGA) and advised and sponsored by Campus Ministry. SHUFL hosts pro-life awareness activities throughout the year beginning with a Spiritual Adopt a Baby program, Respect Life Sunday program, pro-life movie nights and concludes with a pro-life baby shower and Celebrate Life Day. Students also attend the annual Right to Life March in Washington DC, the New Jersey Right to Life Dinner and pray peacefully outside a local abortion clinic. SHUFL works with Students for Life America (SFLA) to bring pro-life speakers to campus and host pro-life events.

The Cardinal Newman Circle is a lecture series founded upon the theology of Blessed Cardinal Henry Newman. Each semester a prominent theologian, philosopher, author or speaker is invited to campus to deliver a lecture to assist the Seton Hall communities' understanding of the theology of the church. A wide range of speakers including; internationally acclaimed author and Chesterton and Tolkien scholar Joseph Pierce, speaker and founder of Joy Filled Marriage Damon Owens, speaker and founder of Made in His Image ministries Maura Bryne, professor and Newman

theologian Msgr. Gerard McCarren, professor, author and biblical scholar Dr. Gregory Glazov and professor, author and Thomistic scholar Dr. Victor Velarde have all been Cardinal Newman Circle guest speakers.

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 the 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.

Friars of the Community of St. John, **FOCUS** (Fellowship of Catholic University Students), and **SPO** (St. Paul's Outreach) are 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. Discussions of life's important issues relevant to the college students, hiking with reflections, Bible studies, Praise and Worship are available on campus for all students, as well as other various activities and opportunities.

Social Awareness

The Campus Ministry Division of Volunteer Efforts (DOVE) is one aspect of Seton Hall University's response to the ongoing call for social justice. DOVE's aim is to raise the awareness of the Seton Hall University community to social injustice through direct involvement in serving others. This service stems from our desire to affirm the dignity of all people and to live as Christ taught us by putting our faith into action. It seeks to aid the University in its commitment to graduate not only well educated professionals, but also compassionate individuals rooted in and guided by faith and its expression in firm moral convictions.

DOVE encourages all members of the Seton Hall community, regardless of faith or service background, to get involved. It operates 7 days a week serving both our local and global communities. Ministries include feeding the hungry, tutoring and mentoring local children, visiting the lonely and aged, helping people with disabilities, teaching English as a second language, working with homeless teen mothers, and more. DOVE also coordinates international (El Salvador, Haiti) and domestic (Philadelphia) service trips.

The Career Center

Director: Reesa Greenwald, M.A.

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 or visit

www.shu.edu/go/careers

The Career Center places a strong emphasis on engaging students in the process of career development and self-assessment very early in their academic program. Seton Hall students are supported by an intentional career development plan, the Pirate Career Plan, which includes career assessment, career advising/coaching, career based-experiential education, mentoring and networking and recruiting activities. Career Center professionals provide personalized career advising assistance to support students in preparing and securing internships as well as professional employment upon graduation.

Career-based Experiential Education

Career-based Experiential Education at Seton Hall University provides out-of-the classroom learning in pre-professional experiences. Career-based programs include: internships, field experiences, practica, clinicals and student teaching assignments.

The Career Center supports students' preparation for all career-based Experiential Education programs and manages the University Internship Program for the College of Arts and Sciences and the Stillman School of Business. More than 600 internships are reported each year.

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.

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.

To be eligible to participate in an Internship, students must be in good academic standing at the University. Students who elect to earn academic credit for their Internship experience must obtain approval from an internship faculty advisor. Internship faculty advisors work closely with The Career Center to help students articulate learning objectives and evaluate and grade the academic component of the experience. Students are asked to reflect on what was learned during the Internship. 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. Students interested in obtaining an Internship, should make an appointment with a professional at The Career Center and review the Internship Tutorial that can be located in PirateNet, within the Career Center tab.

Career Counseling and Assessment

National trends indicate that more than seventy percent of college students will change their academic major at least once. Career assessments, such as the Career Decision Scale, Strong Interest Inventory, FOCUS-2 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 career education seminars. These hands-on workshops help students to see their lives as a vocation/calling, and prepare them for their internship and professional career searches. Workshops include: résumé and cover letter writing, interviewing techniques, preparing personal/career statements, using social media to network, and tips on networking and negotiating an offer.

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 and on-campus interviewing throughout the year to identify talent for their organizations.

Career events target specific industry areas and include: Careers in Business Networking Event, the Finance Networking Forum, the Marketing Networking Forum, the Consumer Products Forum, the Internship and Career Fair, the Education Career Fair, the Healthcare Professions Career Fair, the Science Network Forum, the Communication Network Forum and the Nursing Recruiting Forum. The Career Center also participates in the annual Big East Career Fair in New York City.

eCareer Resources

The Career Center's Navigator system provides access to employment postings (i.e. internships, fellowships, part-time jobs and full-time professional employment opportunities). The Career Center tab within PirateNet offers access to Navigator and other career tools and services such as Career Insider/Vault, CareerSpots videos, résumé samples, the "Career Guide", career webinars and a résumé writing and interview preparation system.

Alumni

The Career Center provides career transition guidance to alumni and invites their involvement in professional networking events. As members 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. We are also committed to demonstrating 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 enriching the lives of its student-athletes. We recognize no gender, racial or ethnic barriers and provide quality opportunities and programs to 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, soccer, lacrosse 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 11 a.m. – 10 p.m.

Monday – Thursday 7 a.m. – 10 p.m.

Friday 7 a.m. – 9 p.m.

Saturday 11 a.m. – 8 p.m.

Department of Community Development

Associate Vice President for Student Services 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: community@shu.edu

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

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. For details about the University's community standards and process, please consult the Student Handbook available on the website.

Leadership Development

The department provides a student-focused environment that enhances creative expression, motivates students and organizations to achieve 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.

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 130 student clubs and organizations and more than 20 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 Community Development section of the University's website.

Counseling and Psychological Services

Director: Katherine Evans, Ed.D.

Counseling and Psychological 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

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

Counseling and Psychological Services (CAPS) 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 and license-eligible psychologists and our psychiatrist provide a variety of psychological services as well as education, and general support to the campus community. All services are free and strictly confidential. CAPS 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 psychological crisis, students may contact CAPS directly 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, and 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 after regular business hours (evenings and weekends).

Therapeutic Services

Psychological services are available to all enrolled 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. To make an appointment, call (973) 761-9500 or come to CAPS on the second floor of Mooney Hall, room 27. 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.

Group Counseling and Therapy

CAPS offers a variety of counseling groups. Group counseling is a type of psychotherapy that provides the opportunity for small groups of students to share common concerns, explore personal issues, and learn new skills. Some groups typically offered throughout the academic year include Interpersonal Group, Transitions (for freshmen only), Men's Group, Family Matters, Journey through Grief, Managing Moods, and Anxiety and Stress Management.

Health Services

Director: Mary Elizabeth Costello, M.S., FNP, BC

Health Services

303 Centre Street

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

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

(appointments recommended)

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

Health Services is a campus medical facility that is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). The Health Services staff assists students in achieving and maintaining optimal health. The staff 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, allergy injections, treatment for sports injuries, men's and women's health care and immunizations. Commonly prescribed medicines are available for purchase. Referrals to specialists are available as necessary. Health Services supports the larger University community by serving as a clinical placement site for the School of Health and Medical Sciences and the College of Nursing.

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. The Health Form can be accessed via the department website. All students must download and return a completed form. Failure to submit the form will result in a registration hold.

Mandatory Health Insurance

All full-time students must carry health insurance. Full-time students who do not submit an electronic waiver form (located on PirateNet) will be automatically enrolled in the University-Sponsored Student Health Insurance Plan. For Plan information and waiver deadlines, please review information on the website. Contact the Health Services office if further information is needed.

Disability Support Services

Director: Angela Millman, M.Ed.

67 Duffy Hall
(973) 313-6003

Hours: Monday-Friday, 8:45 a.m. - 4:45 p.m., and evening hours by appointment

E-mail: DSS@SHU.edu

<http://www.shu.edu/offices/disability-support-services/index.cfm>

Disability Support Services (DSS) is committed to providing equal access to all university programs and activities for students with disabilities. Policies and procedures have been developed to provide students with as much independence as possible, to promote self-advocacy, and to provide the same exceptional opportunities that are available to all Seton Hall students to students with disabilities. 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 Challenges
- Sensory Impairments
- Temporary Injuries & Medical Conditions

Further information and specifics for all of these items are contained within the DSS web site: <http://www.shu.edu/offices/disability-support-services/index.cfm>

WSOU-FM

Recreation Center

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

WSOU Student Managers' Office: (973) 313-6110

WSOU General Manager: (973) 761-9546

WSOU General Manager E-mail: mark.maben@shu.edu

General Manager: Mark Maben

General Information E-mail: wsoustationmanager@gmail.com

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 over 100,000 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, sport management and diplomacy. WSOU also operates a 24/7 Catholic programming service, WSOU-HD2, available to anyone with an HD-Radio.

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 65 years of broadcasting on April 14, 2013.

WSOU has been nationally recognized for its programming by the New York International Radio Festival, College Broadcasters, Inc., the Garden State Journalists Association, the Gavin Seminar, the *College Music Journal* (CMJ), the Album Network, *Billboard Magazine*, *Rolling Stone* 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: <http://www.wsou.net> or the station's Facebook page: <https://www.facebook.com/WSOUFM>

Student Complaint Procedure and Designated Consumer Officials

United States Department of Education Regulation 34 CFR 600.9, the “Program Integrity Rule,” was adopted to ensure that students have the opportunity to voice concerns relating to programs offered by postsecondary educational institutions authorized under Title IV of the Higher Education Act, as amended.

Student (or prospective students) complaints should be filed to the respective office/department or through the appropriate grievance process. These processes may be found in this catalogue or the Student Handbook, available on the University website. In addition, the University has designated the following administrators as consumer information officials. For assistance with filing a complaint or for questions pertaining to various aspects of student life, students (or prospective students) are encouraged to contact the following:

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

Graduate Admissions:

Gregory Burton, Associate Provost for Research and
Graduate Studies, Presidents Hall, (973) 275-2974

Student Records:

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

Student Services:

Karen Van Norman, Associate Vice President for Student
Services and Dean of Students, Bishop Dougherty
University Center, (973) 762-9076

If the complaint is not satisfactorily resolved through the proper University channels, then in compliance with the federal government’s Program Integrity regulations (34 C.F.R. §668.43), students (or prospective students) may then file a complaint with the University’s accreditor and/or with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a such a complaint. The contact information for Seton Hall University’s accrediting agency and for its licensing authority is listed below:

Accrediting Agency

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
Tel: (267) 284-5000
Fax: (215) 662-5501

Licensing Authority

Ms. Rochelle Hendricks
Secretary of Higher Education
Mailing Address:
NJ Higher Education
P.O. Box 542
Trenton, NJ 08608-0542

Physical Address:
20 West State Street
Trenton, NJ 08608-1206
Tel: (609) 292-4310
Fax: (609) 292-7225 or
(609) 633-8420

College of Arts and Sciences



Fahy Hall, Rooms 118 and 130

(973) 761-9022, Main

(973) 761-9430, Graduate

artsci@shu.edu

www.shu.edu/academics/artsci

Dean: Michael S. Zavada, 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:

Regina Efimchik, M.A.

General Manager for 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: Nicholas H. Snow, Ph.D.

Communication and The Arts: Deirdre Yates, M.F.A.

English: Mary McAleer Balkun, Ph.D.

History: Nathaniel Knight, Ph.D.

Languages, Literatures and Cultures:

Frederick J. Booth, Ph.D.

Psychology: Susan A. Nolan, Ph.D.

Political Science and Public Affairs:

Roseanne Mirabella, Ph.D.

Religion: Anthony Sciglitano, Ph.D.

Sociology, Anthropology and Social Work:

C. Lynn Carr, Ph.D.

The College of Arts and Sciences, the oldest school of the University, was established as Seton Hall College in 1856. The College comprises the departments of Biological Sciences; Chemistry and Biochemistry; Communication and The Arts; English; History; Languages, Literatures and Cultures; Mathematics and Computer Science; Physics; Political Science and Public Affairs; Psychology; Religion; and Sociology, Anthropology and Social Work.

The College offers graduate courses leading to the following degrees; Master of Arts; Master of Science; Master of Public Administration; Master of Healthcare Administration; and the Doctor of Philosophy, as well as several graduate certificate programs.

Graduate Programs of Study in the College of Arts and Sciences

Doctoral Programs (Ph.D.)

Chemistry (including study in Analytical, Inorganic, Organic, Physical and Biochemistry),

Molecular Bioscience

Master of Arts Programs (M.A.)

Asian Studies (including study in Chinese, Japanese, Asian area studies, Asian bilingual/bicultural education, and Teaching Chinese Language and Culture)

Communication

- Strategic Communication (Blended)
- Strategic Communication and Leadership (Online)
- Corporate and Professional Communication (Online)

English

- Literature “Spoke”
- Writing “Spoke”
- Creative Writing “Spoke”

History

- United States History
- European History
- Global History
- Catholic History

Jewish-Christian Studies

Museum Professions

- Museum Education
- Museum Management
- Museum Registration
- Exhibition Development

Master of Science Programs (M.S.)

Biology (with optional Neuroscience track or Business Administration minor)

Chemistry (with optional minor in Business Administration)

Experimental Psychology (with optional concentration in Behavioral Neuroscience)

Microbiology

Master of Healthcare Administration Program (M.H.A.)

- On-Campus
- Online

Master of Public Administration Program (M.P.A.)

- Public Service: Leadership, Governance and Policy
- Nonprofit Organization Management
- Health Policy and Management

Dual Degree Programs

M.A. Asian Studies/M.A. Diplomacy and International Relations

M.A. Strategic Communication/M.A. Diplomacy and International Relations

Master of Public Administration/M.A. Diplomacy and International Relations

Accelerated Programs

B.A./M.A. English

B.A./M.A. History

B.A./M.A. Museum Professions

B.A. in Political Science/Master of Public Administration

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

B.A. in Psychology/M.A.E. in Psychological Studies Program with the College of Education and Human Services

B.A. in Sociology/Master of Public Administration

Certificate Programs

Change Communication and Leadership

Data Visualization and Analysis

Gerontology

Healthcare Administration

Intercultural Communication (blended on-campus and online)

International Communication

Jewish-Christian Studies

Nonprofit Organization Management

Organizational Communication

Public Relations

Strategic Communication and Leadership

Strategic Communication Planning

Application and Admission

Applicants to graduate study in the College of Arts and Sciences are expected to meet the general University requirements for admission and to comply with its admission procedures.

Department and program descriptions include specific admission requirements for the individual graduate degree programs. Every application for admission to graduate study at the College of Arts and Sciences is evaluated carefully by the graduate admissions committee for each program. Information about the graduate programs and applying online can be found at www.shu.edu/academics/artsci/grad-programs.cfm

60 College of Arts and Sciences

Degree Requirements

In addition to the general University requirements, the College of Arts and Sciences requires the candidate to:

- complete department course and credit requirements; and
- pass the comprehensive and/or language examinations where required.

Foreign Language Requirement

Some departments in the College of Arts and Sciences require candidates to demonstrate ability to read material pertinent to their fields in one foreign language. See individual program descriptions for further information.

This requirement may be met by satisfactorily completing a special language course or by passing a reading proficiency examination. Information about examination dates is available from the department.

Comprehensive Examination

The successful completion of a comprehensive examination is required in some departments of the College of Arts and Sciences. University regulations concerning this examination are detailed in “The Comprehensive Examination” and “Continuity” in the Academic Policies and Procedures section of this catalogue.

Department of Biological Sciences

Science and Technology Center (McNulty Hall)

(973) 761-9044

cookanje@shu.edu

www.shu.edu/go/biology

Faculty: Bentivegna (*Adviser, Ph.D. in Molecular Bioscience*); Bitsaktsis; Blake (*Director of Graduate Studies; Adviser, M.S. in Biology with Neuroscience Track*); Chang; Chu; Cottrell; Glenn; Klaus (*Adviser, M.S. in Biology*); Ko (*Chair; Adviser, M.S. in Microbiology*); Moldow (*Director, Pre-Health Professions*); Nichols; Zavada; Zhou

Faculty Associates: Rabacchi; Ruscigno; Tall

Faculty Emeriti: Ahmad; DeProspero; Hsu; Katz; Krause

Adjunct Faculty: Debari

Programs of Study

The Department of Biological Sciences offers graduate programs leading to the following degrees: Master of Science (M.S.) in Biology, Master of Science (M.S.) in Microbiology, and Doctor of Philosophy (Ph.D.) in Molecular Bioscience.

The master’s degree in biology has three programs of study: Plan A, with thesis, and Plans B and C, without thesis. Plan A is recommended for students who intend to continue their studies at the doctoral level or pursue a career in research; Plan B is primarily a coursework oriented degree program; Plan C, with a component in business administration courses, is for students who are interested in

acquiring knowledge about the technical aspects as well as the business aspects of the biological and pharmaceutical industries.

The master’s degree in microbiology has two programs of study: Plan D, with thesis, and Plan E, without thesis. Plan D is recommended for students who intend to continue their studies in microbiology/biotechnology at the doctoral level or pursue a career in research; Plan E is primarily for students wishing a coursework oriented degree program.

The master’s degree in biology with a neuroscience track has two programs of study: Plan F, with research thesis, and Plan G, with library thesis. Plan F is recommended for students who intend to continue their studies at the doctoral level or pursue a career in research; Plan G is primarily a coursework oriented degree option.

The Ph.D. in Molecular Bioscience program emphasizes the application of molecular and cellular biotechnology in studies on living systems, and provides the students with a strong foundation in research and teaching. A brochure containing research interests of faculty members is available.

General Academic Requirements

Academic deficiencies must be made up during the first year of graduate study and before taking graduate courses for which the deficiency areas are prerequisites; these courses will not be credited toward the graduate degree.

Admission as a non-matriculated student (limited to 12 credits) may be granted pending the evaluation of an application submitted after the admission deadline.

General Admission for Biology Graduate Programs

In addition to the general University requirements for admission to graduate studies, the Department of Biological Sciences requires a B.S. in a biological science or related science with a GPA of 3.0 or above. A minimum of 24 credits in biology including general biology, cell biology and molecular genetics; 16 credits in general chemistry and organic chemistry with adequate laboratory time; 8 credits of physics with laboratory; and 8 credits in mathematics beyond precalculus.

Graduate Record Examination scores (minimum 50th percentile, general exam) are required for (i) all applicants whose degrees were earned at institutions outside the U.S., (ii) all Ph.D. program applicants who lack an M.S. degree (biological science) from a U.S. university. For applicants to the M.S. programs, a request for waiver of the GRE may be submitted if the undergraduate GPA (B.S. biological science) from a U.S. institution was 3.0 or better, on a 4.0 = A scale. GRE is not required for Ph.D. program applicants who hold an earned M.S. degree (biological science) from a U.S. university.

Résumé and personal statement describing candidate’s scientific background, including previous laboratory training from coursework or work experience, and career goals are required.

International students must provide proper immigration documents and a TOEFL score equal to 75% of the maximum possible score. For all degrees from institutions outside the U.S., a World Education Service (WES) assessment of the transcript is required.

Three letters of recommendation are required.

Seminar Requirements

Students are required to attend seminars for a minimum of two semesters to fulfill requirements for the M.S. degree and eight semesters to fulfill the requirements for the Ph.D. degree. Students should register for the semester in which the library thesis or research thesis is presented.

General Degree Requirements

Students must maintain a minimum 3.0 GPA for all coursework toward the doctoral degree and master's degree taken at Seton Hall University. Students with a grade of C or lower in a course will not be allowed to apply those course credits toward the total credit requirement. If the course with a grade of C or lower is a required course, the student must repeat the course with a satisfactory grade of B or better. Students with an overall GPA below 3.0 will be placed on probation for one year to regain acceptable status. The student who is unable to meet these remedial measures or has an overall GPA below 2.0 will not continue in the program.

Degree Requirements for M.S. in Biology Program

In addition to the general University and College requirements for the degree, the Department of Biological Sciences requires the candidate to complete the following:

Plan A – With Thesis

1. Complete a total of 31 credits, as follows:

11 credits:

BIOL 6113	Biostatistics
BIOL 8201	Biology Seminar for M.S. Students I
BIOL 8202	Biology Seminar for M.S. Students II
BIOL 8601-8605	Research for Master's Thesis I-V (Two thesis courses are required for the degree. However, the student may register for more than two, as needed.)

20 credits in graduate biology courses*; at least half of these must have a laboratory component.

2. Make an oral presentation of thesis to Graduate Biology Seminar

3. Submit an acceptable thesis based on laboratory research three months before the expected degree completion date with an oral defense two weeks before the expected degree completion date.

Plan B – Without Thesis

1. Complete a total of 34 credits, as follows:

5 credits:

BIOL 6113	Biostatistics
BIOL 8201	Biology Seminar for M.S. Students I
BIOL 8202	Biology Seminar for M.S. Students II

1 credit from any Selected Topics course

28 credits in graduate biology courses*; at least half of these must have a laboratory component.

2. Prepare a library research paper in conjunction with a Selected Topics course. Selected Topics must be taken two semesters before expected completion of degree. Oral presentation of research results is to be made during the last semester in the Graduate Biology Seminar.

Plan C – Without Thesis (Minor in Business Administration)

1. Complete a total of 41 credits, as follows:

5 credits:

BIOL 6113	Biostatistics
BIOL 8201	Biology Seminar for M.S. Students I
BIOL 8201	Biology Seminar for M.S. Students II

1 credit from any Selected Topics course

19 credits in graduate biology courses*; at least half of these must have a laboratory component.

16 credits from the following courses:

BMBA 9111	Analytical Methods and Information Systems for Business
BMBA 9112	Accounting and Legal Considerations
BMBA 9113	Financial and Economic Analysis
BMBA 9114	Organizational and Market Dynamics
BMBA 9201	Corporate Social Responsibility
BMBA 9202	International Perspective

Consistent with the Master of Business Administration (M.B.A.) program policy, to enroll in specific core courses students must either complete the required Pre-Qualification (PQ) courses or obtain a waiver of specific courses based on prior business coursework, or by examination. Biology students would be waived from the requirement to take the Statistics PQ (BMBA 8019) upon successful completion of BIOL 6113 Biostatistics.

2. Prepare a library research paper in conjunction with a Selected Topics course. Selected Topics must be taken two semesters before expected completion of degree. Oral presentation of research results is to be made during the last semester in the Graduate Biology Seminar.

**Graduate biology courses may be taken from the biology or microbiology course list.*

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General Admission for M.S. in Microbiology Program

In addition to the general University requirements for admission to graduate studies and admission to the graduate programs in the Department of Biological Sciences, the M.S. in Microbiology program requires a prerequisite course in microbiology.

Degree Requirements for Microbiology Program

In addition to the general University and College requirements for the degree, the Department of Biological Sciences requires the candidate to complete the following:

Plan D – With Thesis

1. Complete a total of 31 credits as follows:

11 credits:

BIOL 6113	Biostatistics
BIOL 8201	Biology Seminar for M.S. Students I
BIOL 8202	Biology Seminar for M.S. Students II
BIOL 8601-8605	Research for Master's Thesis I-V (Two thesis courses are required for the degree. However, the student may register for more than two, as needed.)

15 credits from the Microbiology Course Group; at least half of these must have a laboratory component.

3 credits from BIOL 6231 Molecular Biology, BIOL 6233 Metabolic Pathways or CHEM 6501 General Biochemistry

2 credits from either Microbiology Course Group or Biology Course Group

2. Make an oral presentation of thesis at the Graduate Biology Symposium.

3. Submit an acceptable thesis based on laboratory research three months before the expected degree completion date with an oral defense two weeks before the expected completion date.

Plan E – Without Thesis

1. Complete a total of 34 credits as follows:

5 credits:

BIOL 6113	Biostatistics
BIOL 8201	Biology Seminar for M.S. Students I
BIOL 8202	Biology Seminar for M.S. Students II

20 credits from the Microbiology Course Group; at least half of these must have a laboratory component.

1 credit from the following:

BIOL 7291	Selected Topics in Molecular Biology
BIOL 7292	Selected Topics in Immunology
BIOL 7491	Selected Topics in Microbiology
BIOL 7492	Selected Topics in Virology

3 credits from the following:

BIOL 6231	Molecular Biology
BIOL 6233	Metabolic Pathways in Living Systems
CHEM 6501	General Biochemistry.

5 credits from either Microbiology Course Group or Biology Course Group.

2. Prepare a library research paper in conjunction with a Selected Topics course. Selected Topics must be taken two semesters before the expected completion of degree. Oral presentation of research results is to be given during the last semester at the Graduate Biology Symposium.

Degree Requirements for M.S. in Biology with a Neuroscience Track

In addition to the general University and College Requirements for the degree, the Department of Biological Sciences requires the candidate to do the following to be awarded a Master's of Science in Biology with a Neuroscience Track:

Plan F - Research Thesis

1. Complete 31 credits from the following groups of courses:

Group I - Core Requirements (14 credits):

BIOL 6115	Fundamentals of Neuroscience	3
BIOL 6216	Recombinant DNA Technology Lab	3
BIOL 6231	Molecular Biology	3
BIOL 6355	Methods in Neuroscience	3
BIOL 8201	Biology Seminar for M.S. Students I	1
BIOL 8202	Biology Seminar for M.S. Students II	1

Group II – Electives (to be selected from the following to complete 11 credits):

BIOL 6113	Biostatistics	3
BIOL 6233	Metabolic Pathways in Living Systems	3
BIOL 6242	Immunology	3
BIOL 6243	Immunology Lab	2
BIOL 6323	Neuroendocrinology	3
BIOL 6325	Introduction to Pharmacology	3
BIOL 6326	Vertebrate Physiology	4
BIOL 6333	Cell Culture Techniques	3
BIOL 6334	Developmental Biology	3
BIOL 6369	Cancer Biology	3
BIOL 6412	Molecular Virology	3
BIOL 6431	Microbial Genetics	3
BIOL 7226	Signal Transduction	3
BIOL 7228	Fundamentals of Toxicology	3
BIOL 7244	Cellular Immunology	3
BIOL 7291	Selected Topics in Molecular Biology	1
BIOL 7292	Selected Topics in Immunology	1
BIOL 7492	Selected Topics in Virology	1
BIOL 7493	Selected Topics in Neuroscience	1

2. Group III – Thesis (6 credits):

BIOL 8601-8605	Research for Master's Thesis I-V	6
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(Two thesis courses are required for the degree. However, the student may register for more than two, as needed.)

3. Oral presentation of thesis at the Graduate Biology Symposium

4. Submission of an acceptable thesis based on laboratory research at least three months prior to expected completion of degree; an oral defense two weeks before the expected degree completion date.

Plan G – Library Thesis

1. Complete 34 credits from the following groups of courses:

Group I - Core Requirements (14 credits):

BIOL 6115	Fundamentals of Neuroscience	3
BIOL 6216	Recombinant DNA Technology Lab	3
BIOL 6231	Molecular Biology	3
BIOL 6335	Methods in Neuroscience	3
BIOL 8201	Biology Seminar for M.S. Students I	1
BIOL 8202	Biology Seminar for M.S. Students II	1

Group II – Electives (to be selected from the following to complete 19 credits):

BIOL 6113	Biostatistics	3
BIOL 6233	Metabolic Pathways in Living Systems	3
BIOL 6242	Immunology	3
BIOL 6243	Immunology Lab	2
BIOL 6323	Neuroendocrinology	3
BIOL 6325	Introduction to Pharmacology	3
BIOL 6326	Vertebrate Physiology	4
BIOL 6333	Cell Culture Techniques	3
BIOL 6334	Developmental Biology	3
BIOL 6369	Cancer Biology	3
BIOL 6412	Molecular Virology	3
BIOL 6431	Microbial Genetics	3
BIOL 7226	Signal Transduction	3
BIOL 7228	Fundamentals of Toxicology	3
BIOL 9191	Special Topic in Biology Research	2

Group III – Library Thesis (1 credit):

Selected topics in Neuroscience must be taken two semesters before expected completion of degree.

BIOL 7493	Selected Topics in Neuroscience	1
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2. Oral presentation of Library Thesis at the Graduate Biology Symposium.

Prepare a library research paper in conjunction with a Selected Topics in Neuroscience. This course must be taken two semesters before expected completion of degree.

The Doctoral Degree in Molecular Bioscience

General Admission for the Ph.D. Program

The doctoral program in Molecular Bioscience follows the general University requirements for admission to graduate studies and admission to the graduate programs in the Department of Biological Sciences.

For students in the current M.S. program, credit will be given for courses taken within the Department of Biological Sciences at Seton Hall University with a grade of 3.0 or above that meet the Ph.D. course requirements. A maximum of 30 credits may be accepted towards the Ph.D. program.

For students who have obtained M.S. degrees outside the Department of Biological Sciences at Seton Hall University, courses will be evaluated and a maximum of 30 credits may be accepted towards the Ph.D. program.

Degree Requirements

The doctoral program consists of two phases: foundation coursework and dissertation research. Between completion of the foundation coursework and the start of research, the doctoral candidate will take a comprehensive qualifying examination and select a dissertation mentor.

Students must complete a total of 72 credits, including 47 required credits in coursework (21 credits in required courses, 36-38 credits in thesis and seminar courses) and 13 - 15 credits of electives. The required courses will provide the student with a strong foundation in subject content and training in research techniques. Electives will provide breadth to the students' training in the various subdisciplines of Molecular Bioscience.

Both full time and part-time students are eligible to enroll in the doctoral program at Seton Hall University. Full time students will carry at least 9 credits per semester in the Fall and Spring semesters. Part-time Ph.D. students should have at least one year of "residency," where they must complete 18 credits. Other than that, they can have semesters where they are registered for just 3-4 credits.

Completion of the doctoral program must take place within seven years for full-time students and ten years for part-time students.

Students must maintain a minimum 3.0 GPA for all coursework toward the doctoral degree taken at Seton Hall University. Students with a grade of C or lower in a course will not be allowed to apply those course credits towards the total 72-credit requirement. If the course with a C or lower is a required course, the student must repeat the course with a satisfactory grade of B or better. Students with an overall GPA below 3.0 will be placed on probation for one year to regain acceptable status. The student who is unable to meet these remedial measures or has an overall GPA below 2.0 will not continue in the program.

Students must pass a comprehensive or qualifying examination after completion of the 21 credits of required courses after the second year.

Students must present and defend an oral and written doctoral dissertation.

Required Courses (21 credits)

BIOL 6113	Biostatistics	3
BIOL 6216	Recombinant DNA Technology Lab	3
BIOL 6231	Molecular Biology	3
BIOL 6333	Cell Culture Techniques	3

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BIOL 7226	Signal Transduction	3
ENGL 6414	Scientific and Technical Writing	3
GMHS 7603	Biomedical Ethics	3

Required thesis and seminars (36 - 38 credits)

BIOL 9011-9013	Readings in Molecular Biosciences I-III	2 credits each
BIOL 9091-9093	Special Topics in Biological Research I, II, III	2 credits each
BIOL 9201-9208	Biology Seminar for Ph.D. Students	1 credit each
BIOL 9601-9606	Research for Dissertation I-VI	3 credits each

Note: Four thesis courses are required for the degree.

Electives (13 - 15 credits)

In addition to the required courses listed above, select 13 - 15 credits of biology courses; CHEM 6501, 7512 (General Biochemistry I/II) may not be included.

Course Descriptions

*** Course names followed by two asterisks are the microbiology elective courses.*

BIOL 6113 Biostatistics

Elementary statistical methods as applied to experimental biology. Topics include hypotheses testing, probability and chi square, linear regression and correlation, analyses of variance, nonparametric statistics and bioassay. Introduction to use of computers in analysis of biological data. *3 credits*

BIOL 6115 Fundamentals of Neuroscience

This introductory course provides an overview of the structure and function of the human nervous system. Emphasis is placed on understanding the cellular and molecular mechanisms underlying neural transmission, connectivity, integration of the sensory motor systems, cognitive functions and behavior. *3 credits*

BIOL 6216 Recombinant DNA Technology Laboratory**

Basic techniques used in recombinant DNA studies. Hands on experience with DNA isolation, hybrid plasmid production, restriction mapping and clone selection and characterization. Lecture will focus on theory and applications of recombinant DNA technology, including: vector design, PCR strategies, bioinformatics and DNA structure. Prerequisite: Genetics, Microbiology, Molecular Biology or Biochemistry. Lab fee \$25 effective Fall 2014. *3 credits*

BIOL 6231 Molecular Biology**

Study of structure and function of macromolecules. Prokaryotic and eukaryotic genome. Bacterial and bacteriophage genetics, mutation and gene expression. Genetic code, transcription, translation and the regulatory systems. Replication of viruses, genetic programming and biotechnology. Review of research papers and discussion of current topics. Prerequisite: Genetics or Biochemistry. *3 credits*

BIOL 6233 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 and drugs. Lecture only. *3 credits*

BIOL 6242 Immunology**

Principles of recognition, memory and specificity. Structural basis of antigenicity. Development of the immune system. Structure function and genetics of immunoglobulins, gammopathies and monoclonal antibodies. T-cell receptors and MHC antigens. Activation of lymphoid cells, tolerance, autoimmunity and regulation of the immune system. Complement system, aspects of clinical and diagnostic immunology, tissue typing and immunogenetics. A term paper is required. *3 credits*

BIOL 6243 Immunology Laboratory**

Laboratory exercises designed to illustrate the immunological principles of recognition and specificity; in vitro and in vivo antigen-antibody reactions; identification and quantitation of immunoglobulins; tests to illustrate the principles of immunochemistry and immunopathology; cell culture study; hybridoma technique and monoclonal antibodies. Pre- or corequisite: BIOL 6242. Lab fee \$25 effective Fall 2014. *2 credits*

BIOL 6323 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. *3 credits*

BIOL 6325 Introduction to Pharmacology**

Fundamentals of drug distribution, biotransformation and excretion (pharmacokinetics), dose-effect relationships and drug receptor relationships. Major emphasis on basic mechanisms of selected drug actions and effects at the molecular cellular, organ and system levels (pharmacodynamics). Concepts and examples of drug structural-activity relationships. Reviews of relevant physiology when required for a more complete understanding of mechanisms of drug action. *3 credits*

BIOL 6326 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. Lab fee \$25 effective Fall 2014. *4 credits*

BIOL 6333 Cell Culture Techniques**

Discussion and practical application of the in vitro cultivation of animal cells including both general and specific techniques for obtaining, growing and maintenance of clonal cultures. Lab fee \$25 effective Fall 2014. *3 credits*

BIOL 6334 Developmental Biology

Examination of the mechanisms involved in the emergence of pattern, form and function during the life cycles of organisms. Topics include differential control of gene expression, nucleocytoplasmic interactions, factors and interactions responsible for determining pattern and cell fate, and cellular behaviors responsible for morphogenesis. Prerequisites: Genetics and Cell Biology; Embryology is recommended. *3 credits*

BIOL 6335 Methods in Neuroscience

The participants in this course will become acquainted with basic concepts and techniques commonly used in Neuroscience to study the organization of neurons, their signaling pathways, and the mechanisms of synaptic transmission, in order to better understand the workings of the human brain. Lab fee \$25 effective Fall 2014. *3 credits*

BIOL 6369 Cancer Biology**

This course brings together and puts into perspective a large body of knowledge about cancer, cancer research and cancer treatment. Specifically, this course will first explore microevolutionary processes to illustrate the nature of cancer and the natural history of the disease from a cellular standpoint. The molecular genetics of cancer will then be dissected to understand how abnormalities in any of the different intracellular signaling pathways of the system can lead to development of cancer. This course will also include a discussion of various cancer treatment approaches to illustrate how basic research translates to clinical aspects of cancer treatment. *3 credits*

BIOL 6412 Molecular Virology**

Basic principles of the virus-host cell relationship presented by lectures and student discussion of recent publications. Topics include mechanisms of viral replication, viral-mediated genetic transfer, viral-induced host changes, including neoplasia and immunologic procedures fundamental to virology. *3 credits*

BIOL 6415 Mycology**

Study of structure, development, physiology and taxonomy of fungi. Includes secondary metabolism and fungal nutrition, as well as a consideration of the place of fungi in medicine, agriculture, ecology and research. Offered in alternate years. Lecture and lab. Lab fee \$25 effective Fall 2014. *4 credits*

BIOL 6421 Microbial Physiology**

The normal life functions of microorganisms. The metabolism of *E. coli*, anaerobes, sulfur bacteria and photosynthetic bacteria as well as one-celled eukaryotes. Emphasis on general principles of physiology and the diversity of microbial solutions to physiological stresses. Includes lectures, text and reading, and discussion of original literature. Offered in alternate years. *3 credits*

BIOL 6422 Microbial Physiology Lab**

Practical exercises, both bench methods and computational biology, addressing current techniques for measuring growth and physiology in a variety of microorganisms; use of molecular databases to probe proteomics, metabolomics and other physiological processes. Lab fee \$25 effective Fall 2014. *1 credit*

BIOL 6431 Microbial Genetics**

Examination of the mechanisms of genetic recombination in microorganisms. Genetic changes in microorganisms and the resulting alterations in their biochemical and physiological features. *3 credits*

BIOL 6643 Microbial Ecology**

Emphasis on techniques for the enrichment, isolation and purification of microorganisms from natural environment. Use of Winogradsky enrichment and anaerobic culture technique. Offered in alternate years. Prerequisite: Microbiology and Metabolic Pathways or Biochemistry. Lab fee \$25 effective Fall 2014. *4 credits*

BIOL 7112 Introduction to Bioinformatics**

This course is designed to introduce bioinformatics to biology graduate students. Students will learn to access and use bioinformation data, conventional software, web-based applications, and the methods of sequence and structure analysis. Projects are designed to help the student learn how to find and search databases, use a variety of application software, and analyze results. *3 credits*

BIOL 7226 Signal Transduction**

Course brings together and puts into perspective a large body of knowledge about intracellular and intercellular signaling systems as well as cell-cell communication. Explores the molecular and cellular pathways, the components of these pathways, as well as the regulation of these pathways in cellular homeostasis. Current findings from the scientific literature are emphasized. Prerequisite: Cell Biology or Biochemistry. *3 credits*

BIOL 7227 Research Ethics: Responsible Conduct of Research

This course is designed to introduce future scientists to topics in research ethics. Emphasis on foundational principles underlying scientific integrity and their application to a range of issues, including data management, animal and human subjects, collaboration, mentoring, peer review, and the ethical implications in different forms of scientific research. *3 credits*

BIOL 7228 Fundamentals of Toxicology**

Principles of toxicology; testing procedures used in toxicology studies, including carcinogenesis, mutagenesis, teratogenesis and immunotoxicology; studies of individual target organs such as the liver and kidney and systems such as cardiovascular, respiratory, nervous and reproductive; studies of risk assessment of toxic substances, such as food additives and pesticides. Lab fee \$25 effective Fall 2014. *3 credits*

BIOL 7244 Cellular Immunology**

Advanced immunology course to further understanding of the immunological principles at the cellular and molecular levels. Study of immunocompetent cells, cell culture and cellular interactions; role of interleukins and other factors in initiation of the immune response; regulatory systems and immune networks. Review of research papers and discussion of current topics. Offered in alternate years. Prerequisite: BIOL 6242. *3 credits*

BIOL 7291 Selected Topics in Molecular Biology

Individualized study of a specific topic in molecular biology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7292 Selected Topics in Immunology

Individualized study of a specific topic in immunology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7293 Selected Topics in Genetics

Individualized study of a specific topic in genetics to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7391 Selected Topics in Physiology

Individualized study of a specific topic in physiology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7392 Selected Topics in Endocrinology

Individualized study of a specific topic in endocrinology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7393 Selected Topics in Developmental Biology

Individualized study of a specific topic in developmental biology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7423 Industrial Microbiology**

Selection, genetic engineering and utilization of microorganisms in the production of food and drink, pharmaceuticals, chemicals and in agriculture. Emphasis on current techniques used in industry, and the principles and rationale guiding new developments that may become industrial processes of the future. Offered in alternate years. Prerequisites: Microbiology and Biochemistry or Metabolic Pathways. *3 credits*

BIOL 7491 Selected Topics in Microbiology**

Individualized study of a specific topic in microbiology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing

current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7492 Selected Topics in Virology

Individualized study of a specific topic in virology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7493 Selected Topics in Neuroscience

Individualized study of a specific topic in neuroscience to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 7495 Selected Topics in Neuroimmunology and Signal Transduction

Individualized study of a specific topic in neuroimmunology and signal transduction to be arranged between instructor and student. The student will research a topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar the following semester. *1 credit*

BIOL 7591 Selected Topics in Toxicology

Individualized study of a specific topic in toxicology to be arranged between instructor and student. Student will research topic and develop a library research paper analyzing current research on the topic. It is required that an oral presentation of the paper will be given during scheduled seminar (BIOL 8202) the following semester. *1 credit*

BIOL 8201-8202 Biology Seminar for MS Students

Students are required to attend seminar for a minimum of two semesters and to present their thesis research during this period. Students register for BIOL 8201 in their first year and for BIOL 8202 in the semester that they intend to present their research. Those pursuing the non-thesis option also register for a Selected Topics course (1 credit) usually in the semester before they intend to present their library thesis. *1 credit each*

BIOL 8601-8605 Research for Master's Thesis I-V

Credit given at completion of project. *3 credits each*

BIOL 9011-9013 Readings in Molecular Biosciences I-III

A weekly seminar course that includes the reading of current literature in subdisciplines of molecular bioscience. Students will be assigned reading from current leading journals in the fields. Students will make a presentation based on the assigned article. The use of technology in the presentation is mandatory. Discussions will be led by faculty experts in their respective fields. Critiques of the presentation involve both faculty and student participation. Faculty will rotate in teaching the course. *2 credits each*

BIOL 9091-9093 Special Topics in Biological Research I-III

Subject and hours to be arranged. Credit for this course may be obtained only once. *2 credits each*

BIOL 9201-9208 Biology Seminar for Ph.D. Students I-VIII

Mandatory for all students. Students are required to attend seminar for a minimum of eight semesters. All students are required to present at least one seminar during this period. Students must register for this course in the semester they present a seminar based on their dissertation research.

1 credit

BIOL 9601-9614 Research for Ph.D. Dissertation I-XIV

Credits given at completion of dissertation. *3 credits each*

Department of Chemistry and Biochemistry

Science and Technology Center (McNulty Hall)

(973) 761-9414

chemistry@shu.edu

www.shu.edu/go/chemistry

Faculty: Buonopane; Fadeev; Gorun; Hanson; Kazakevich; Kelty; Maloy; Marzabadi (*Director of Graduate Studies*); Murphy; Sabatino; Snow (*Chair*); Sowa Jr.; Wei

Faculty Emeriti: Augustine; Celiano; Huchital

The Department of Chemistry and Biochemistry offers programs of study in analytical, inorganic, organic, and physical chemistry, and biochemistry, leading to the degrees of Master of Science and Doctor of Philosophy in Chemistry. The programs are open to full-time and part-time students.

Programs of Study

Four different programs of study are available leading to the Master of Science degree. Plan A, with thesis, is intended for students who wish to engage in an original research project as part of the M.S. degree requirements. Plan B is for students who intend to matriculate into the Ph.D. program. Plans C and D, without thesis, are primarily for students who are not interested in a research-oriented degree program. Plan D, which includes a minor in Business Administration, is designed to enhance the student's understanding of the legal, managerial, financial and technical aspects of the chemical and pharmaceutical industries.

The program of study leading to the Doctor of Philosophy degree is normally initiated by following M.S. Plan B. Admission to the Ph.D. program is granted upon completion of the degree requirements for Plan B and successfully passing a matriculation examination.

A brochure containing descriptions of the programs of study, graduate courses, research interests of faculty members and other pertinent information will be sent on request or can be accessed from the departmental web page at www.shu.edu/academics/artsci/graduate-chemistry-programs.cfm. Additional regulations pertaining to the graduate programs can be obtained from the Department of Chemistry and Biochemistry.

Admission

In addition to the general University requirements for admission to graduate studies, the Department of Chemistry and Biochemistry requires the following of all degree applicants:

- a minimum of 30 credits in chemistry, including a two-semester course in physical chemistry;
- a one-year course in physics;
- mathematics through differential and integral calculus; and
- three letters of recommendation from individuals competent to evaluate the applicant's scientific ability; and
- Applicants for whom English is not their native language must submit TOEFL score results. The department requires a minimum total score of 550 on the paper based test (PBT) or 80 on the Internet test (IBT) with at least a 22 in the speaking skill component in order to be considered for admission.

Dates for submission of completed applications to graduate programs are:

- July 1 – Fall Semester
- November 1 – Spring Semester

Late applicants may be admitted as special students pending evaluation.

Applications may be obtained online from the College of Arts and Sciences' web page. If submitting an online application, the applicant must also submit the special application form from the department, also available online from the departmental web page.

Leaves of Absence and Readmission

Students may request a leave of absence for up to two years without having to reapply to the program. Students taking a leave of absence must notify the department and the University Registrar in writing prior to the semester in which the leave commences. Upon readmission to the program, any new degree requirements instituted by the department during the students' leave will be required for graduation.

Financial Aid

The Department of Chemistry and Biochemistry offers a number of teaching assistantships for the academic year, and possibly for the Summer, to provide teaching and research support for Ph.D. degree candidates. A number of research fellowships also are available to students at the beginning of their second year of graduate study. Details are available from the department.

In addition to the assistantship or fellowship award, the Reverend Owen Garrigan Graduate Biochemistry Supplemental Award is given to outstanding students who are doing graduate work in the biochemistry area. This award is available each year to supplement the stipend of one or more full time biochemistry graduate students.

Seton Hall University is one of the beneficiaries of the Clare Booth Luce Fund, which supports women in science. Research fellowships for female graduate students are available on a competitive basis.

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Distribution Requirement

Each student must take at least one course from four of the following five groups:

Analytical Chemistry:	CHEM 6201, 6203, 6204, 6205, 6206
Organic Chemistry:	CHEM 6301, 6303
Physical Chemistry:	CHEM 6401, 6402, 6403, 6404
Biochemistry:	CHEM 6501
Inorganic Chemistry:	CHEM 6601

The distribution requirement will normally be completed by the end of the third semester of full-time study or its equivalent.

Evaluations

After the course distribution requirements (one approved course in four of the five distribution areas) are completed, each student's performance in courses and seminar is evaluated by the faculty.

The student is then:

- advised to take the matriculation examination for Ph.D. candidacy; or
- advised to continue studies toward the master's degree (Plan A) with the possibility of reevaluation for Ph.D. candidacy after the attainment of the degree; or
- advised to continue studies toward the master's degree as a terminal degree; or
- required to discontinue study in the graduate degree programs in chemistry.

Students may be evaluated earlier if their records so warrant.

Seminar Requirement

A departmental seminar is held each week of the academic year. All full-time and part-time students are required to register for and attend this seminar series each year prior to completion of the degree requirements. During the second or third year of study, all students are required to present a formal seminar in this series, which will be graded by faculty members. In addition, those students who have initiated a research program (M.S. Plans A and B, or Ph.D. program) and who have not otherwise presented a formal seminar during the current year, are required to present a poster on their research activities at the Petersheim Academic Exposition, usually held in April.

Prizes and Awards

Each year the Department of Chemistry and Biochemistry honors outstanding graduate students in the areas of academic excellence (Ander Award), research (Petersheim Award and Garrigan Award) and teaching.

Laboratories

The research facilities of the Department of Chemistry and Biochemistry are housed in the Science and Technology Center (McNulty Hall) which is shared with the physics, biological sciences, and the mathematics and computer science departments. Within the department are the Center for Applied Catalysis and the Center for Computational Research. The department maintains a comprehensive array of experimental and computational instrumentation including, 500 MHz and 200MHz NMR, GC/MS, LC/MS, FTIR, UV-Vis, DSC, ITC, GC, HPLC, STM/AFM, and two parallel computers (SGI Origin 3400 and a LINUX cluster).

The Master of Science Degree (M.S.)

In addition to the general University and College requirements for the degree, the Department of Chemistry and Biochemistry requires the candidate to fulfill the seminar requirements as well as one of the following:

Plan A – With Thesis

1. *Complete the following:*

18 credits (minimum) in approved courses, including the distribution requirement.

1 credit in CHEM 6711-6720

11 credits (maximum) in CHEM 8831-8840

30 credits total

2. *Present an acceptable thesis based on research performed at the University.*

3. *Present a satisfactory oral defense of the thesis to the committee approved by the Graduate Advisory Committee for this purpose.*

Plan B – Without Thesis (for Ph.D. candidates)

1. *Complete the following:*

29 credits (minimum) in approved courses, including the distribution requirement and other courses for the doctorate approved by the research mentor and the Graduate Advisory Committee. Any number of courses in the CHEM 8831-8840 sequence may be included in these approved courses, provided that an acceptable written research report is filed with the research mentor at the conclusion of this work. 1 credit in CHEM 6711-6720. *30 credits total.*

2. *Pass the matriculation examination for the Ph.D.*

Plan C – Without Thesis

Complete the following:

12 credits in the distribution requirement.

21 credits (minimum) in additional approved graduate-level chemistry courses; up to 6 credits in the CHEM 8831-8840 sequence may be included in these approved courses provided that the Graduate Advisory Committee is notified of this intention before this research is initiated and that an acceptable written research report is filed with the research supervisor at the conclusion of this work. 1 credit in CHEM 6711-6720. *34 credits total*

Plan D – Without Thesis (Minor in Business Administration)

Complete the following:

12 credits in the distribution requirement

6 credits (minimum) in additional approved graduate-level chemistry courses (excluding CHEM 8831 - 8840).

1 credit in CHEM 6711-6720.

Additional coursework from the Stillman School of Business in the following areas: information technology management, accounting, finance, marketing, social responsibility, and international business.*

34 credits (minimum) total

*Consult the Director of Graduate Studies for specific courses from the Stillman School of Business.

The Doctor of Philosophy Degree (Ph.D.)**Matriculation**

Students must pass a matriculation examination to qualify as matriculated doctoral students. To take this examination, the student must secure the permission of his or her mentor and have at least a "B" average in coursework. This examination is to be taken within 12 months of meeting the distribution requirement, unless an M.S. degree other than Plan B is first pursued. Should the examination not be passed, it may be repeated only once and within six months of the first examination.

The matriculation examination is oral and pertains to the proposed research problem. It is administered by a Matriculation Committee that comprises the mentor and four additional members of the faculty approved by the Graduate Advisory Committee.

Cumulative Examinations

After matriculating for the doctoral degree, the student is required to demonstrate mastery of the current literature in the chosen area of study through a series of cumulative examinations.

Requirements for these examinations have been established by each division of the Department of Chemistry and Biochemistry.

Seminar Requirements

As part of the annual seminar requirement, all doctoral candidates present a full seminar during their final year on the subject of their research contributions.

Additional Degree Requirements

To fulfill the requirements for the doctoral degree, in addition to seminar and cumulative examination requirements described previously, the student must:

1. complete 70 credits distributed among research, course work and seminar. Students who enter the program with the M.S. degree shall be required to earn at least 40 additional credits before being granted the Ph.D. degree;

2. complete nine consecutive months of full-time enrollment after matriculation. This time should be used primarily to perform research. Part-time students must secure the approval of the Graduate Advisory Committee before beginning residency;
3. petition the Dissertation Committee, which is comprised of the mentor and two members of the Matriculation Committee approved by the Graduate Advisory Committee, for permission to write a dissertation. Details concerning the granting of this permission are available from the department; and
4. present a dissertation based on the chosen research problem to the Dissertation Committee for its approval. For details, consult regulations available from the department.

The time limit for completion of the doctorate in chemistry spans a minimum of three years after entry into the graduate program to a maximum of five years after matriculation for the degree.

Course Descriptions**CHEM 6111 Introduction to Chemical Data Analysis**

Extraction of chemical information from chemical data using numeric techniques will be introduced. Applications include statistics, sampling theory, smoothing, integration, differentiation, least squares, multicomponent analysis and roots of equations. Chemical topics will include NMR, UV-VIS, LC and GC, titrations and gravimetry. The course will apply to all areas of chemistry and require computer programming. 3 credits

Analytical Chemistry**CHEM 6201 Survey of Analytical Chemistry**

Physico-chemical principles of laboratory experimentation and research: instrumental techniques for characterization and quantitative measurement, calculations of equilibria, statistical methods, separations, analytical uses of kinetics and principles of instrumentation and computerization. 3 credits

CHEM 6203 Electrochemical Methods of Analysis

Electrochemical principles and their applications to analysis: voltammetry, chronoamperometry, chronocoulometry and other controlled potential methods; chronopotentiometry and other controlled current methods; bulk electrolysis methods; other selected topics. 3 credits

CHEM 6204 Spectrochemical Methods of Analysis

The application of electromagnetic absorption and emission processes to the characterization of chemical systems. Emphasis on experimental techniques in all regions of the spectrum. 3 credits

CHEM 6205 Modern Separation Techniques

Principles and practice of chemical and physical separation methods, gas and liquid chromatography, electrophoresis, membrane separation methods, extraction, distillation. Theory, instrumentation and applications of each technique. 3 credits

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CHEM 6206 Chemical Methods of Analysis

Rigorous development of the fundamental principles of analytical chemistry as applied to the classical methods of analysis: gravimetry; acid-base, redox and complexation titrimetry; separations; statistics. *3 credits*

CHEM 6212 Statistics and Applied Analytical Chemistry

Principles of experimental design, statistics and analysis of data. Principles of data acquisition and interpretation and other aspects of applied analytical chemistry. *3 credits*

CHEM 6217 Instrumentation Electronics

Treatment of modern electronics specifically intended for chemists. Includes transistors, operational amplifiers and devices for digital logic. *3 credits*

CHEM 7299 Special Topics in Analytical Chemistry

Discussion of selected topics of current interest. *3 credits*

Organic Chemistry

CHEM 6301 Theoretical Organic Chemistry I

Correlation of structure and mechanism in organic chemistry. Major topics include bonding; aromaticity; substituent effects, including linear free energy relationships, kinetics and rate studies; isotope effects; solvent effects and solvent scales; nucleophilicity; acid and base catalysis. Specific reactions covered include additions to carbon-carbon multiple bonds, additions to carbonyls, acyl transfer reactions, conservation of orbital symmetry for electrocyclic reactions and cycloadditions. *3 credits*

CHEM 6303 Synthetic Organic Chemistry

Reactions commonly used in the synthesis of organic compounds; discussion of their selectivity and stereochemistry and the extent to which they can be utilized in the preparation of complex materials. *3 credits*

CHEM 7312 Theoretical Organic Chemistry II

Structure-reactivity relationships, reaction mechanisms, stereochemical aspects, and relevant rearrangements in organic systems involving carbocations, carbanions, free radicals, carbenes, eliminations, photochemistry and electron transfer (oxidation/reduction). Prerequisite: CHEM 6301. *3 credits*

CHEM 7399 Selected Topics in Organic Chemistry

Selected topics in organic chemistry chosen by the instructor. *3 credits*

Physical Chemistry

CHEM 6401 Chemical Thermodynamics

The course will review classical thermodynamics, including Laws of Thermodynamics with application to real and ideal systems. The course will cover an introduction to statistical thermodynamics including application to gases, liquids and solid-state systems. *3 credits*

CHEM 6402 Chemical Kinetics

Treatment of experimental kinetic data; kinetic theory of gases and the collision theory of reaction rates; introduction to statistical mechanics and transition-state theory of reaction rates; chemical reactions in solution; complex chemical reactions; catalysis; stochastic processes. *3 credits*

CHEM 6403 Quantum Chemistry

Use of quantum theory applied to the structure of atoms and molecules; Topics to be covered include angular momentum and spin, harmonic oscillators, electronic quantum states, and variational and perturbation many-body approximation methods. *3 credits*

CHEM 6404 Surface Chemistry

The fundamentals and the applications of solid surfaces and interfaces, including solid-vapor, solid-liquid and solid-solid will be covered. Advanced topics will include surface thermodynamics, adsorption, electronic structure of surfaces, surface modification and organic monolayers, and nanostructured materials. The course will review surface sensitive techniques including, XPS, FTIR, UPS, LEED, STM/AFM, Adsorption, and Contact Angles. The application of surface modified materials to separation science, wettability and adhesion control, optical and electronic devices will be discussed. *3 credits*

CHEM 6411 Introduction to Polymer Chemistry

Classification of macromolecules; methods and mechanisms of polymerizations; methods of polymer characterization; properties of polymeric solids. *3 credits*

CHEM 6423 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. *3 credits*

CHEM 7499 Special Topics in Physical Chemistry

The course will encompass an area of current technological interest in Physical Chemistry. It will cover both the fundamental background of the topic in connection with current interest and applications. *3 credits*

Biochemistry

CHEM 6501 General Biochemistry I

The course focus will be directed to selected aspects of the biomacromolecules (carbohydrates, lipids, proteins, enzymes, nucleic acids) involved in cell architecture and dynamics. Cell dynamics will be addressed from a molecular-level perspective, with emphasis on the fine-tuned interplay between the energetic and kinetic components of the main metabolic pathways. *3 credits*

CHEM 7512 General Biochemistry II

Course deals with topics not usually covered in CHEM 6501, such as biosynthetic pathways, nucleic acid chemistry (including replication, repair, transcription, translation) and integration/ chemical control of metabolism. Prerequisite: CHEM 6501. *3 credits*

CHEM 7515 Proteins

Thematic coverage deals with purification, size, shape, structure and function, and the tools used to measure these characteristics. Representative proteins from current literature

that serve a transport, catalytic, structural or regulator function are examined. An introduction to the interactive computer graphics display of protein structures is included. Prerequisite: CHEM 6501. *3 credits*

CHEM 7516 Enzymes

Selected principles of catalysis and transition state theory, rate constant measurement and mechanisms are emphasized and developed using examples from current literature. Aspects of protein engineering are illustrated with examples drawn from site-directed mutagenesis studies and catalytic antibodies. Prerequisite: CHEM 6501. *3 credits*

CHEM 7517 Aspects of Cell Chemistry

Discussion of topics taken from classical and current literature concerning the chemistry and biochemistry of subcellular organelles, including the origin of life, microbial metabolism, higher cells in culture, the structure and function of membranes, genetic transfer of information and control mechanisms. *3 credits*

CHEM 7599 Special Topics in Biochemistry

Course is designed to provide in-depth coverage of one or a few restricted topics of current interest. Prerequisite: CHEM 6501. *3 credits*

Inorganic Chemistry

CHEM 6601 Advanced Inorganic Chemistry I

A survey of transition metal chemistry focusing on the structural and dynamic properties of transition metal complexes. The presentation begins with a discussion of ions and their environment followed by a description of the bonding theories for transition metal complexes. Electronic spectra, magnetism and reactivity of these molecules will be explained in terms of these bonding theories. Related topics of main group compounds, organometallic complexes and bioinorganic chemistry also will be covered. *3 credits*

CHEM 7614 Kinetics and Mechanism in Inorganic Chemistry

Kinetics and mechanisms of substitution and oxidation-reduction reactions of octahedral and square planar coordination complexes. The theoretical and practical aspects of the determination of reaction rates and the establishment of the rate laws will be discussed. The presentation will include related topics, such as organometallic and bioinorganic mechanisms. *3 credits*

CHEM 7618 Physical Methods in Chemistry

An advanced theoretical study of the electronic, magnetic and vibrational properties of transition metal complexes. Emphasis will be placed on the application of group theory to the molecular orbital and ligand field description of bonding, vibrational spectroscopy (including simple normal mode analysis) and magnetic susceptibility. The use of electrochemistry to study the stability and electron transfer chemistry of transition metal complexes also will be discussed. *3 credits*

CHEM 7699 Special Topics in Inorganic Chemistry

Discussion of selected topics of current interest. *3 credits*

Interdisciplinary

CHEM 6711-6720 Chemistry Seminar

Discussion of current literature topics by staff and students. One credit for two semesters. *1 credit each*

CHEM 7991-7996 Advanced Topics in Chemistry

Offers advanced topics in chemistry to meet the present and future needs of graduate students and other professionals in the surrounding chemical industry. Topics include chiral separations, asymmetric synthesis, medicinal chemistry and biotechnology. *1 credit each*

CHEM 8831-8840 Introduction to Research

Acceptable written research report or thesis on work performed in these courses must be filed with the research supervisor in order to count these credits toward the requirements for any graduate degree. *2 credits each*

CHEM 9931-9940 Research for Doctorate

Research courses are taken only after the student has successfully passed the matriculation examination. *3 credits each*

Department of Communication and The Arts

Fahy Hall/Arts and Sciences Hall/Carriage House
(973) 761-9490

www.shu.edu/academics/artsci/communication-arts

Department Chair: Yates

Communication:

Faculty: Chitkara; Dool (*Director of Graduate Studies*); Kuchon; Mahon

Adjunct Faculty: Bottary; Cerjan; Ciccotelli; Graham; Guarino; Katz; Mazzaresse; Mizrach; Pannone; Santoro; Widman; Wooden

Art, Art History and Design

Faculty: Chu (*Director of Graduate Studies*); Easton; Heinrichs; Leshnoff; Nichols

Adjunct Faculty: Brasile; Broughton; Linke; Lichtblau; Martiny; Miller; Moser; Ocello; Plemons; Witzig; Yerkovich;

Faculty Emerita: Cate

Communication

Arts and Sciences Hall

(973) 761-9490

communication@shu.edu

www.shu.edu/go/communication

The Department of Communication and The Arts offers four Master of Arts (M.A.) degrees in communication: a blended program in Strategic Communication, an online program in Strategic Communication and Leadership, an online program in Corporate and Professional Communication, and a dual masters program in Strategic Communication and International Relations with the School

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of Diplomacy and International Relations. These programs of study are designed to serve the needs of the manager, executive or professional communicator working in the public or private sectors.

The department also offers six professional certificate programs in communication: Intercultural Communication, International Communication, Organizational Communication, Public Relations, Strategic Communication and Leadership, and Strategic Communication Planning.

Master of Arts in Strategic Communication (Blended)

The Master of Arts in Strategic Communication (MASC) is a blended program that combines the curricula and resources of the Department of Communication and The Arts and other related programs in a cross-disciplinary course of study. Each student's program is developed with an academic adviser to meet individual academic and professional goals.

Requirements

The Master of Arts in Strategic Communication (MASC) requires 36 credits distributed as follows:

- I. 15 credits in communication coursework, including the following required courses:

COMM 6000	Writing for the Organization and the Client	3
COTC 6100	Introduction to Organizational Communication	3
COST 7220	Effective Presentations	3
COMM 8190	Master's Project	3
COTC 7110	Communication Research	3
- II. 21 credits in Communication Electives (from the courses listed below, as well as other courses in our inventory).

Master of Arts in Strategic Communication and Leadership (Online)

Executives and managers face increasing demands and challenges due to global markets, a diverse workplace and an explosion in electronic media and technology.

The online Master of Arts in Strategic Communication and Leadership (MASCL) program provides highly motivated mid-career professionals with the opportunity to strengthen and enhance their leadership, communication and organizational development skills as they complete the program's 36 credits over the course of 18 months. New learning teams begin twice a year, in September and March.

This cohort-based online program includes three on-campus weekend residencies, five sequential learning modules that include extensive online interaction with faculty and peers, and an individualized component to enhance presentation and writing skills.

Admission Requirements

The Master of Strategic Communication and Leadership program candidate has significant experience in a corporate, military, governmental or nonprofit environment and is seeking to develop and enhance his/her communication skills in preparation for greater responsibilities. An admissions committee comprised of faculty in the MASCL program, will evaluate each applicant on the following criteria:

- a completed application that includes a short essay (500 words) stating the candidate's goals for engaging in such a learning experience;
- a baccalaureate degree from an accredited college or university;
- transcripts from all institutions attended;
- three letters of recommendation, two from current colleagues (preferably a supervisor) and one from a former colleague or supervisor;
- work sample in any medium that demonstrates the candidate's excellence in his/her field;
- significant work experience; and
- a current résumé.

For information about this program, visit <http://www.shu.edu/academics/artsci/mascl-inquiry.cfm> or contact Richard Dool, D.Mgt., Director of Graduate Studies, at (973) 313-6237 or Regina Efimchik, executive director, CAS Online Education, at (973) 761-9698 or email mascl@shu.edu

Curriculum

COMM 8520	Strategic Communication and Leadership
COMM 8521	Organizational Culture, Leadership, and Change
COMM 8522	Leadership Communication Strategies
COMM 8523	Opportunities of Diversity and Globalization
COMM 8524	Strategic Communication Planning
COMM 8525	Communication Excellence I - Individual Skills Coaching
COMM 8526	Communication Excellences II - Individual Skills Coaching
COMM 8527	Communication Excellence III - Individual Skills Coaching

Master of Arts in Corporate and Professional Communication (Online)

The Master of Arts in Corporate and Professional Communication (MACPC) is an online program that combines the curricula and resources of the Department of Communication and the Arts and other related programs in a cross-disciplinary course of study. Each student's program is developed with an academic adviser to meet individual academic and professional goals.

Requirements

The online Master of Arts in Corporate and Professional Communication (MACPC) requires 33 credits distributed as follows:

I. 15 credits in corporate communication coursework, including the following required courses:

COMM 6000	Writing for the Organization and the Client	3
COTC 6100	Introduction to Organizational Communication	
COST 7220	Effective Presentations	3
COMM 8190	Master's Project	3
COTC 7110	Communication Research	3

II. 18 credits in Communication Electives (from the courses listed below as well as other courses in our inventory).

Dual Program with the School of Diplomacy and International Relations

The dual masters program with the School of Diplomacy and International Relations is an onsite program that combines the curricula and resources of the Department of Communication and The Arts and the School of Diplomacy and International Relations in a cross-disciplinary course of study. Each student's program is developed with an academic adviser to meet individual academic and professional goals. Students earn both the Master of Art in Strategic Communication (MASC) and the Master of Art in Diplomacy and International Relations at the completion of this program.

Requirements

The Dual Master's Degree with the School of Diplomacy and International Relations requires 57 credits distributed as follows:

I. 21 credits in strategic communication coursework, including the following required or elective courses:

COMM 6000	Writing for the Organization and the Client	3
COTC 6100	Introduction to Organizational Communication	3
COST 7220	Effective Presentations	3

12 credits in Communication Electives (from the courses listed below as well as other courses in our inventory).

II. 36 Credits in M.A. Diplomacy and International Relations courses.

Professional Certificates (12 credits)

The Graduate Communication program offers six professional certificates either as part of the M.A. degree programs or on a stand-alone basis. Each certificate is comprised of four courses (12 credits). Students who pursue and successfully complete a certificate program will be awarded a professional certificate that can be noted on a résumé.

The Professional Certificates offered are:

Intercultural Communication

COMM 8001	Multiculturalism and Leadership: Communication Perspective
COMM 7420	Cross Cultural Communication
COMM 6193	Independent Study - Diversity and Globalization
COMM 8110	Communication Ethics

International Communication

COMM 8001	Multiculturalism and Leadership: Communication Perspectives
COMM 7420	Cross Cultural Communication
COMM 7000	International Business Communication
COMM 6193	Independent Study - Diversity and Globalization

Organizational Communication

COTC 6100	Introduction to Organizational Communication
COMM 6000	Writing for the Organization
COST 7220	Effective Presentations
COMM 7783	Employee Relations and Communication

Public Relations

COMM 6000	Writing for the Organization and the Client
COMM 7782	Media Relations
COMM 7762	Events Management
COMM 7796	Public Relations: Cases and Practical Applications

Strategic Communication and Leadership

COMM 7798	Managerial Communication
COMM 6300	Strategic Organizational Communication
COMM 8001	Multiculturalism and Leadership: Communication Perspectives
COMM 7779	Crisis Communication

Strategic Communication Planning

COTC 6100	Introduction to Organizational Communication
COMM 7798	Managerial Communication
COMM 6300	Strategic Organizational Communication
COMM 6193	Independent Study - Communication Planning

Application Procedures for Degree and Certificate Programs

The following items are needed for application to the program, unless otherwise noted:

- College of Arts and Sciences Graduate Admissions application and application fee;
- three letters of recommendation*;
- official undergraduate/graduate transcripts;
- career goals essay*;
- résumé or curriculum vitae

*NOTE: Students applying to the Professional Certificate Program applications do not need to submit three letters of recommendation or the career goals essay.

International Student Application Procedures

In addition to the above requirements, international students also must submit:

- evaluation of their academic credentials from the World Education Services (www.wes.org or info@wes.org)
- official TOEFL test scores
- request for Certificate of Eligibility (Form I-20 AB);
- Declaration and Certification of Finances

Art, Art History and Design

Carriage House/Art Center

(973) 761-7966

museumgrad@shu.edu

www.shu.edu/academics/artsci/ma-museum-professions

Master of Arts in Museum Professions

Program of Study

The Master of Arts in Museum Professions is designed for individuals interested in pursuing careers in museums or related cultural institutions. Combining structure with flexibility, this 39-credit program offers four professional tracks:

- Museum Education
- Museum Management
- Museum Registration
- Exhibition Development

These diverse offerings are provided through cooperation with other departments and schools of Seton Hall University, and through collaboration with museums and museum professionals who serve as advisers and faculty for the program.

Museums have become complex, multipurpose organizations. The Master of Arts in Museum Professions is designed to meet their need for professionally trained employees. This program is designed for recent college graduates, people seeking a career change, and museum employees who wish to improve their skills.

Admission Requirements

Admission to this program is open to those with a baccalaureate degree in a field related to museums, such as art history, history, anthropology, archaeology, or biology. Students who have majored in other fields must have completed 12 undergraduate courses in a museum-related area. If they have not, these undergraduate courses may be taken while at Seton Hall University. GRE scores and a minimum GPA of 3.0 are required, although under certain circumstances these requirements may be waived. Applicants are asked to submit a personal essay and recommendation letters as part of their application.

Degree Requirements

A total of 39 credits is required.

Core Courses (12 credits)

ARMS 6000	Anatomy of a Museum	3
ARMS 6505	History and Theory of Museums	3
ARMS 7800	Internship	3
ARMS 8000	Master's Thesis	3

Professional Tracks (select one: 15 credits each)

Track I. Museum Education

ARMS 6813	Museum Education I	3
ARMS 6814	Museum Education II	3
ARMS 6815	Museums and Communities	3
ARMS 6817	Audience Research and Evaluation	3
EDST 6326	Advanced Psychology of Learning	3

Track II. Museum Registration

ARMS 6802	Object Care for Collections Managers	3
ARMS 6803	Museum Registration I	3
ARMS 6804	Museum Registration II	3
ARMS 6805	Legal and Ethical Issues in Museums	3
ARMS 6818	Introduction to Archives Management for Museum Professionals	3

Track III. Museum Management

ARMS 6805	Legal and Ethical Issues in Museums	3
ARMS 6806	Museum Fundraising Fundamentals	3

In consultation with a faculty adviser, choose three courses from the following:

PSMA 7311	Foundations of the Nonprofit Sector	3
PSMA 7312	Leadership and Management in Nonprofit Organizations	3
PSMA 7314	Financial Management of Nonprofit Organizations	3
PSMA 7315	Managing Volunteers in Nonprofit Organizations	3
PSMA 7321	Grantsmanship	3
PSMA 8300-40	Special Topics in Nonprofits	3

Track IV. Exhibition Development

ARMS 6803	Museum Registration I	3
ARMS 6805	Legal and Ethical Issues in Museums	3
ARMS 6814	Museum Education II	3
ARMS 6901	Museum Exhibitions A-Z	3
ARMS 7002	Producing an Exhibition	3

Electives (12 credits)

In consultation with a faculty adviser, choose four courses from the following:

ARMS 7005	Museum Technologies	3
ARMS 6604, 6606, 6608, 6609, 6610	Seminars Abroad	3
ARMS 6816	Writing for Museums	3
ARMS 7006-09	Special Topics in Museum Professions	3
OR any course in any track <i>other than</i> the one the student has chosen		

**Students in the Museum Management track have the option to also earn a graduate certificate in Nonprofit Organization Management by taking some additional courses. For more information about this certificate, please see the Department of Public and Healthcare Administration section of this catalogue.*

B.A./M.A. Museum Professions Dual Degree Option

The combined B.A./M.A. in Museum Professions program leading to a master’s degree in museum professions allows students to take 12 graduate credits during their junior and senior years, which count at once as elective credits for the B.A. and as graduate credits toward the M.A. degree. Students are admitted into the dual degree program at the end of their sophomore year. Admission is based on GPA, application essay, and interview.

Students must maintain a 3.0 average in the four graduate courses in order to be allowed to continue beyond the B.A. degree. They must also take the GRE as soon as possible after their B.A. graduation. The M.A. degree will not be awarded if the student has not completed the GRE. Please contact Dr. Petra Chu, Director of Graduate Studies, at (973) 761-9460 or petra.chu@shu.edu or visit www.shu.edu/academics/artsci/ma-museum-professions/ for further information.

The Institute of Museum Ethics

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 Professions Grant from the Institute of Museum and Library Services. The IME promotes integrity and competence in museum ethics. It 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 our M.A. in Museum Professions (M.A.M.P.) students to become visionary leaders who make important contributions to the discourse on museum ethics. Additionally, 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; workshops and public lectures; and travel stipends for M.A.M.P. graduate students. For more information, visit www.museumethics.org or e-mail museumethics@shu.edu

Course Descriptions

Museum Professions

ARMS 6000 Anatomy of a Museum

A survey of the entire museum: its governance, its mission, and its operation. Topics include the roles of the museum board and key staff members, including the director, curator, registrar and other department heads, as well as contemporary issues such as audience development and relevance of programming. *3 credits*

ARMS 6505 History and Theory of Museums

This course presents a survey of the history of museums and introduces students to the complex theoretical discourse that has both informed and framed museums since their inception. Special attention will be given to the lively debate regarding the significance of museums that has gone on during the past two decades. *3 credits*

ARMS 6604 Seminar Abroad - Paris

Accompanied by a faculty member, students travel to Paris, where they visit museums and galleries and meet with local museum professionals. For more information, see www.shu.edu/academics/artsci/ma-museum-professions *3 credits*

ARMS 6606 Seminar Abroad - Rome

Accompanied by a faculty member, students travel to Rome, where they visit museums and galleries and meet with local museum professionals. For more information, see www.shu.edu/academics/artsci/ma-museum-professions *3 credits*

ARMS 6608 Seminar Abroad - Berlin

Accompanied by a faculty member, students travel to Berlin, where they visit museums and galleries and meet with local museum professionals. For more information, see www.shu.edu/academics/artsci/ma-museum-professions *3 credits*

ARMS 6609-6610 Seminars Abroad

A seminar abroad is offered each year in May. Accompanied by a faculty member, students travel to a major European city where they visit museums and galleries and meet with local museum professionals. For more information, see www.shu.edu/academics/artsci/ma-museum-professions *3 credits*

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ARMS 6802 Object Care for Collection Managers

The basics of care and preservation of art objects in such major categories as paintings, works on paper, furniture, textiles, metals and ethnographic objects. *3 credits*

ARMS 6803 Museum Registration I

Among the major topics addressed are: care and management of museum collections, administrative duties, ethics and accountability, legal issues, storage and handling, acquisitions, loans, transportation of works, art theft, risk management, authentication and appraisal. *3 credits*

ARMS 6804 Museum Registration II

Students acquire basic knowledge of curatorial skills through personal involvement and observation of the actual planning and implementation of an exhibition. Topics include design, budget, interpretive material, registration, conservation, lighting and promotion. *3 credits*

ARMS 6805 Legal and Ethical Issues in Museums

This course is an overview of selected ethical and legal issues that arise in museums. It focuses upon ethical issues that have been recently identified as becoming more critical to museums over the next 15 to 20 years, as well as specific legal issues that museum professionals encounter in their work. Topics covered include: mission, vision, and values; professional codes of ethics; roles and responsibilities of museum directors and board members; authority, social responsibility, accountability and transparency; and the responsibility of maintaining collections. *3 credits*

ARMS 6806 Museum Fundraising Fundamentals

This course will provide an overview of the creation, implementation and management of a comprehensive museum fundraising program. Highlights will include positioning the annual (including membership), capital and planned giving campaigns; articulating the mission and case for support; and, becoming familiar with the techniques and methods of identifying, researching, cultivating, soliciting and stewarding donors. In addition, it will cover important aspects such as prospect research, special events, finance and accounting issues of reporting, tracking and managing a fundraising effort. The use of technology in fundraising will also be discussed. *3 credits*

ARMS 6813 Museum Education I

This course gives an overview of learning theories especially applicable to childhood, then applies these theories to the museum setting. Examples from museums of diverse genres from across the country and around the world will be used to explore how museums can work with school-age audiences, curriculum, and current trends in education and testing in beneficial collaborations. The course will focus on such questions as: how can museum educators make our exhibits come alive for young learners; and, how can our collections engage students actively and experientially. *3 credits*

ARMS 6814 Museum Education II

Learn how education theory can help museums attract learners of all ages and cultural backgrounds, including adults, seniors, and family audiences. Explore how theories of learning and audience motivations for museum visitation influence the development of exhibits, technology such as websites and podcasts, collaborations with adult organizations, and professional assessment. Examples from museums of diverse genres from across the country and around the world will be used to explore how museums can turn lifelong learners into constituents and docents. *3 credits*

ARMS 6815 Museums and Communities

This course will introduce the student to the educational role that museums play in the community to provide civic and social change through programming. Students will explore the importance of museum collaboration with other community agencies and institutions serving diverse populations. *3 credits*

ARMS 6816 Writing for Museums

This course will familiarize students with the many different styles of writing that are practiced in museums. From labels to grant proposals, the assignments are modeled on the kinds of writing that museum professionals engage in on a regular basis. *3 credits*

ARMS 6817 Audience Research and Project Evaluation

This course will introduce students to current theory and practice in the field of museum visitor studies. In a weekly seminar, we will review and discuss exemplar literature by practitioners working in the social sciences to familiarize students with the range of contemporary discourse and to introduce the major terms and concepts operationalized within museum visitor studies. Through a sequence of practical exercises employing qualitative methods, students will collaboratively engage their emerging conceptual understanding through first-hand research with museum users. Research exercises will combine the students' growing understanding of research methodology, ethics and best practices, and comparative analysis to produce written reports of their findings that meet accepted standards for professional practice. Students will also investigate a current key topic in visitor studies by a careful reading of literature broadly, and produce a written essay at the end of the semester that examines and argues a position regarding that theoretical or practical topic. *3 credits*

ARMS 7001 Exhibitions A-Z

This course will introduce students to the conceptual and practical concerns of developing museum exhibitions. Students will discuss the exhibition as a metaphor and learn ways to communicate this metaphor most effectively. Students will examine how the exhibition process defines and is defined by the mission of the host institution, and will build skills in key areas of exhibition development - from design to wall texts, programming to audience research. The class will consider the experiences of both specialist exhibition developers in large museums and generalists meeting many competing needs in smaller institutions. *3 credits*

ARMS 7002 Producing an Exhibition

Small groups of students (2-3) produce an exhibition in the Seton Hall Walsh Library Gallery or an alternative location, under the guidance of the gallery director and a faculty member. *3 credits*

ARMS 7005 Museum Technologies

Information technologies prompt museums to rethink the ways in which they manage and exhibit their collections. Just as corporations, agencies, and universities reinvent operations in response to technological innovation, museums must meet these challenges in creative manners. The profusion of sophisticated museum websites and breathtaking “virtual exhibitions” contrasts sharply with growing discontent among professionals over lacking information standards, insufficient data storage systems, and widely differing policies regarding collection accessibility. Do “virtual exhibits” increase visitorship or will they substitute museum visits one day? This course explores the institutional impact of technology by charting the practical application of knowledge in various areas of the museum. Guest lectures and site visits facilitate assessment of traditional methods and innovative tools in the museum. *3 credits*

ARMS 7006-7009 Special Topics in Museum Professions
3 credits

ARMS 7800 Internship

Supervised practical experience learning in a museum or at a historic site how to, for example, catalog collections, put up exhibitions, conduct tours, help with fund raising, and perform other tasks. *3 credits*

ARMS 8000 Master’s Thesis

The master’s thesis is the culminating experience of the Master of Arts Program in Museum Professions Program. Students, guided by a faculty member, write a paper on a museological topic that has previously been approved by the thesis committee. The thesis must be original - based on new research - and must make a contribution to the museum field. In rare cases, a project may be substituted for a thesis. *3 credits*

Communication Required Courses

COMM 6000 Writing for the Organization and the Client

Planning, organizing, writing and editing are examined in this class as interrelated phases of written organizational communication. Emphasis is on the types of writing required of managers (including proposals, reports and business recommendations). Writing in APA style is a key component. *3 credits*

COST 7220 Effective Presentations

This class features a broad study of speaking and listening skills within corporations, and public and governmental agencies. Topics include: building a professional image, nonverbal code systems, corporate strategies and tactics, formal and informal speaking situations, preparation and delivery of spoken messages, analysis of speech qualities and improvement of individual speaking skills. *3 credits*

COTC 6100 Introduction to Organizational Communication

The structure and function of organizations are analyzed in this course. Communication situations within corporate and public organizations are reviewed to identify common techniques, strategies, and patterns of information and influence. An emphasis is placed on problem solving and successful communication strategies, goal setting, achievement. *3 credits*

COTC 7110 Communication Research

In this course, students explore the design and application of practical research techniques in corporate and public organizational communications, including audience and message analysis. Students develop a topic in the first three chapters of their Master’s Thesis. *3 credits*

COMM 8190 Masters Project

The Master’s Thesis is the culmination academic experience for a Masters Student and represents his/her ability to apply learned research, writing and other technical skills. The thesis is continued from Communications Research and supervised by a faculty thesis adviser. Prerequisite: Communication Research. *3 credits*

Communication Electives

COGR 6323 Presentation Graphics

This course introduces students to the 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 systems and software. *3 credits*

COJR 7420 Advanced Corporate Writing

This course synthesizes the communication practices emphasized throughout the Masters Program and puts them into action: analyzing, writing, presenting and interacting with peers to achieve project objectives. It is an advanced writing and communication course designed to equip students with skills to perform impressively in many communication roles, such as an account executive in an agency; a communications/marketing director; a communications consultant; or a leadership role in any organizational context. *3 credits*

COMM 6002 International Public Relations

Designed to present the professional principles and practices in public relations for corporate, governmental, and nonprofit organizations in an international framework. The course includes the history, organization, and scope of the field, the issues that arise from crossing borders and the types of campaigns and programs consistent with international relations. Theories, strategies, and tactics in practice will be emphasized and analyzed. Students will learn how to conduct public relations campaigns in the global sense. The course will specifically focus on Asia, North America and Europe

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with an emphasis on the structure and function of public relations and communication organizations in international settings. Consideration will be given to the level of economic development, prevailing culture, and the geopolitical variables affecting public relations in an international setting. *3 credits*

COMM 6003 Theory and Evolution of Public Relations

This course examines public relations history, theory, trends, tools and tactics, and provides a deep review of the major PR theory and practices. Through readings and discussion of seminal research (journal articles, book chapters, and conference papers), students will examine how public relations theory has evolved over time and has become more welcoming of diverse ideas and research methodologies. Students will analyze real-world case studies as context for an applied understanding of how and why to plan, execute and evaluate PR programs. *3 credits*

COMM 6300 Strategic Organizational Communication

Change within American business is commonplace. How does the communications specialist adapt and guide the communications strategy during a transition, a merger, or company reorganization? What effective role can the communications specialist play in order to facilitate and direct productive message delivery during a time of company transition? *3 credits*

COMM 7001 International Business Communication

Designed to give students the tools to cope with the communication demands of international business. Students learn to identify areas of difference and similarity between how people of various cultures communicate. The students will also investigate and analyze the internal and external communications challenges that face transnational organizations. This course examines the opportunities and problems inherent in the process of international business communication. Readings, lecture, discussions, and small group exercises will be utilized to master conceptual material necessary for communication excellence. The goal of this course is to help the student improve their leadership and communication skills so they will be effective in an international setting as well as to help prepare students for business assignments outside of their native countries. *3 credits*

COMM 7002 New Media and Organizational Communication

Communication technology has changed the way we live, work and communicate. This course will address the role of interactive media in transforming organizations around the world from social, ethical, legal, and economic perspectives. Course content will include analyses of the impact of new communication technologies such as the Internet, digital communication, wireless computing, media technologies, electronic mass media, computers, consumer electronics, satellite systems, telephony, and personal communication devices. Students will develop conceptual tools for examining the psychological, political, social, organizational, leadership and cultural implications of various communication technologies and the future of communication. *3 credits*

COMM 7003 Leadership Communication

Leadership success often hinges on effective communication that engages employees, key stakeholders and the media. Leaders need to compete with an infinite number of messages just to be heard. This is true for leaders who are using the media to communicate messages about their organizations or even just to communicate to their organization's internal stakeholders. Leaders who can cut through the noise and deliver targeted, clear, and relevant communications and make themselves understood to an audience have a great advantage. Students will polish communication strategies and methods through discussion of principles, examples, and cases. Several written and oral assignments will help introduce interactive oral and interpersonal communication skills important to managers, including: presenting to a hostile audience, running meetings, listening, and contributing to group decision-making. *3 credits*

COMM 7111 Advanced Techniques in Visual Communication

Students gain hands-on experience in page designing, scanning, and electronic page description programs (PageMaker and QuarkXpress) used in today's industry. Students will create various print and electronic media for profit and non-profit corporations and are responsible for concept through to the final printed piece. Emphasis is placed on use of typography, color, images and layout to enhance the message of the piece. *3 credits*

COMM 7410 Cross Cultural Issues in Interpersonal Communication

This course analyzes cultural variability and its impact on interpersonal, inter-group and inter-organizational communication. This course also studies ethnic and gender based cultural differences within the organization, differences between merging organizational cultures, and cultural issues in the globalization process of the marketplace. Relationships between national and organizational culture are discussed. *3 credits*

COMM 7411 Cross Gender Communication

This course provides participants with an opportunity to discuss issues associated with communication and gender in the workplace. It explores the question of how, why, and when men and women communicate differently and the resulting impact on personal and professional success. This course assists individuals as they prepare themselves for the challenge associated with a diverse workforce. *3 credits*

COMM 7412 Team Building

This class gives students an opportunity to combine theoretical and practical application of the components of team building in a workshop format. Learning principles and activities that reflect the workplace environment are central to instruction. Application to the students' workplaces is immediate. *3 credits*

COMM 7762 Events Management

This course helps students to develop an in-depth knowledge of the practices and concepts related to event management. Students will understand the management techniques and strategies required for successful planning, promotion,

implementation and evaluation of special events within various contexts (e.g. fundraising, business conferences, sports, entertainment, and others). *3 credits*

COMM 7763 Employee Relations

This class will examine the roles of the employer and employee within the context of integrated human capital management and organizational communication strategies. In particular, the class will focus on how employee relations communications can affect recruitment, retention, motivation, development and supervision in an organization. Readings, lectures, discussions, case studies and small group exercises/presentations will be utilized to master conceptual and practical material. The goal of this course is to help the student improve his/her understanding of the issues related to employee relations and how an organization can engage its workforce to meet strategic goals. *3 credits*

COMM 7770 Special Topics: Perspectives in Advertising

This course will define and explain the basics of advertising with some emphasis on corporate communication as well as consumer advertising. Students learn not only how to be more creative and the elements of a good communication piece, but also how advertising approaches are developed from a creative viewpoint. The course concentrates on real examples from current. There is focus on the differentiation of PR writing from copywriting as well as an evaluative process to quantify effectiveness of advertising and other communication material. *3 credits*

COMM 7771-7774 Special Topics

Each semester specialty classes (three and one credit) are offered to meet unique graduate needs and interests in various aspects of corporate and public communication. *1 credit each*

COMM 7777 Integrated Marketing Communication

This course includes a study of the basic fundamentals in marketing research. Emphasis is placed on how to gather and use information properly. Students will learn to research marketing communications that will optimize the goals of the marketing plan for all types of companies, corporations and institutions. There will be a concentration on real world examples and current events of significant media importance. *3 credits*

COMM 7778-7779, 7781-7783, 7791-7793, 7795-7797, 7799 Special Topics

Each semester specialty classes (three and one credit) are offered to meet unique graduate needs and interests in various aspects of corporate and public communication. *1 credit/3 credits*

COMM 7798 Strategic Communication and Leadership

This class introduces both practical and theoretical applications of leadership communication. The implementation of organizational communication systems, the continuous development of an effective work team, and the application of risk-taking and decision making are all explored in detail and from a practical application perspective and supplemented with a wide spectrum of executive tools. *3 credits*

COMM 8000 Methods & Strategies for Corporate Relations

This class examines the nature and function of corporate relations as it pertains to internal and external publics of contemporary organizations. Emphasis is on developing a public relations program, crisis communication, and other key elements of the public relations function. *3 credits*

COMM 8001 Multiculturalism and Leadership

Effective leaders have developed the vision, values and communication skills required to be successful in the new millennium. Students will explore the qualities of effective leadership, and evaluate leadership characteristics and strategic communications in a multicultural context. This course examines the intersections of leadership and communication in a multicultural context. Students will explore diversity in all its forms as well as globalization with its many workplace, leadership and communications issues. Communications and leadership challenges in the diverse global workplace will be analyzed and practical applications will be developed. Readings, lecture, discussions, case study and small group exercises will be utilized to master conceptual material necessary for leadership excellence. The goal of this course is to help the student improve their leadership and communication skills so they will be effective in a multi-cultural setting. *3 credits*

COMM 8003 Public Relations Strategy and Planning

This course examines the process of researching, planning, implementing, and evaluating Public Relations campaigns and programs. This course provides students with a theoretical and strategic overview of public relations as well as practical guidelines for designing Public Relations programs and campaigns for clients. Students are provided tools to examine and understand the theories behind Public Relations strategy and planning, and then asked to demonstrate their understanding of these concepts by applying them through the creation of a Public Relations campaign. *3 credits*

COST 7210 Effective Small Group Communication

In this class, small group interaction is examined in depth, including observation, interpersonal activity, group systems, conflict resolution, and listening. The focus is on practical, business and organizational group activities in real-world situations to prepare students to understand, effectively participate in and control group dynamics. *3 credits*

COST 7230 Persuasion and Negotiation

Persuasion and Motivation examines communications as a form of influence within corporate, public and governmental environments. The course covers theories, styles and techniques of persuasion and motivation as they apply to interpersonal communication in practical workplace situations and cases. A focus is placed on individual leadership and motivational skills. *3 credits*

COTC 7111 Communication Consulting

This course explores the theory and practice of communication consulting. An emphasis is placed on identifying professional challenges through projects and discussions, as well as the role and function of a consultant to

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private and public businesses and organizations. The course provides a practical view of the multiple components of this profession, and offers strategies for success. *3 credits*

COTC 7120 Law of Communication

This class focuses on practical rules and principles, theory, and methods of analysis of the law as it affects communicators within corporate and public organizations, and as it regulates the business aspects of communication companies. *3 credits*

COTC 8110 Seminar in Ethics

The development of professional ethics for communications in the corporate and public sectors is examined in this course. Business and communication ethical systems are compared. Students deal with actual case problems in corporate and public communication. *3 credits*

Online Master of Arts in Strategic Communication and Leadership Program (MASCL)

COMM 8520 Strategic Communication and Leadership

Focuses on the practical and theoretical applications of dynamic, transformational and ethical leadership, creating and communicating vision and values; inspiring others to act; risk management, empowerment, building trust and teamwork; mentoring, managing change, and converting crisis into opportunity. *6 credits*

COMM 8521 Organizational Culture, Leadership, and Change

Evaluates the impact of organizational culture to enable the successful leader to be the architect of organizational change. Examines organizational culture, introducing new strategies, aligning vision and goals, establishing organizational values, enabling open communication for empowerment, implementing change, creating an ethical organizational culture, and succession planning. *6 credits*

COMM 8522 Leadership Communication Strategies

Emphasizes the communication process with particular focus on negotiating, inspiring others, presentation skills, speech writing, interviews, working with the media, and crisis communication. These skills are key to the success of any executive. *6 credits*

COMM 8523 Opportunities of Diversity and Globalization

Examines diversity in all of its forms as well as globalization with its many workplace, leadership, ethical, and communication issues. Communication challenges in the diverse workplace and global marketplace are identified as opportunities for organizational enrichment. *6 credits*

COMM 8524 Strategic Communication Planning

Capstone module that presents the culmination of lessons learned in the prior modules. This course focuses on leadership, organizational analysis and the development of strategic communication plans and effective strategies to communicate those plans. *6 credits*

COMM 8525, COMM 8526 and COMM 8527 Communication Excellence - Individual Skills Coaching Through All Modules

Aids learning team members in developing personal communication skills through individual coaches who assist with interpersonal, speech presentation and writing skills through all modules and at the three on campus residencies. *6 credits, 2 credits each*

Department of English

Fahy Hall

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angela.weisl@shu.edu

www.shu.edu/go/english

Faculty: Alexander; Balkun (*Chair*); Carpentier; Farina; Gevirtz; Gray (*Assistant Chair*); Grieco; Jones; Lindroth; Oates; Shea; Sherman; Svenvold; Wargacki; Weisl (*Director of Graduate Studies*);

Faculty Emeriti: Byrnes; Rogers; Winsler

Programs of Study

The Department of English offers graduate courses in British literature, American literature and critical theory, as well as writing, leading to the Master of Arts. A master's degree in English provides the basis for a wide range of career and professional choices. At Seton Hall, the M.A. in English serves as preparation for a doctoral degree program in literature, the Master of Fine Arts in Writing, and for professional degrees in law or business, as well as for careers in creative writing, secondary education, publishing, and professional writing. The diversity of student goals and interests is accommodated through a choice of three programs of study, as outlined below. Students should consult the Director of Graduate Studies for details of these programs and for guidance in selecting the programs and courses best suited to their needs.

Undergraduate English majors at Seton Hall who qualify for the dual degree B.A./M.A. program in English can complete the M.A. in one year beyond their B.A. Applicants must have a 3.5 GPA in the major, apply in the second semester of their junior year, and may start taking graduate classes in their senior year. See the Undergraduate Catalogue for full description and admission requirements.

General Admission

In addition to the general University requirements for admission to graduate studies, the Department of English requires at least 21 undergraduate credits in English and American literature and/or writing. Applicants must also submit GRE scores.

Degree Requirements

In addition to the general University and College requirements, the Department of English requires a reading knowledge of French, German, Italian or Spanish as attested by the Department of Modern Languages. Subject

to approval, Latin, Greek or another language may be substituted. Reading knowledge will be demonstrated through a foreign language translation examination. Students who cannot pass the language exam may take the Rapid Reading and Translation course, offered in the Spring, in its place. This course may be offered in French, Spanish, or Italian.

A final written comprehensive examination is required of all M.A. candidates.

Hub and Spoke Program

All students pursuing the Master of Arts in English will complete a 12-credit “Hub” of core requirements. Students can then choose to pursue one of three “Spokes,” depending upon their interests and goals. The Literature Spoke is intended for students who plan to go on to a doctoral program or whose primary interest is in continuing literary study. The Writing Spoke is designed for students who plan to teach English at the secondary level, are already teaching, or plan to pursue a career involving advanced writing skills. The Creative Writing Spoke is designed for students who are interested in becoming writers, teaching creative writing, or hoping to pursue an M.F.A. or a Ph.D. in creative writing.

Hub (12 credits)

- ENGL 6010 Introduction to Literary Research
- 6000-level American literature elective
- 6000-level British literature elective
- ENGL 7011 Studies in Criticism

Literature Spoke (18 credits)

Choose one from the following:

- ENGL 6411 Poetry Workshop
- ENGL 6412 Modern Rhetoric and Writing
- ENGL 6413 Fiction Workshop
- ENGL 6414 Scientific and Technical Writing
- ENGL 6415 Composition Theory and Practice
- ENGL 6420 Linguistic History of English
- ENGL 6421 Non-Fiction Workshop
- ENGL 7410 Advanced Creative Writing Workshop

plus:

- Three literature electives
- One 7000-level Seminar
- ENGL 7010 Master’s Thesis

Writing Spoke (18 credits)

Choose three from the following:

- ENGL 6411 Poetry Workshop
- ENGL 6412 Modern Rhetoric and Writing
- ENGL 6413 Fiction Workshop
- ENGL 6414 Scientific and Technical Writing
- ENGL 6415 Composition Theory and Practice
- ENGL 6420 Linguistic History of English
- ENGL 6421 Non-Fiction Workshop
- ENGL 7410 Advanced Creative Writing Workshop

plus:

- Two literature electives
- 7000-level Seminar (or students may elect to take ENGL 7010, Master’s Thesis, with departmental approval.)

Creative Writing Spoke (18 credits)

- Electives - 12 credits
- 9 credits of Writing Workshops
(Students may take any of the workshops twice.)
- ENGL 6413 Fiction Workshop
- ENGL 6411 Poetry Workshop
- ENGL 6421 Non-Fiction Workshop

plus:

- Literature elective at the 6000- or 7000-level

plus:

- Advanced Requirements - 6 credits
- ENGL 7410 Advanced Creative Writing Workshop
- ENGL 7010 Master’s Thesis

Note: Students may take the Summer course, Travel Writing in Italy (which runs as the graduate course Special Topics in Literary Studies) in place of one of the workshops.

Note: In addition to the 30 credits required for the M.A. degree, all students holding Teaching Assistantships must enroll in ENGL 6513 Composition for Teachers in the first semester of their appointment.

Poetry-in-the-Round

Poetry-in-the-Round, under the direction of Professor Nathan Oates, provides a literary forum of readings and discussions offering students the opportunity to meet and hear such writers as E.L. Doctorow, Derek Walcott, Jennifer Egan, Carolyn Forché, Jonathan Franzen, Wole Soyinka, Nadine Gordimer, Joyce Carol Oates, C.K. Williams, Oscar Hijuelos and many others. For more information about the series, call (973) 761-9000 Ext. 2173, or visit the website at www.shu.edu/academics/artsci/arts-council/poetry-in-the-round.cfm

The Writing Center

The Writing Center, part of the Ruth Sharkey Academic Resource Center, serves as a support system for all students through the Department of English. It provides a range of services, including free consultations and tutorials on drafts, to both undergraduate and graduate students. It is staffed by undergraduate, graduate, and professional tutors to assist with every step of the writing process. Tutoring in the Writing Center provides an excellent opportunity for English graduate students to work on campus in an academically-oriented position. Interested students should contact the Director of the Writing Center at (973) 275-2183.

Located on the second floor of Arts and Sciences Hall, Room 206, the center is open during the academic year, Monday through Thursday, 10 a.m. – 7 p.m., and Friday, 10 a.m. – 3 p.m. For details, call (973) 761-9000, ext. 7501. In order to make an appointment, students may drop in or make an appointment online by going to their “Success

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Network” in Starfish, available through Blackboard, choosing “Services” and then clicking on a day in the calendar on which they would like to be seen. For the SHU Online Writing Lab, visit <http://academic.shu.edu/owl/> Arts and Sciences Hall does not have an elevator; to make a request for a first-floor appointment, please call the director or email her at kelly.shea@shu.edu

Course Descriptions

ENGL 6010 Introduction to Literary Research

Prepares students to use the resources of the library, pursue different types of research in language and literature and write effective papers embodying their findings. *3 credits*

ENGL 6112 Chaucer

Selected readings in Chaucer. *3 credits*

ENGL 6114 Shakespeare I

Study of the early poetry, sonnets, chief comedies, tragedies and histories. *3 credits*

ENGL 6115 Shakespeare II

Major tragedies, histories, problem comedies and romances. *3 credits*

ENGL 6116 Renaissance Literature

Major poetry and prose. Emphasis on Skelton, More, Sidney and Spenser. *3 credits*

ENGL 6118 Early 17th Century Literature

Jonsonian, Metaphysical and Cavalier schools, with some attention to the prose of the period. *3 credits*

ENGL 6119 Milton

Readings from the major poetry and prose of Milton. *3 credits*

ENGL 6121 Eighteenth Century Poetry

Rise of the literature of wit as exemplified by the major poets and satirists of the Augustan Age. *3 credits*

ENGL 6123 Eighteenth Century Literature

The poetry and prose of Samuel Johnson, the diaries of Boswell, Boswell’s life of Dr. Johnson and others of their circle. *3 credits*

ENGL 6124 The Age of Romanticism

The Romantic movement in England: Wordsworth, Coleridge, Byron, Shelley and Keats. *3 credits*

ENGL 6125 Victorian Poetry and Prose

Major Victorian poets and prose writers: Tennyson, Browning and Arnold; Carlyle, Pater, Newman and Barrett Browning. *3 credits*

ENGL 6126 Major British Writers: 1900-1945

Significant works by major novelists, including Lawrence, Joyce and Woolf. *3 credits*

ENGL 6127 Major British Writers from 1945

Significant works by major novelists after World War II, including Waugh, Greene, Burgess and Fowles. *3 credits*

ENGL 6128 British Poetry of the 20th Century

Major British poets and poetic movements of the 20th Century from W.B. Yeats to Ted Hughes. *3 credits*

ENGL 6211 Early American Literature

Literature of the Puritans and the Revolutionary period, culminating in the early masters of American Romanticism: Irving, Cooper, Poe. *3 credits*

ENGL 6212 American Romanticism

Significant works by such authors as Emerson, Thoreau, Hawthorne, Melville and Whitman. *3 credits*

ENGL 6213 Nineteenth Century American Literature

Significant works by such authors as Twain, James, Wharton and the Realist and Naturalist movements. *3 credits*

ENGL 6214 Major American Writers: 1900-1945

Major American novelists and poets: Cather, Fitzgerald, Hemingway and Faulkner; Frost, Pound and Eliot. *3 credits*

ENGL 6215 Major American Writers from 1945

Major writers from Ellison through Bellow, Malamud, Updike and Morrison. *3 credits*

ENGL 6216 American Poetry

Significant works by such authors as Emerson, Dickinson, Whitman, Frost, Stevens, Pound, Eliot and Williams. *3 credits*

ENGL 6217 African-American Literature

Major poetry and fiction written by African-Americans from Douglass to Morrison. *3 credits*

ENGL 6311 The English Novel: Beginnings through the 19th Century

Novels by writers whose innovations reflect the development of the genre as a mirror of social and aesthetic concerns. *3 credits*

ENGL 6313 Modern British Drama

Survey of major trends in 20th century British drama from Shaw to Pinter. *3 credits*

ENGL 6410 Advanced Business Writing

Advanced communication for the business world, such as letters, résumés, memos, electronic communication, short and long reports. *3 credits*

ENGL 6411 Poetry Workshop

A workshop course focusing on the essentials in poetic craft. Workshop will be supplemented by substantial readings in 20th century poetry, prosody, and poetics. Each student will be expected to submit a final portfolio of between 10 and 15 poems. (Formerly The Art and Craft of Creative Writing.) *3 credits*

ENGL 6412 Modern Rhetoric and Writing

Exploration of writing as a theoretical and philosophical activity, helping students understand their own activity as writers and instructing prospective instructors of composition in the current pedagogy. *3 credits*

ENGL 6413 Fiction Workshop

A workshop course focusing on the essentials of fiction writing. Workshop will be supplemented by substantial readings in 20th century fiction and with some consideration of literary theory. Each student will be expected to complete two short stories, novel chapters, or a novella, as well as revisions. (Formerly the Art of Creative Writing.) *3 credits*

ENGL 6414 Scientific and Technical Writing

Development of skills in the clear, concise presentation of graduate level writing in various forms, such as dissertations, grant proposals, lab reports and articles for publication. This course is open to students in all graduate programs at the University. *3 credits*

ENGL 6415 Composition Theory and Practice

An introduction to the theory of composition, the study of composing practices in writers, and its application to education to include how literacy is acquired, the major issues among composition theorists and practitioners, and the various aspects of “the” writing process (invention, drafting, revising, editing). Practical applications may include creating a personal theory of composition, assignment sequences for teaching, and analysis of the tutoring process. *3 credits*

ENGL 6420 Linguistic History of English

History of the language emphasizing cultural backgrounds as well as modern linguistic approaches. Concludes with a survey of modern approaches to English grammar and syntax. *3 credits*

ENGL 6421 Non-Fiction Workshop

A workshop course focusing on the craft of story-telling in non-fiction prose. Workshop will be supplemented with lectures and assignments focusing on technique and by substantial readings of 20th century writers who put literary non-fiction on the map - from Joseph Mitchell, John McPhee, and Rachel Carson to writers as diverse as Barry Lopez, William Least Heat-Moon, and Annie Dillard. Each student will be expected to complete short assignments as well as one substantial piece of writing. *3 credits*

ENGL 6511 Approaches to British Literature

Readings of selected works in British literature appropriate for secondary education, with emphasis upon pedagogy, historical and contemporary critical interpretations. *3 credits*

ENGL 6512 Approaches to American Literature

Readings of selected works in American literature appropriate for secondary education, with emphasis upon pedagogy, historical and contemporary critical interpretation. *3 credits*

ENGL 6513 Composition for Teachers

Training course for first-year Teaching Assistants in the English department, with an emphasis on syllabus construction, grading and assessment of student work, classroom practices, and instructional pedagogy. *3 credits*

Seminars**ENGL 7010 Thesis**

Preparation of the master’s thesis under individual guidance. *3 credits*

ENGL 7011 Studies in Criticism

Readings and discussion of literary criticism as an art and a craft. Critical theories and their applications to selected texts. *3 credits*

ENGL 7012 Studies in Medieval Literature

Advanced study in the integration of the historic, philosophic, religious and social features of Medieval Europe. *3 credits*

ENGL 7013 Studies in Renaissance Literature

Advanced study in the growth of the English Renaissance, the major personalities and their contributions. *3 credits*

ENGL 7014 Studies in Neoclassicism

Advanced study in 18th century cultural history and in the writing of the principal figures of the age. *3 credits*

ENGL 7015 Studies in Romanticism

Advanced study in the revolutionary character of the poetry, literary and philosophic theories of the Romantics, with an emphasis on continental connections. *3 credits*

ENGL 7016 Studies in Victorian Literature

Advanced study in literature as a reflection of the social, political, religious and moral upheavals of the Victorian period. A particular issue or writer may be studied in depth. *3 credits*

ENGL 7017 Studies in 20th Century British Literature

Advanced study in the innovations in language, form and content by major 20th century British writers. *3 credits*

ENGL 7018 Studies in American Literature

Advanced study of selected writers seen in the context of the social and cultural currents of the American experience. *3 credits*

ENGL 7019-7021 Seminar: Special Topics

Topics to be announced by the instructor. *3 credits*

ENGL 7410 Advanced Creative Writing Workshop

A workshop course in poetry, fiction or non-fiction. Intended for students who have taken Fiction, Poetry or Non-Fiction Workshops and wish to continue developing their work in a specific genre. Students will be expected to complete a substantial portfolio of original work; workshop will be supplemented by readings in 20th century literature. *3 credits*

ENGL 0900 (HIST 0900) Rapid Reading and Translation

Conducted in English, this course is designed to help graduate students gain proficiency in reading and translating texts from foreign languages for scholarly research. Class activities will include quizzes, translations and readings. The course can be taken in place of the Foreign Language Translation Exam required by the Departments of English and History. Students with any degree of knowledge of the language (including none) are welcome. The course will alternate between the languages offered by the Department of Languages, Literatures and Cultures, including French, Spanish and Italian. The credits for this course will not count toward graduation from the M.A. in English or History Programs. *3 institutional credits*

Department of History

Fahy Hall

(973) 275-2984

historydept@shu.edu

www.shu.edu/go/history

Faculty: Buhner; Connell; Greene; Harvey; Hoffer; Hong; Knight (*Chair*); Leab; May; Matusевич; Menguc; Molesky; Nathan; Olman; Quinn (*Director of Graduate Studies*); Rzeznik; Schultz

Faculty Emeriti: Browne; Driscoll; Lurie; Scholz; Shapiro; Stock; Walz

Program Description

The Master of Arts (M.A.) in History provides training to students pursuing a range of careers, including education and library science, and those planning to undertake doctoral studies in history. It is particularly appealing to K-12 teachers wishing to pursue study in this field to enhance their knowledge and build their credentials. The program invites students to choose a concentration suited to individual interests, encourages them to conduct original historical research, and engages them in the most significant historical debates and fields of study. Students can work closely with knowledgeable professors on a wide range of topics.

Degree Requirements

The Department of History's Master of Arts (M.A.) degree program has four concentrations:

- United States History
- European History
- Global History
- Catholic History

The program requires successful completion of 10 courses (30 credits). All students must take HIST 6190 The Historian's Craft, at least one Program in Directed Readings (PDR) course (HIST 7221-7550), as well as four additional courses in the chosen area of concentration, and electives in at least one other area. Advanced graduate students may choose either to conduct two semesters of thesis research and writing (HIST 9111-9112) or to complete comprehensive written and oral examinations (HIST 9110) in the final semester of study. Those continuing for a doctorate are strongly urged to complete a thesis.

The graduate program requires all students to pass a foreign language translation exam (proving reading knowledge), or demonstrate mastery of advanced statistical methods. Students are expected to be, or to become, familiar with computer technology and with the major databases used to access historical materials.

Capstone: Thesis and Oral/Written Examination Options

Students within the M.A. program have the option of choosing between researching and writing a graduate thesis or undertaking both a 180-minute written examination and an oral examination at the conclusion of their final semester in the program.

Options within the Degree Programs/Admission Requirements

The M.A. degree may be obtained through completing requirements within one of two distinct options: first, through a five year (B.A./M.A.) accelerated degree program available both to Seton Hall history majors and education/history majors; and second, through the traditional Master of Arts (M.A.) degree program that is available to qualified candidates who have successfully earned a baccalaureate degree prior to enrollment in this graduate program.

I. B.A./M.A. Dual Degree Option

This study option is designed to allow for completion of 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.

To qualify for admission, students must have completed HIST 2180: Introduction to Historical Research; and must be showing consistent progress toward a B.A. in History with a minimum overall GPA of 3.40 and a minimum history GPA of 3.40. During the application process, students will be asked to produce a statement of intent outlining their reasons for pursuing the M.A. in History at Seton Hall; official transcripts documenting all academic work undertaken at the undergraduate level; three letters of recommendation, including two from Department of History faculty; and a writing sample demonstrating the student's academic potential.

II. M.A. Degree Option

This study option is designed to allow for completion of the graduate degree in four semesters (two years of study). During their first year of graduate study, students are expected to enroll in three approved graduate-level courses per semester. During their second year of study, students are expected to enroll in the remaining four approved graduate-level courses. Though this is designed for completion within two years, students have the freedom to complete their course work, research, and writing over a longer span of time by attending on a part-time basis.

Students accepted directly into the M.A. degree program will have completed a baccalaureate degree prior to beginning course work in the M.A. degree program, preferably in history or a history-related field such as political science, geography, or economics. Students who have majored in other fields may be asked to take up to four undergraduate courses in history. During the application process, applicants will be asked to produce a statement of intent outlining their reasons for pursuing the M.A. in history at Seton Hall; official transcripts documenting all academic

work undertaken; three letters of recommendation; official Graduate Record Examination (GRE) scores; and a writing sample demonstrating the student's academic potential.

Course Descriptions

HIST 6141 History of the Global Economy

The history of the development of the Global Economy over time. *3 credits*

HIST 6171 Women in Modern Times

The history of women and the significance of gender in American society from colonial times to the present. *3 credits*

HIST 6190 The Historian's Craft

An introduction to the craft of historical thinking, research, and writing. The course is designed as an introduction to the field of historiography, the examination and evaluation of historians' different interpretations of a particular historical event, phenomenon, or time period. *3 credits*

HIST 6211 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 6212 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 6221 History of Rome

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 6230 Europe in the Middle Ages

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

HIST 6233 Dante and His World

The history of the Middle Ages through a reading of Dante Alighieri's Divine Comedy. *3 credits*

HIST 6234 Medieval Italy

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. *3 credits*

HIST 6235 Modern Italy

Review of Modern Italian history from the late Renaissance to the present. Emphasis is placed on the dramatic changes in people, state institutions, religion, the economy and society that occurred during these centuries. *3 credits*

HIST 6240 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 6241 Early Modern Europe

An introduction at the graduate level to current approaches to the study of early modern European history. From the Renaissance to the French Revolution, with explorations in cultural, intellectual, social, economic and environmental history. *3 credits*

HIST 6242 French Revolution

Intellectual ferment of the enlightenment, through the upheaval of the revolution and its despotic aftermath. *3 credits*

HIST 6243 Britain I

Restoration of Charles II in 1660 to the Reform Bill in 1832. *3 credits*

HIST 6246 Kievan Rus' and Muscovy

From the origins of the Russian nation to Peter the Great. *3 credits*

HIST 6253 Britain II

The Reform Bill of 1832 to the present. *3 credits*

HIST 6254 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 6256 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 6257 East Central Europe

Political evolution and social and economic development of modern Poland and Danubian Europe from 1700 to present. *3 credits*

HIST 6261 20th Century Europe

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 6264 Modern Ireland

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

HIST 6265 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 6266 20th Century Russia

This course will explore one of the greatest social experiments in human history — the Soviet Union. It will examine the birth of the Soviet system, the upheavals of the Russian Revolution and Civil War, the early Soviet period, Stalin, the impact of WWII, and the building and then disintegration at the end of the century. *3 credits*

HIST 6268 Middle East in the 20th Century

From the collapse of the Ottoman Empire to the Arab-Israeli conflict. National movements and the role of the Great Powers and the U.N. in the area. *3 credits*

HIST 6310 Southern History

Traces the history of the southern region of the United States from colonial times, the antebellum and Civil War eras, the “Jim Crow” period, and through the civil rights movement of the 1960s. Historical in content but interdisciplinary in approach, the course will look at the South today as well. *3 credits*

HIST 6319 New Jersey History

The State of New Jersey from colonial days to the present. Emphasis on factors having heaviest impact on the state today. *3 credits*

HIST 6341 Colonial America

This course is designed to provide graduate students with an overview of the early period of American history and to introduce them to the major problems facing historians in the field. *3 credits*

HIST 6342 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 6351 The New Nation

Origins and development of the American political and economic system and of a distinctively American literature and culture. *3 credits*

HIST 6353 Civil War and Reconstruction

Slavery and sectionalism; causes and character of the Civil War; Reconstruction in its varied aspects. *3 credits*

HIST 6354 Frontier America

The westward movement in American life. *3 credits*

HIST 6362 America in Depression and War

The Great Depression, New Deal and World War II. *3 credits*

HIST 6363 America Since 1945

This course is designed to introduce students to the major events and trends in U.S. politics, society, and culture from the end of World War II to the aftermath of the Cold War. Students will assess a range of sources, draw connections between disparate historical phenomena, and in doing so, develop an understanding of the years between 1945 and 1989 as a coherent period in U.S. history. *3 credits*

HIST 6365 Italian American History

Overview of Italian American history from the European voyages of exploration to the present. The course studies historical change in a community established by immigrants that has developed in significant ways through four centuries. *3 credits*

HIST 6370 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 U.S. and various Latin American and European countries during the latter half of the 19th century, American imperialism, the Open Door policy, Dollar Diplomacy, and U.S. entry into World War I. *3 credits*

HIST 6371 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 6372 Economic History of the U.S.

Economic development of the United States from colonial origins to contemporary position as a world power. *3 credits*

HIST 6374 Immigrant in American Life

Ethnic minorities in the development of American life. *3 credits*

HIST 6375 African-American History

The interaction between black and white society in the United States and the nature of black society and culture. *3 credits*

HIST 6380 History of Urban America

This course provides students with a historical appreciation for how cities and their wider metropolitan regions have developed in the United States over the course of the nineteenth and twentieth centuries. Students will examine patterns urban growth, the social and cultural consequences of urbanism, the rise of urban planning, the relationship between cities and suburbs, the roots of the urban crisis, and contemporary urban issues. *3 credits*

HIST 6384 American Legal History

The development of law in the United States from the colonial period to the present. *3 credits*

HIST 6387 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 6430 Women and Gender in Latin America

This course examines the historical experiences of women and the ways in which people in Latin America have defined gender differences in society, politics, culture, and the economy from the 16th through the 20th centuries. *3 credits*

HIST 6450 Race and Nation in Latin American

An exploration of the interrelated ways in which race and nation have been defined in Latin America from the sixteenth through the twentieth century. With a focus on recent historiography, we will trace 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 6465 History of Brazil

History of Brazil will provide students with a survey of the history of the modern nation-state of Brazil beginning with the 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 6470 Southern Cone Republics of Latin America

The course will focus on the patterns of development and interaction since independence among the five republics which comprise the southern half of South America. Themes will include economic, political and social development, regional and international relations, immigration and ethnic relationships. *3 credits*

HIST 6561 20th Century Africa

The course focuses on the emergence of modern Africa from colonialism to independence. Students will identify and explore the place of Africa in the world of global interconnections. Special attention will be paid to scholarly and political debates surrounding the issues of colonial dependency, decolonization, and the rise of postcolonial nation-state in Africa. *3 credits*

HIST 6621 (ASIA 6121) History and Culture: Japan I

This course covers the history and culture of Japan from earliest times to 1600. It emphasizes the political and religious issues in Japanese civilization. *3 credits*

HIST 6622 (ASIA 6122) History and Culture: Japan II

This course covers the history and culture of Japan from the Edo Period through WWII. It emphasizes the importance of modernization and cultural/political issues on Japanese traditions. *3 credits*

HIST 6629 (ASIA 6129) History Republican China

History and political developments in China from the Republican Revolution of 1911 to 1949. *3 credits*

HIST 6630 (ASIA 6130) History Contemporary China

The course traces the history of Communist China from the founding of the Chinese Communist Party to the present day. *3 credits*

HIST 6632 (ASIA 6132) American Foreign Policy in Asia

The course traces the historical development of American foreign policy in Asia. It analyzes the institutions, political and economic forces that shaped policy towards China, Japan, India, and Southeast Asia. *3 credits*

HIST 6633 (ASIA 6133) History Modern Japan

Survey of Japanese history after the Meiji era with emphasis on the political, social, and economic developments. Covers Japan's foreign policy since 1945. *3 credits*

HIST 6645 (ASIA 6145) Modern East Asia

Covering the modern period between 1800 and 1945, this course deals with East Asia's modern transformation and important aspects of political, economic, social and cultural developments in China, Japan, and Korea. *3 credits*

HIST 6711 (ARMS 7800) Museum Internship

Supervised practical experience learning in a museum or at a historic site how to, for example, catalog collections, put up exhibitions, conduct tours, help with fund raising, and perform other tasks. *3 credits*

HIST 6712, 6713, 6714, 6715 Special Topics in History
*3 credits***HIST 7211 PDR European History**

Program in Directed Readings. This course will introduce students to the major historiographical issues that have arisen in the secondary literature in European History. *3 credits*

HIST 7351 PDR American History

Program in Directed Readings. This course will introduce students to the major historiographical issues that have arisen in the secondary literature in an aspect of American history. *3 credits*

HIST 7490 PDR Global History

Program in Directed Readings. This course will introduce students to the major historiographical issues that have arisen in the secondary literature in an aspect of Global history. *3 credits*

HIST 7550 PDR Catholic History

Program in Directed Readings. This course will introduce students to the major historiographical issues that have arisen in the secondary literature in an aspect of Catholic history. *3 credits*

HIST 9110 Examinations Readings

Independent study designed to help student, through readings, prepare for the MA examination. For students taking the non-thesis option. *3 credits*

HIST 9111/HIST 9112 M.A. Thesis

Independent study during which the student will write the M.A. thesis. *3 credits*

HIST 0900 (ENGL 0900) Rapid Reading and Translation

Conducted in English, this course is designed to help graduate students gain proficiency in reading and translating texts from foreign languages for scholarly research. Class activities will include quizzes, translations and readings. The course can be taken in place of the Foreign Language Translation Exam required by the Departments of English and History. Students with any degree of knowledge of the language (including none) are welcome. The course will alternate between the languages offered by the Department of Languages, Literatures and Cultures, including French, Spanish and Italian. The credits for this course will not count toward graduation from the M.A. in English or History Programs. *3 institutional credits*

Department of Languages, Literatures and Cultures

Fahy Hall

(973) 761-9464

www.shu.edu/go/asian-studies

Faculty: Booth (*Chair*); Chen (*Director of Graduate Studies*); Gregory; Leung; Osuka; Yu

Faculty Emeriti: Blakeley; Brown; Kikuoka; Ma; Yang; Young

The Department of Languages, Literatures and Cultures offers graduate courses leading to the Master of Arts (M.A.) in Asian Studies degree. The Teaching Chinese Language and Culture Track prepares aspiring Chinese language teachers to meet the language content requirement for the New Jersey Chinese Language Teaching Certificate of Eligibility (CE). In addition, the department offers a dual masters degree program with the School of Diplomacy and International Relations. Students have the option to also earn a certificate in International Business offered by the Stillman School of Business, by following these requirements as well as applying some of the International Business courses to the M.A. in Asian Studies as electives. Please refer to the information about the certificate in International Business, which may be found in the Stillman School of Business section of this catalogue.

In cooperation with The Asia Center, the department conducts research on East Asia, sponsors conferences, conducts Summer institutes and carries on a program of publication.

The department also offers a limited number of teaching assistantships in Chinese and Japanese languages.

General Admission

In addition to the general University requirements for admission to graduate studies, candidates for admission to the M.A. program of the Department of Languages, Literatures and Cultures should show a strong background in Asian studies or other disciplines in which the department offers courses. The candidate should also submit a Statement of Purpose in the application, together with two letters of recommendation. For the dual masters degree program, students must apply independently to each degree program, preferably indicating at the time of application that they intend to follow the joint Asian Studies/Diplomacy program when admitted.

M.A. in Asian Studies

Degree Requirements

In addition to the general University and College requirements, the Department of Languages, Literatures and Cultures requires candidates to complete the following:

I. Required Core Courses:		Credits
Traditional East Asia (12 credits)		
<i>China (6 credits)</i>		
ASIA 6140	Survey of Chinese Civilization	3
<i>and one of the following:</i>		
ASIA 6141	Foundations of Chinese Civilization	3
ASIA 6142	Development of Chinese Civilization	3
ASIA 6143	Maturity of Chinese Civilization	3
<i>Japan (6 credits)</i>		
ASIA 6121	History and Culture of Japan I	3
ASIA 6122	History and Culture of Japan II	3
Modern and Contemporary East Asia (6 credits)		
ASIA 6145	Modern East Asia	3
ASIA 6146	Contemporary East Asia	3
Research Methodology (3 credits)		
ASIA 9111	Research Methods in Asian Studies	3
Total: 21		

II. Elective Courses:

Elective courses are chosen from the department's course offerings by the student, in consultation with the graduate adviser, to achieve an integrated program of study.

Thesis Option: Students requesting faculty recommendations for Ph.D. studies are required to write a thesis. Such students shall register for ASIA 9200 Thesis Research (3 credits) under the guidance of a thesis mentor.

Thesis option electives: 15 credits

Non-thesis option electives: 18 credits

Total

Thesis option: 36 credits plus 3 credits Thesis Research

Non-thesis option: 39 credits

M.A. in Asian Studies with a Track in Teaching Chinese Language and Culture

The Department of Languages, Literatures and Cultures offers a graduate component in the Master of Arts (M.A.) with a concentration in Teaching Chinese Language and Culture. The program will prepare students to meet the Chinese content area requirement for a New Jersey Certificate of Eligibility (CE). The curriculum includes courses in the Chinese language, literature, history, civilization, Chinese linguistics, applied linguistics, and teaching methods. Upon successful completion of 39 credits (without thesis) or 36 credits (with thesis), students will receive a Master of Arts in Asian Studies degree from Seton Hall University, and be qualified to enter an alternate route

program. Upon completion of the alternate route program, students will receive a New Jersey Certificate as a teacher of Chinese.

I. Required Core Courses:	Credits
Chinese Civilization	6
Chinese History	3
Chinese Literature	3
Chinese Linguistics	3
Methods of Teaching Chinese/Japanese	3
Research Methodology	3
Directed Studies: Internship	3
Total: 24	

II. Elective Courses:

Elective courses are chosen from the department’s course offerings by the student, in consultation with the graduate adviser, to achieve an integrated program of study.

Thesis Option: Students requesting faculty recommendations for Ph.D. studies are required to write a thesis. Such students shall register for ASIA 9200 Thesis Research (3 credits) under the guidance of a thesis mentor.

Thesis option electives: 12 credits

Non-thesis option electives: 15 credits

Total
Thesis option: 36 credits plus 3 credits Thesis Research
Non-thesis option: 39 credits

Admission

In addition to the general University requirements for admission to graduate studies, candidates for admission to the M.A. in Asian Studies with a concentration in Teaching Chinese Language and Culture should show a strong proficiency in both English and Chinese. All non-native speakers of Chinese are required to take the Hanyu Shuiping Kaoshi (HSK), a national standard Chinese language proficiency test. International students and those who have received their baccalaureate degrees from universities outside the United States are required to submit official TOEFL scores.

For more information, please contact the Director of Graduate Studies in the Department of Languages, Literatures and Cultures at (973) 761-9465 or send an e-mail to dongdong.chen@shu.edu

Dual Program with the School of Diplomacy and International Relations

Requirements

The dual master’s degree with the School of Diplomacy and International Relations requires 60 credits distributed as follows:

I. Asian Studies Component (18 credits)

(A) Traditional East Asia (12 credits)

China (6 credits)

ASIA 6140 Survey of Chinese Civilization
and one of the following:

- ASIA 6141 Foundations of Chinese Civilization
- ASIA 6142 Development of Chinese Civilization
- ASIA 6143 Maturity of Chinese Civilization

Japan (6 credits)

- ASIA 6121 History and Culture of Japan I
- ASIA 6122 History and Culture of Japan II

(B) Modern and Contemporary East Asia (6 credits)

- ASIA 6145 Modern East Asia
- ASIA 6146 Contemporary East Asia

II. Diplomacy and International Relations Component (18 credits)

- DIPL 6000 International Relations Theory
- DIPL 6001 Cultural and Ethnic Diversity
- DIPL 6002 International Organizations
- DIPL xxxx Electives in Diplomacy and International Relations (6 credits)

III. Required Research Component (6 credits)

- ASIA 9111 Research Methods in Asian Studies
or
- DIPL 6310 Research Methods for Policy Analysis
- ASIA 9200 Thesis Research
or
- DIPL 6311 Master’s Research Project

IV. Practicum (3 credits)

- DIPL 7111 Internship

V. Asian Language Component (12 credits)

Students must demonstrate language competence in an East Asian language through challenge examination or by completing 4 courses in Japanese or Chinese language.

- CHIN 6111-14 Graduate Chinese Conversation and Composition I-IV
- CHIN 6117-18 Graduate Reading in Modern Chinese I-II
- CHIN 6120-21 Graduate Chinese Newspaper Readings I-II
- JAPN 6111-12 Graduate Modern Japanese I-II
- JAPN 6113-14 Graduate Japanese Newspaper Readings I-II

VI. Elective Courses (3-15 credits)

Elective courses will be chosen by the student in consultation with the graduate adviser, to achieve an integrated program of study. Students who have successfully passed the Asian language challenge examination will take the maximum number of elective credits.

Total: 60

Course Descriptions

Asian Affairs, History, Culture and Literature

ASIA 6111 Asian Religions and Ecumenical Dialogue

Contrary to assertions that Asian religions and so-called Western religions build on a set of radically different presuppositions about the nature of human life and spirituality, this course will examine the ways in which "common ground" exists among different religious traditions and particularly focus on the ways in which the perceived differences between religions open up perspectives about how one may approach questions of a religious and cultural nature. It will lay out the possibilities and practical steps for an ecumenical dialogue between religions indigenous to Asia and those which have their origins elsewhere. *3 credits*

ASIA 6112 Spiritual Quests of India

Emphasis on the Vedas, Upanishads, Yoga, the Bhagavad-Gita, sectarianism, the bhakti cults, the enlightenment of the Buddha and the experience of the early Theravada community. Introduction to Jainism, Sikhism, and Sufism. *3 credits*

ASIA 6113 Philosophical-Spiritual Probing of China

The intellectual and spiritual foundations of China are explored. Confucius, Lao Tzu, Chuang Tzu, Chu Hsi, and Wang Yang-Ming are studied in depth. *3 credits*

ASIA 6114 Chinese and Japanese Buddhism

The Mahayana experience, from its Indian origins through its development in China and Japan. The Ten Schools and the various Japanese forms, with emphasis on Ch'an-Zen and Amidism. Buddhist influence on art and culture. *3 credits*

ASIA 6115 Classical Chinese Literature

Knowledge of Chinese is not required. Surveys the Chinese literary tradition in translation from the Confucian classics to the Sung Dynasty. *3 credits*

ASIA 6116 Modern Chinese Literature

Knowledge of Chinese is not required. Surveys Chinese literature from the Sung period to contemporary times. *3 credits*

ASIA 6121 History and Culture of Japan I

This course covers the history and culture of Japan from earliest times to 1600. It emphasizes the political and religious issues in Japanese civilization. *3 credits*

ASIA 6122 History and Culture of Japan II

This course covers the history and culture of Japan from the Edo Period through WWII. It emphasizes the importance of modernization and cultural/political issues on Japanese traditions. *3 credits*

ASIA 6123-6124 History and Culture of India I-II

Survey of the formation of India from prehistoric times up to the present day. *6 credits*

ASIA 6125 Social History of China

China's social developments in history, including the family, social institutions, social values, and social relationships. *3 credits*

ASIA 6128 History of Ch'ing China

History of the late imperial period in China, covering the years between 1644 and 1912. *3 credits*

ASIA 6129 History of Republican China

History and political developments in China from the Republican Revolution of 1911 to 1949. *3 credits*

ASIA 6130 History of Contemporary China

The course traces the history of Communist China from the founding of the Chinese Communist Party to the present day. *3 credits*

ASIA 6131 International Politics in East Asia

Analysis of major events in the international politics of East Asia during the 20th and 21st centuries. *3 credits*

ASIA 6132 (HIST 6632) American Foreign Policy in Asia

The course traces the historical development of American foreign policy in Asia. It analyzes the institutions, political and economic forces that shaped policy towards China, Japan, India, and Southeast Asia. *3 credits*

ASIA 6133 (HIST 6633) History of Modern Japan

Survey of Japanese history after the Meiji era with emphasis on the political, social, and economic developments. Japan's foreign policy since 1945. *3 credits*

ASIA 6140 Survey of Chinese Civilization

General overview of the major trends in the development of Chinese culture, from the beginning to A.D. 1800. *3 credits*

ASIA 6141 Foundations of Chinese Civilization

In-depth consideration, through lecture, reading and discussion, of the formulation of the central features of Chinese culture, from the Neolithic period through the Han Dynasty. *3 credits*

ASIA 6142 Development of Chinese Civilization

In-depth consideration of the changes in Chinese culture, from the period of Disunion through the Sung period. Lecture, reading and discussion. *3 credits*

ASIA 6143 Maturity of Chinese Civilization

In-depth consideration of the changes in and the solidification of Chinese culture from the Yuan period to ca. A.D. 1800. Lecture, reading and discussion. *3 credits*

ASIA 6145 (HIST 6645) Modern East Asia

Covering the modern period between 1800 and 1945, this course deals with East Asia's modern transformation and important aspects of political, economic, social and cultural developments in China, Japan, and Korea. *3 credits*

ASIA 6146 Contemporary East Asia

Covering the contemporary period since the end of World War II, this interdisciplinary course deals with important aspects of political, economic, social, and cultural developments in East Asia and its changing roles in international politics and economics. *3 credits*

ASIA 6211 (BMKT 7993) Multinational Corporations in the Asian Market

Marketing and other aspects of American business operations in the Asian market. U.S.-Asia trade with emphasis on the operations of U.S. multinational corporations and their marketing strategies in Asia. Aspects of international economics, marketing, and international politics affecting U.S.-Asia trade; ethical, financial, social, economic, political, legal, and other issues affecting U.S. operations in Asia. Foreign trade policies and regulations and the marketing of Asian and American products. *3 credits*

ASIA 6212 (BMGT 7991) Management of Foreign Operations

The special circumstances under which an American firm operates abroad: social customs, political environment, and linguistic and cultural problems. Economic, financial, legal, and management issues peculiar to foreign operations. Analysis of problems in foreign exchange, international finance and marketing, and human resources management. The management of foreign investment, joint ventures and foreign subsidiaries. Technology transfer, foreign trade operations, and protection of intellectual property abroad. International economic policy, international corporate financial management, and variations in the organizational structure of multinational corporations. Selected international business cases are discussed. *3 credits*

ASIA 6233 June in China

Using China as a big classroom, students will be exposed to the old, traditional culture and the new transformations following the Open Door Policy and the Olympic Games. Field trips will enable students to gain a more in-depth understanding of the old and the new China and the Chinese people. The course will be taught in the format of lectures, class discussion, field trips and written assignments. *3 credits*

Linguistics and Teaching Methods

ASIA 7111-7112 Introduction to Language and Communication I-II

General concepts of language and communication. The relationship between language and the brain. Sounds and system of sounds. Word formation and combination of words into sentences and beyond. Meaning of linguistic forms; the relationship of language, culture and society. Contributions of linguistics to language learning and teaching, bilingual education, stylistics, anthropology and the art of communication. *3 credits each*

ASIA 7113-7114 Chinese Linguistics I and II

Study of Chinese sounds, system of sounds, word formation, combination of words into sentences and beyond. Communicative functions of the Chinese language. The

relationship between Chinese linguistics and teaching Chinese as a second/foreign language; contrastive and error analyses and ESL; Chinese bilingual education.

3 credits each

ASIA 7116 Applied Linguistics

Application of discoveries from theoretical, psycho-, neuro- and socio-linguistics to first and second language learning and teaching, and to bilingual education. *3 credits*

ASIA 7118 Supervised Teaching of Chinese and Japanese

Student teaching of Chinese or Japanese under faculty supervision. Emphasis on teaching methods and critical discussion of performance. *3 credits*

ASIA 7124 Methods of Teaching Chinese and Japanese

Trends in methodology, basic theories concerning language and its teaching. Aims to develop the skills and special techniques necessary for good teaching and the use of the language laboratory. *3 credits*

Research and Directed Studies

ASIA 9111 Research Methods in Asian Studies

Research methodology. Evaluation of sources and other problems involved in the preparation of the master's thesis. *3 credits*

ASIA 9211 Topics: China in Revolt

This course covers the revolutionary period in modern China from the mid-19th Century to the 20th Century. *3 credits*

ASIA 9112-9119 Selected Topics in Asian Studies

Advanced research (seminar or pro-seminar) on focused topics in Asian Studies. *3 credits each*

ASIA 9190-9199 Directed Graduate Asian Studies

Readings under faculty supervision. *3 credits each*

ASIA 9200 Thesis Research

Designed to help students develop research capabilities in order to write masters theses under the supervision of mentors. This course provides research supervision to those engaged in thesis writing on an individual basis. Not a lecture course. *3 credits*

Chinese Language

CHIN 6111-6114 Graduate Chinese Conversation and Composition I-IV

Advanced conversation practice and an introduction to composition and translation with emphasis on practice and exercise. *3 credits each*

CHIN 6115-6116 Graduate Readings in Classical Chinese I-II

Introduction to classical Chinese through selected readings with emphasis on classical grammar and syntax. *3 credits each*

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CHIN 6117-6118 Graduate readings in Modern Chinese I-II

Advanced readings in modern Chinese with emphasis on the social sciences and humanities. *3 credits each*

CHIN 6120-6121 Graduate Chinese Newspaper Readings I-II

Selected readings in journalistic writings, including materials from newspapers and magazines. *3 credits each*

CHIN 6124 20th Century Chinese Literature

Surveys Chinese literature of the 20th Century. Knowledge of Chinese is required. *3 credits*

CHIN 6125 Readings in 20th Century Chinese Literature

Selected readings from 20th-century Chinese literature, including prose, poetry, drama and fiction. *3 credits*

Japanese Language

JAPN 6111-6112 Graduate Modern Japanese I-II

Advanced reading and discussion of modern written Japanese in the various disciplines such as literature, history, sociology and political science. *3 credits each*

JAPN 6113-6114 Japanese Newspaper Readings I-II

Readings in Japanese newspapers with a mastery of 1,000 highest-frequency character-compounds. *3 credits each*

Department of Political Science and Public Affairs

Jubilee Hall, 5th Floor

(973) 761-9510

www.shu.edu/academics/artsci/political-science/public-affairs

Faculty: Akonor; Brown; Fisher; Formicola; Hale (*Director, Graduate Studies, M.P.A. Program*); Hennessey; Hewitt (*Director, Graduate Studies, M.H.A. Program*); Johri; Knapp; Mirabella (*Chair*); Mott; Paitakes; Pallitto; Taylor (*Director of Environmental Studies Program*); Togman; Treasurywala-Mistry; Wish

Faculty Emeriti: Adinaro; Boutilier; Connors; Dunham; Manley

Adjunct Faculty for On-campus Programs: Davy; Farinella; Gabloff; Gourley; Knapp; Loysen; Mowad; Sondike; Williams; Winkler; Woodard

Adjunct Faculty for Online M.H.A.: Breitner; Cavanagh; Mowad; Perweiler; Regeny; Seligman; Spencer; Twal; Wagner; Wolpert; Woodard

The Department of Political Science and Public Affairs offers the Masters in Public Administration (M.P.A.), the Masters in Healthcare Administration (M.H.A.) and graduate certificates in healthcare administration and nonprofit management. Students working toward the M.P.A. choose one of three concentrations - public service: leadership, governance and policy; nonprofit organization management; or health policy and management. The M.P.A. degree requires 39 graduate credits, and the M.H.A. degree requires 42 credits, while the certificate programs require 15 credits.

Students who complete one of the certificate programs with a 3.0 GPA or higher can apply all earned credits toward one of the two master's degrees if they wish to continue their education. Courses are offered in the late afternoons and evenings, on alternate Saturdays, and online to accommodate the schedules of working professionals.

The department offers a 60-credit dual degree program with the School of Diplomacy and International Relations leading to both M.A. and M.P.A. degrees, and a five-year B.A./M.P.A. degree programs with select undergraduate majors in the Department of Political Science and Public Affairs and the Department of Sociology, Anthropology and Social Work.

The M.P.A. is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The M.H.A. is a member of the Association of University Programs in Healthcare Administration.

Master of Public Administration Degree (M.P.A.)

The M.P.A. degree serves students interested in careers in the public and nonprofit sectors. The program is professional in nature, and stresses development of managerial and analytical skills, as well as ethical and professional values. All courses are scheduled for the convenience of working students, and the program is offered throughout the year. Many students in this program have 5-10 years of professional experience, although the department does enroll students directly from their undergraduate programs. The program is also appropriate for students wishing to transition from private to public or nonprofit sector careers. The three M.P.A. concentration areas are as follow:

- **Public Service: Leadership, Governance and Policy** - for students interested in learning to manage complex public policy issues in a global society, and craft creative solutions to public sector issues.
- **Nonprofit Organization Management** - for those seeking an understanding of the nonprofit sector and skill development in areas such as board staff relations, fundraising, volunteer management, financial management, etc.
- **Health Policy and Management** - for students interested in an understanding of healthcare-related administration and healthcare policy issues and in particular the relationship between healthcare delivery by the nonprofit and public sectors.

For more information, please visit www.shu.edu/go/mpa

Program of Study and Degree Requirements

The 39-credit M.P.A. degree program includes the following:

Core Courses (18 credits)

All M.P.A. degree students are required to successfully complete 18 credits in fundamental public administration courses.

- PSMA 6001 The Environment of Public Service Management
- PSMA 6002 Research Methods and Statistical Analysis
- PSMA 6004 The Economic Environment of Public Service Management
- PSMA 6005 Financial Management and Control
- PSMA 6009 Managerial Decision Making
- PSMA 6010 Managing Human Resources in Public Service Organizations

Concentration Requirements (12 credits)

Students must select an area of concentration and complete the 12 required credits for that concentration which are listed below.

Public Service: Leadership, Governance and Policy

- PSMA 6003 Public Policy Process, Analysis and Evaluation
- PSMA 7122 Strategic Management of Collaborative Governance
- PSMA 7124 Finance and Budgeting for Effective Governance
- PSMA 7715 Ethics in Public Service

Nonprofit Organization Management

- PSMA 6003 Public Policy Process, Analysis and Evaluation
- PSMA 7311 Foundations of the Nonprofit Sector
- PSMA 7312 Leadership and Management in Nonprofit Organizations
- PSMA 7715 Ethics in Public Service

Health Policy and Management

- PSMA or HCAD 7521 Healthcare System (2 credits)
 - PSMA or HCAD 7522 Healthcare Policy (2 credits)
 - PSMA or HCAD 7513 Healthcare Management
 - PSMA or HCAD 8523 Ethics in Healthcare Administration (2 credits)
- Plus one course from the following list:
- PSMA or HCAD 7514 Healthcare Financial Management and Accounting
 - PSMA or HCAD 7518 Managing Community Health Systems
 - PSMA or HCAD 8514 Healthcare Economics
 - PSMA or HCAD 8517 Strategic Planning and Marketing in Healthcare Operations
 - PSMA or HCAD 8518 Human Resources & Legal Aspects of Healthcare Organizations
 - PSMA or HCAD 8521 Quality and Information Management Systems

- PSMA or HCAD 8531 Managing Emergency Preparedness
- PSMA or HCAD 8520, 8522, 8524-29 Topics in Health Management and Policy

Electives (6 credits)

Each student must take two additional M.P.A. elective courses, including any of the following additional electives.*

- PSMA 6007 Organizational Theory
- PSMA 6008 Information and Computers in Public Service Management
- PSMA 7121 Public Service Leadership: Involving Groups and Communities in Decision Making
- PSMA 8111-8129 Topics in Public Service: Leadership, Governance and Policy
- PSMA 7712 Program Evaluation Methods: Outcome Assessment
- PSMA 7715 Ethics in Public Service
- PSMA 8711 Topics in Management and Policy Science: Leadership Institute
- PSMA 7313 Resources Development (Fundraising)
- PSMA 7314 Financial Management of Nonprofit Organizations
- PSMA 7315 Managing Volunteers in Nonprofit Organizations
- PSMA 7321 Grantsmanship
- PSMA 8311-8329 Topics in Nonprofit Management
- PSMA 8312 Nonprofit Advocacy and Lobbying
- PSMA 8313 Legal Issues in Nonprofit Organizations
- PSMA 8317 Nonprofit Marketing and Public Relations

**MPA students in the Health Policy and Management concentration may also take a number of HCAD elective courses. These courses are listed in the MHA section of the catalogue.*

Applied Research and Practice (Capstone) Experience (3 credits)

Students must complete a 3-credit Applied Research and Practice (Capstone) experience towards the end of their course of study. The requirements depend on the student's managerial experience. The three options are an internship/field placement (PSMA 7991), the practicum (PSMA 7992), and the research seminar (PSMA 7993).

Students who have completed all degree requirements except the research seminar (PSMA 7993) must register for Thesis Continuation (THCN 7999) for the first semester subsequent to the research seminar (PSMA 7993) registration, and THCN 8000 from the second subsequent semester until the completion and presentation of the culminating research project.

Master of Healthcare Administration Degree (M.H.A.) On-Campus

The Master of Healthcare Administration (M.H.A.) program is offered in two formats: on-campus and online. The curriculum is the same for both formats. The M.H.A. degree prepares graduates for leadership and management positions in the increasingly complex and dynamic healthcare industry. Designed for professionals who wish to advance in their management career or individuals interested in pursuing a healthcare management position, it draws students from a broad array of health service organizations such as healthcare systems, hospitals, assisted living facilities, medical group practices, managed care organizations, home care agencies, pharmaceutical companies, management consulting firms and industries that supply services to healthcare organizations. The Master of Healthcare Administration program is a member of the Association of University Programs in Health Administration (AUPHA), a national association of university-based educational programs, faculty practitioners, and provider organizations whose members are dedicated to continuously improving the field of health management and practice.

Program of Study

The Master of Healthcare Administration program is a 42-credit curriculum with courses designed to develop core competencies vital to the success of the contemporary healthcare manager.

The curriculum provides a synthesis of general management concepts and healthcare specific applications emphasizing analytic and management decision-making skills. Regardless of whether a student selects the on-campus or the online learning option, the curriculum is the same.

The 42 credits required for the degree are designed to be taken in a proscribed sequence and prerequisites are included in the catalogue course descriptions. The degree requirements below are listed in numerical order.

Degree Requirements

HCAD 6002	Research Methods and Statistical Analysis for Healthcare
HCAD 6005	Financial Management and Control
HCAD 7513	Healthcare Management
HCAD 7514	Healthcare Financial Management and Accounting
HCAD 7518	Managing Community Health Systems
HCAD 7521	21st Century Healthcare System (2 credits)
HCAD 7522	Healthcare Policy (2 credits)
HCAD 8514	Healthcare Economics
HCAD 8517	Strategic Planning and Marketing in Healthcare Organizations
HCAD 8518	Legal Aspects of Healthcare Organizations
HCAD 8521	Quality and Information Management Systems
HCAD 8523	Ethics in Healthcare Administration (2 credits)

HCAD 8531 Emergency Management and Health Security
 HCAD 8711 Leadership Institute
 Applied Research and Practice Capstone Experience
 HCAD 7991-7993, 7997 (3 credits)

Students must complete a 3-credit Applied Research and Practice (Capstone) experience toward the end of their course of study. The requirements depend on the student's managerial experience. The three options are an internship/field placement (HCAD7991), the practicum (HCAD 7992), and the research seminar (HCAD 7993). Online students have an additional option of completing a Capstone Paper (HCAD 7997).

Admission Requirements for the On-campus M.P.A. and M.H.A. Programs

Anyone with a baccalaureate degree from an accredited college or university is eligible to apply for admission to the M.P.A. or M.H.A. programs. In general, applicants with the following credentials are admitted: a cumulative GPA of 3.0 or better, a well written essay, and three strong letters of recommendation. For both the M.H.A. and M.P.A. programs, standardized test scores are optional. M.H.A. applicants may be asked to complete a personal interview.

International applicants are strongly encouraged to apply. However, it is important to note that the University requires confirmation of undergraduate degree standards by World Educational Services program (see <http://www.wes.org/index.asp>). In addition, the M.P.A. and M.H.A. Programs require a TOEFL score of greater than 100 for students with undergraduate degrees awarded outside the United States.

Applicants who are confident that they are ready to succeed in a graduate program but do not meet the M.P.A. or M.H.A. admissions criteria may be offered conditional acceptance. Candidates granted conditional acceptance must achieve a cumulative GPA of 3.0 in their first four courses at Seton Hall.

Application Procedures for the On-campus M.P.A. and M.H.A. Programs

Applicants must complete a College of Arts and Sciences Application for Admissions to Graduate Study (self-managed application packet) that includes:

- a 750-1,000 word essay outlined in the application;
- official sealed transcript from each college and/or university attended;
- three letters of recommendation;
- current résumé;
- official copy of Test of English as a Foreign Language (TOEFL) scores if applicant is an international candidate. The M.P.A. program requires a minimum TOEFL score of 100.
- a completed application with the \$50 application fee (payable to Seton Hall University)

Applications and information about the online M.H.A. program are available by visiting www.shu.edu/go/mha or ceps.shu.edu or by calling (973) 761-9510.

Financial Aid

Seton Hall University and the Department of Political Science and Public Affairs offer a variety of financial aid options to assist students in paying for their graduate education. These include:

- Graduate and Research Assistantships
- Partial Tuition Scholarships
- Paid Internships and Fellowships
- External Scholarships
- Loan and Installment Payment Programs
- Employer Tuition Remission Programs

Graduate and Research Assistantships

Graduate assistants receive full tuition remission up to a maximum of 12 credits per semester and a monthly stipend in exchange for 20 hours of work per week in the administrative office of the department, in other offices on campus.

Research assistants receive full tuition remission and a monthly stipend in exchange for 20 hours of work per week assisting department faculty on various research projects.

Graduate and research assistantships are available to full-time students only. Students in both the M.P.A. and M.H.A. on-campus programs are eligible.

M.P.A. Program Tuition Scholarships

The M.P.A. program has a number of department-based scholarship opportunities.

- These competitive, merit-based scholarships provide partial and possibly full tuition remission for selected courses in nonprofit organization management and public service leadership.
- Both full and part-time students in the M.P.A. on-campus programs are eligible. Graduate certificate students are also eligible for these scholarships.
- M.P.A. scholarships are awarded on a competitive basis; therefore, students who plan to apply for any or all of these funding opportunities should submit their applications for admission early. For information on M.P.A. scholarship opportunities, please visit <http://www.shu.edu/academics/artsci/mpa/advantages.cfm>

For further information, including application deadline information and to receive application materials, contact the department at (973) 761-9510 or mpa@shu.edu

Paid Internships and Fellowships

Internships are required for all pre-service students and are an option for in-service students. The department, working closely with the University's Career Center, assists students in finding internships and maintains information on the availability of paid internships. Information on paid fellowships is also made available to students.

External Scholarships

The department makes information on external scholarships available to M.P.A., M.H.A., and graduate certificate students through a bi-weekly newsletter. Examples of these are listed at <http://www.shu.edu/academics/artsci/arc/scholarship-opportunities-public-and-healthcare-administration.cfm>

For M.H.A. students, a residency fellowship that covers full tuition is offered, on a competitive basis, by the Veterans Administration NJ Hospital System. This requires the M.H.A. student to work 20 hours per week at the VA Hospital, located about one mile from campus.

Loans and Installment Payment Programs

Several types of loan programs and installment payment programs are available to assist students with tuition and other expenses. Loans through FAFSA and Sallie Mae are available to M.P.A. and M.H.A. students. Contact Enrollment Services at (973) 761-9332 for further information and application materials.

Master of Healthcare Administration (M.H.A.) Online

www.shu.edu/go/mha

Today's fast changing healthcare system has a critical need for managers with advanced managerial competencies and leadership skills. Seton Hall University's Online Master of Healthcare Administration (M.H.A.) and Certificate in Healthcare Administration programs prepare managers for leadership roles within the healthcare industry. The M.H.A. online curriculum is identical to the on-campus program.

Housed in the Department of Political Science and Public Affairs in the College of Arts and Sciences, the Online M.H.A. and Certificate programs are designed around the student's professional interest and specialty. Providing a rigorous and thorough understanding of the healthcare environment, the programs address "real world" strategies and skills that will help managers make significant contributions to their organizations.

The 42-credit, 24-month online M.H.A. program curriculum consists of courses designed to develop core competencies vital to the success of the contemporary healthcare manager. These include strategic leadership, emergency management, financial management, healthcare ethics policy and economics. Three on-campus residencies that feature a required course and highlight student-faculty interaction are an integral part of the online M.H.A. program. The Certificate in Healthcare Administration consists of three required courses and two electives for a minimum of 15 credits. For information about tuition, financial aid and the application procedure for this program, visit www.shu.edu/go/mha or send an email to the Director of Graduate Studies for the M.H.A. Program, Dr. Anne Hewitt at mha@shu.edu or call (973) 761-9510.

Degree Requirements

Please see the degree requirements outlined under the M.H.A. on-campus section.

Graduate Certificate Programs

The Department of Political Science and Public Affairs offers two graduate certificate programs in healthcare administration and nonprofit organization management.

These graduate certificates are designed for individuals who (1) want to explore a career in one of the specific areas offered, (2) possess a graduate degree and need to develop specific management skills, or (3) want to take some graduate courses without applying for the M.P.A. or M.H.A. degree programs.

Admissions Requirements for Graduate Certificates

Anyone with a baccalaureate degree from an accredited college or university is eligible to apply for admission to the graduate certificate programs. In general, applicants with a GPA of 2.75 or better and a well-written essay are admitted into the graduate certificate programs. Students applying for the M.H.A. certificate are required to meet the same admission criteria as those applying for the degree.

Applicants who are confident that they are ready to succeed in a graduate program but do not meet the graduate certificate admissions criteria may consider enrolling as non-matriculating students and attaining a cumulative GPA of 3.0 or better in order to improve their chances of subsequently being accepted into the program. The M.H.A. Program does not accept non-matriculating students.

Admissions Procedures

Individuals applying for admission to the graduate certificate programs must submit the following:

- official transcript(s) showing successful completion of a baccalaureate degree from an accredited college or university;
- one essay answering the question provided in the application;
- current résumé;
- graduate certificate application; and
- application for non-matriculating graduate students

Application materials may be obtained by contacting the department at (973) 761-9510 or by email at mha@shu.edu

Academic Credit

Graduate certificates are awarded for the successful completion of 15 graduate credits as designated. These graduate credits can be applied toward the M.P.A. or M.H.A. degree, provided the student attains a 3.0 GPA or higher in the certificate program and satisfies the admission requirements for the M.P.A. or M.H.A. program.

The Graduate Certificate in Healthcare Administration

Curriculum (minimum 15 credits)

The Graduate Certificate in Healthcare Administration is earned by successfully completing three required and three elective courses.

Required Courses (8 credits)

HCAD 7521	21st Century Healthcare Systems (2 credits)
HCAD 7513	Healthcare Management
HCAD 7514	Healthcare Financial Management and Accounting

Elective Courses (minimum 7 credits)

Complete any three of the following list of courses:

HCAD 7522	Healthcare Policy (2 credits)
HCAD 7518	Managing Community Health Systems
HCAD 8523	Ethics in Health Care (2 credits)
HCAD 8514	Healthcare Economics
HCAD 8517	Strategic Planning and Marketing in Healthcare Organizations
HCAD 8518	Legal Aspects of Healthcare Organizations
HCAD 8521	Quality and Information Management Systems
HCAD 8531	Emergency Management and Health Security

The Graduate Certificate in Nonprofit Organization Management

Curriculum (15 credits)

The Graduate Certificate in Nonprofit Organization Management is earned by successfully completing three required and two elective courses.

Required Courses (9 credits)

PSMA 6003	Public Policy Process, Analysis and Evaluation
PSMA 7311	Foundations of the Nonprofit Sector
PSMA 7312	Leadership and Management of Nonprofit Organizations

Elective Courses (6 credits)

Complete any two of the following list of courses:

PSMA 6005	Financial Management and Control
PSMA 7121	Public Service Leadership
PSMA 7122	Strategic Management of Collaborative Governance
PSMA 7313	Resource Development (Fundraising)
PSMA 7314	Management of Fiscal Resources in Nonprofit Organizations
PSMA 7315	Managing Volunteers in Nonprofit Organizations
PSMA 7321	Grantsmanship
PSMA 7712	Program Evaluation Methods: Outcome Assessment

PSMA 8311	Nongovernmental Organizations
PSMA 8312	Nonprofit Policy Issues: Advocacy and Lobbying
PSMA 8313	Topics: Nonprofit Legal issues
PSMA 8317	Nonprofit Marketing and Public Relations
PSMA 8320-8329	Topics in Nonprofit Organization Management

Dual Degree Programs

M.A./M.P.A. in Diplomacy and International Relations and Public Administration

Seton Hall University's College of Arts and Sciences and School of Diplomacy and International Relations offer a 60-credit dual degree program that combines the Master of Arts in Diplomacy and International Relations with the Master in Public Administration in Nonprofit Organization Management; Public Service: Leadership, Governance and Policy; or Health Policy and Management.

The joint degree takes advantage of the similarity in the goals of the two programs for preparing professionals equipped to respond to the challenges of public sector administration in a global environment.

The Master of Arts in Diplomacy and International Relations combines global studies in cultural, organizational and economic issues with international management and leadership training, internships and a research project or thesis. The Master of Public Administration is a professional degree for those employed or seeking management positions in the public and nonprofit sectors. The program stresses development of managerial and analytic skills, as well as ethical and professional values.

Admissions Requirements

Students must apply independently to each degree program, preferably indicating at the time of application that they intend to follow the joint M.A./M.P.A. program if admitted. Only one application fee for the two programs is required.

Students may also apply for admission to the dual degree program after admission to either of the two separate programs, but some loss of credits may result from such late admission.

Diplomacy and International Relations Courses (21 credits)

DIPL 6000	Introduction to International Relations Theory and Practice	3
DIPL 6001	Politics of Cultural and Ethnic Pluralism	3
DIPL 6002	International Organizations	3
DIPL 6105	International Political Economy	3
DIPL Electives	Three M.A.D.I.R. electives	9

Research and Capstone Courses (9 credits)

DIPL 6310 or PSMA 6002	Research Methods	3
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Choose two of the following:

DIPL 6111 or PSMA 7991	Internship/Field Placement	3
DIPL 6311, PSMA 7992 or PSMA 7993	Research Project/Applied Practicum	3

Public Administration Courses (30 credits)

Core Courses:

PSMA 6001	Environment of Public Service Management	3
PSMA 6004	Economic Environment of Public Service Management	3
PSMA 6005	Financial Management and Control	3
PSMA 6009	Managerial Decision Making	3
PSMA 6010	Managing Human Resources in Public Service Organizations	3

Concentration Courses:

Four courses in one of the following concentrations:	12
• Public Service: Leadership, Governance and Policy	
• Nonprofit Organization Management	
• Health Policy and Management	

Elective:

One additional M.P.A. elective	3
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B.A. in Political Science or Sociology/ Master of Public Administration

The Department of Political Science and Public Affairs and the Department of Sociology, Anthropology and Social Work at Seton Hall University offer a dual degree program that leads to two degrees completed in a five-year span: a Bachelor of Arts degree in Political Science or Sociology and a Master of Public Administration degree.

The 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 accepted into this program follow the academic program prescribed by their majors in consultation with their advisers (including the core requirements in the College of 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 year which count toward the completion of the bachelor's degree. Students interested in this option should consult carefully with their undergraduate adviser, the

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Director of Graduate Studies for the M.P.A. program, and the University's Financial Aid Office prior to applying so that they are aware of the cost structure of the program.

At the end of the fourth year and upon completion 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, 12 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, including a 3-credit Summer internship, must be completed.

For further information, contact the Department of Sociology, Anthropology and Social Work or the Department of Political Science and Public Affairs.

The Center for Public Service

The Center for Public Service, located in the Department of Political Science and Public Affairs, is the University's arm for outreach programs to the public and nonprofit sectors. The center offers non-credit certificate programs through its Nonprofit Sector Resource Institute.

The Nonprofit Sector Resource Institute

Located in the Department of Political Science and Public Affairs, the Nonprofit Sector Resource Institute (NSRI), a project of the Center for Public Service, was established in 1994 to offer non-credit certificate programs that address the needs of nonprofit organizations through research, educational enhancement and technical assistance. NSRI is a significant vehicle by which Seton Hall University offers the skills of its faculty and students in support of community building and human service efforts.

As a resource for nonprofits, NSRI disseminates information through its publication, *The Nonprofit Connection: Bridging Research and Practice*. Each issue focuses on a managerial theme such as collaborations, legal issues or leadership, and provides concise reviews of academic research, related book reviews and a list of easily accessed resources.

Nonprofit leaders are encouraged to build support networks and share skills through workshops and seminars organized throughout the year by NSRI staff. Members of the University faculty, practitioners, community, and other accomplished professionals from the nonprofit sector serve on panels or facilitate discussion groups for many of these gatherings.

The Seton Center for Community Health

The Seton Center for Community Health (SCCH) was established in the Fall of 2004 as an academic resource for collaboration, learning, and research to enhance the quality of life for individuals and improve the health status of New Jersey residents. The SCCH is located in the Department of Political Science and Public Affairs in the College of Arts and Sciences. It provides technical assistance and scholarship to local community agencies using a partnership approach

and involves M.H.A., M.P.A. and other health degree graduate students as program assistants. Dr. Anne Hewitt serves as Director.

Course Descriptions

Public and Healthcare Administration

PSMA 6001 The Environment of Public Service Management

Political, social, legal and ethical realities affecting managers in public and nonprofit organizations such as government agencies, churches, schools, museums and community service organizations. Theoretical as well as operational perspectives, particularly as they distinguish public administration from business administration. The power of the public service professional and values of public service systems. Political processes, legal factors and other mechanisms of accountability are emphasized. *3 credits*

PSMA 6002 Research Methods and Statistical Analysis

Introduces both quantitative and qualitative research methodologies. Topics include descriptive and inferential statistics, issues in sampling and hypothesis testing, analysis of variance, regression and time series analysis, as well as survey design. Computer software is used for statistical analysis. *3 credits*

PSMA 6003 Public Policy Process, Analysis and Evaluation

The administration of public policy depends on knowledge of the policy process. This course focuses on those stages of the policy process of most interest to public administrators, specifically policy formation, implementation and evaluation. Among the questions to be addressed: How are programs designed? What happens after a policy is made? What methods are used to measure and assess public policy outcomes? What are the methodological, theoretical, political, administrative and ethical problems encountered in policy analysis? The course draws on a variety of substantive policy areas for illustration purposes. Students are encouraged to relate the general material of the course to their specific policy interests. *3 credits*

PSMA 6004 The Economic Environment of Public Service Management

Economic system as the setting within which nonprofit, healthcare, arts and public service organizations function. Introduction to microeconomic principles, with some coverage of fiscal, monetary and regulatory policies, as well as public goods and problems of market failure. Economic concepts and tools as they relate to the management of public service organizations. *3 credits*

PSMA 6005 Financial Management and Control

An introduction to basic financial, budgetary and accounting concepts, processes and techniques relevant to public service and healthcare managers; how and why financial decisions are made; how they affect healthcare operations; use of financial documents and analysis. *3 credits*

PSMA 6007 Organizational Theory

Course is designed to introduce students to the conceptual and practical perspectives and tools for perceiving and managing organizational phenomena. Explores formal and informal realities in organizations, including group dynamics, power, and organizational culture, organizational change and resistance; and external environmental factors such as turbulence and shifting priorities. Cases and simulation exercises are incorporated to familiarize the students with practical applications of theoretical concepts. *3 credits*

PSMA 6008 Information and Computers in Public Service Management

Information and computer technologies (ICT) have profoundly and permanently changed the way that nonprofit and public sector organizations conduct business. Examples include the use of ICT by nonprofit organizations for fundraising purposes and the electronic dissemination of public documents by government agencies. Information, and the computer systems that process it, are increasingly seen as strategic resources that effective public and nonprofit administrators must know how to use, evaluate and manage. This course will provide students with skills necessary to serve as an interface between persons focused primarily on organization policy and those focused primarily on ICT operations. In addition, the course will explore wide variety of cutting edge ICT tools and how these tools can be integrated into a traditional organization. *3 credits*

PSMA 6009 Managerial Decision Making

Introductory course in applied decision and game theory. Introduces students to decision trees, Nash equilibria, winning strategies, tit-for-tat, auction theory and end-games. Competitive scenarios are an intrinsic part of the course, as are problem sets and simulations. *3 credits*

PSMA 6010 Managing Human Resources in Public Service Organizations

Examines the strategies used to manage human resources effectively in public service organizations. The best human resource practices of public and other service organizations are discussed, including workforce legal issues, teams, performance assessment and leadership. Additional topics covered include management strategies for encouraging positive, interpersonal relationships, managing conflict and creative thinking approaches to human resource issues. *3 credits*

PSMA 7121 Public Service Leadership: Involving Groups and Communities in Decision Making

This course examines techniques of effective leadership, including defining purpose, mobilizing external support and leading stakeholders that have been successfully developed for use by servant leaders in our communities. Particular emphasis is placed on mobilizing communities for social change. Students will investigate the applicability of course concepts to their own experiences and community settings. This course will foster the skills necessary for effective collaborative leadership within a civil society. *3 credits*

PSMA 7122 Strategic Management of Collaborative Governance

Explores the theoretical and practical tools available for strategically managing collaborative governance and planning. An emphasis will be placed on planning efforts across sectors (public, private and nonprofit) and among citizens and organizations alike. The historic origins of collaborative governance are explored. *3 credits*

PSMA 7124 Finance and Budgeting for Effective Governance

Successful managers must be able to forge relationships among partners while effectively managing complex financial and budgetary issues. This course introduces students to the fiscal pressures and budgetary constraints facing leaders in our society and provides them with the tools and knowledge necessary to manage these issues in an era of increasingly scarce resources. An overview of the budget process and the policy implications of this process is included as well. *3 credits*

PSMA 7311 Foundations of the Nonprofit Sector

Promotes a thorough understanding of the nature of nonprofit organizations and the nonprofit sector as a whole. Explores size, scope and dimensions of the sector as well as its history, the various perspectives of philanthropy and the changing role of the nonprofit sector in contemporary society. *3 credits*

PSMA 7312 Leadership and Management in Nonprofit Organizations

Explores various areas of responsibility in leading and managing nonprofit organizations with particular emphasis on the relationship and interaction between the chief executive and the board of directors. Course is intended as a follow-up to and extension of PSMA 7311. *3 credits*

PSMA 7313 Resource Development in Nonprofit Organizations

Examines principles, techniques and issues surrounding resource development in nonprofit organizations. Focuses on raising funds from private sources, including individuals, corporations and foundations. Annual funds, capital campaigns and endowment support are among topics covered. The board's role in resource development, ethical issues and government regulations is discussed. *3 credits*

PSMA 7314 Financial Management of Nonprofit Organizations

Addresses particular financial, budgetary and accounting issues in tax-exempt organizations. Assumes some knowledge of finance and budgeting. *3 credits*

PSMA 7315 Managing Volunteers in Nonprofit Organizations

Volunteers provide the lifeblood of many nonprofit organizations. Course covers topics of volunteer administration - planning, marketing, recruitment, screening and selection, training, supervision, evaluation and recognition. Understanding legal issues surrounding the use of volunteers and designing effective volunteer policies are also discussed. *3 credits*

PSMA 7321 Grantsmanship

Provides students with a comprehensive overview of grants and contracts from the perspective of furthering the mission of the nonprofit or governmental agency. Trends in grantmaking, grantwriting, funding source identification, and relationship development with funders are among the topics covered. *3 credits*

PSMA 7513 Healthcare Management

The role of the contemporary healthcare manager with emphasis on identifying basic managerial skills and knowledge that contributes to effective healthcare administration. Focus is on contemporary knowledge, skills and real-world applications for management of diverse healthcare organizations. Recommended prerequisite: HCAD 7521 or permission of instructor. *3 credits*

PSMA 7514 Healthcare Financial Management and Accounting

Designed to enhance both analytical and decision-making skills, this course covers financial accounting as applied to healthcare organizations. Emphasizes tools for analyzing financial statements as well as key management issues (profitability and liquidity) and explores the use of debt as part of financial structure. Prepares students to apply financial management theory and concepts as real-world managers in the health services industry. Prerequisite: HCAD 6005 or permission of instructor. *3 credits*

PSMA 7518 Managing Community Health Systems

Designed to examine the manager's role, responsibilities and involvement in developing, implementing, and evaluating strategies for community health initiatives. Topics covered include community health assessment techniques, collaboration strategies, and the application of population management models for health promotion. Emphasis on managerial epidemiology (study of distribution and determinants of diseases) and its integration with health systems planning to meet local community needs. Recommended prerequisite: HCAD 7521. *3 credits*

PSMA 7521 21st Century Healthcare Systems

Provides a systematic overview of the structures and organizations in U.S. healthcare delivery system with emphasis on interactions of governmental authorities, delivery systems, financing of health care, regulation, competition, organizational innovations in healthcare services and alternate delivery strategies. *2 credits*

PSMA 7522 Healthcare Policy

A major overview of current U.S. health policies and their implications with in-depth study of the policy process and analytical approaches to decision making. Special emphasis on the nature and role of healthcare policy studies in decision-making. Also includes an examination of comparative international systems. Prerequisite: HCAD 7521 or permission of instructor. *2 credits*

PSMA 7712 Program Evaluation Methods: Outcome Assessment

A review of the approaches to program evaluation focusing on evaluation methodology, design, interpretation and formal report development and presentation. Methods for developing

and using standards, indicators and measurements for ascertaining impacts and outcomes will be covered. Provides a special focus on assessing program appropriateness, effectiveness, adequacy, efficiency and cost benefit. Students will be required to complete a program evaluation during the semester. *3 credits*

PSMA 7715 Ethics in Public Service

Probes the ethical realities faced by professionals in government, healthcare, religious, educational and other nonprofit organizations. Designed to develop and broaden awareness and appreciation of the power wielded by the public service professional, of the values public service professionals are expected to maintain, and of the ethical dimensions of public service management. The course is geared to developing operational skills for ethical analysis and action. *3 credits*

PSMA 8111-8129 Topics in Public Service: Leadership, Governance and Policy

Designed to meet special needs and interests that are not addressed in other courses and in which faculty expertise exists. Topics include information management for public service, sustainable development, grantsmanship, advocacy and legal issues. *3 credits*

PSMA 8311-8329 Topics in Nonprofit Management

Selected topics in nonprofit management chosen by the instructor. *3 credits*

PSMA 8312 Nonprofit Advocacy and Lobbying

In addition to their role in service delivery to the community, nonprofits serve an important function as advocacy organizations, providing information to policy makers on their particular areas of expertise, lobbying government for change, and providing information on particular policy positions. This course provides students with an overview to the nonprofit functions of advocacy and lobbying, examining ways that nonprofits may and may not become involved in the public policy process. The role of advocacy in advancing issues of democracy and social justice are explored, as well as strategies to build social capital within communities. International case studies of innovative and successful advocacy campaigns will be introduced as examples of advocacy strategies that worked and why. The interdisciplinary curriculum draws on theories from sociology, political science, organization theory and social work. *3 credits*

PSMA 8313 Legal Issues in Nonprofit Organizations

This course helps current and future managers of nonprofit organizations understand the legal issues facing them as leaders in the nonprofit sector. Thorough understanding of the legal issues requires not only a firm grasp of the letter and application of the law but also recognition of the context in which the law arose and in which it currently is implemented. This course promotes a deep understanding of nonprofit organizations and their activities and the environments in which they exist, all as illustrated by the ever more complex legal issues that provide the framework within which all nonprofits must operate. *3 credits*

PSMA 8317 Nonprofit Marketing and Public Relations

This course examines the special challenges for successful promotion of the nonprofit organization. Integrated marketing communications (public relations, marketing and advertising) will be explored. Emphasis will be on marketing strategies, written tactics, and ways to develop a successful communications program. *3 credits*

PSMA 8514 Healthcare Economics

The study and application of economic process and methods pertinent to healthcare managers and policy practitioners. Traditional economic models pertaining to supply and demand, competition, market power, production function and efficiency are applied to the healthcare industry. Case studies reflect recent economic conditions and their application to real world management decisions. Recommended prerequisite: HCAD 7521. *3 credits*

PSMA 8517 Strategic Planning and Marketing in Healthcare Organizations

Study of the role, functions and application of strategic planning and marketing in healthcare organizations. Emphasis on the process of strategy assessment, development and implementation and the unique aspects of healthcare services and service design/performance as they interact with marketing plans. Prerequisites: HCAD 6005, 7513, 7521 and 8514 or permission of instructor. *3 credits*

PSMA 8518 Legal Aspects of Healthcare Organizations

Overview of legal issues associated with the delivery of healthcare and the legal pitfalls surrounding everyday practice and administration. Explores legal aspects of human resource administration in healthcare, as well as issues of liability and corporate responsibility. Prerequisites: HCAD 7521, 7513 or permission of instructor. *3 credits*

PSMA 8521 Quality and Information Management Systems

Overview of quality improvement and information management systems for health care leaders. Quality performance management models, approaches, tools and techniques are presented in the context of organizational culture and leadership. Management techniques applicable to the use of health information systems are discussed along with QI/QM applications and topics – computerized records, order entry systems, and electronic healthcare applications. Reviews current ethical, legal and policy implications and regulations. Recommended prerequisite: HCAD 6002. *3 credits*

PSMA 8523 Ethics in Healthcare Administration

Basis for analyzing medical and healthcare ethics involving clinical practice, legal dimensions, and public policy. Personal, professional, and organizational ethical dilemmas and decision-making responsibilities are discussed in the context of contemporary healthcare factors and environment. *2 credits*

PSMA 8531 Emergency Management and Health Security

As health professionals at all levels seek to understand the impact of natural and man-made disasters on health status, best practices for emergency management strategies are emerging. Using an all-hazards approach, this course provides an overview of emergency preparedness and its application to all aspects of a population's health. Focuses on issues such as bioterrorism, food security, pandemics, and other related topics. Skills necessary for performing risk vulnerability assessments and developing emergency management plans versus traditional operational processes will be covered. Recommended prerequisite: HCAD 7521. *3 credits*

PSMA 8711 Leadership Institute

This course provides an opportunity for intensive graduate study by examining the dynamic nature of leadership in the context of modern healthcare organizations. Students learn and apply leadership principles, theories, models and skills to enhance personal capabilities. Addresses ways of managing career decisions under conditions of accelerated change and focuses on the development of servant leadership skills. Prerequisites: HCAD 7513, 7514, 7522, and 8518 or permission of instructor. *3 credits*

Applied Research and Practice Experience

Pre-service students are required to take PSMA 7991. Other students are required to take PSMA 7991, PSMA 7992, or PSMA 7993, to be decided in consultation with a faculty adviser.

PSMA 7991 Internship

Designed for pre-service students or for those with fewer than two years of management experience, this course affords students an opportunity to learn management skills through onsite experience. The students must complete a minimum of 300 hours of managerial or administrative work under the tutelage of a public service, nonprofit, arts or healthcare administrator and complete all assignments given by the professor of the seminar associated with the internship. *3 credits*

PSMA 7992 Practicum

Consists of a 3-credit, group-consulting project related to an area of public service, nonprofit, arts or healthcare administration or management. The practicum typically requires the writing of a management report and the delivery of an oral presentation for the subject organization. All work is completed under faculty supervision. *3 credits*

PSMA 7993 Research Seminar

Designed for students currently working full time on a supervisory or management level in the healthcare, nonprofit, or public sector, as well as in the arts, this course gives each individual the opportunity to design and conduct a research project that focuses on a management or policy problem at his/her place of employment or in the public arena. The student presents methodology, results and recommendations both as a written capstone project and as an oral presentation. Students who have completed all degree requirements except the research seminar (PSMA 7993) must register for Thesis

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Continuation (THCN 7999) for the first semester subsequent to the research seminar (PSMA 7993) registration, and THCN 8000 from the second subsequent semester until the completion and presentation of the culminating research project. *3 credits*

PSMA 7997 Project Completion

This course is an independent study of some aspect of healthcare delivery, administration or policy. With the assistance of the instructor, the topic is of the student's own choosing. The course provides an excellent opportunity for the student to delve more deeply into an area of healthcare which he or she has not previously studied. The intended result of the project is for the student to make a contribution to his or her organization or profession. *3 credits*

Master of Healthcare Administration (On-campus and Online)

HCAD 6002 Research Methods and Statistical Analysis for Healthcare

This course reviews and applies research study design methodologies (quantitative, qualitative and mixed), as well as statistics for healthcare professionals and practitioners. Topics include descriptive and inferential statistics, issues in sampling and hypothesis testing, analysis of variance, and regression. Students use hands-on applications essential to developing, analyzing, and interpreting healthcare studies. Computer software is used for statistical analysis. *3 credits*

HCAD 6005 Financial Management and Control

Provides a hands-on approach to financial, budgetary and accounting concepts, processes and techniques relevant for healthcare managers. Emphasizes key financial management and control processes necessary for making successful financial decisions. Introduces strategic management tools such as break even analysis, contribution margin cost/volume/profit analysis and the use of balanced scorecards. *3 credits*

HCAD 7513 Healthcare Management

This course studies the role of the contemporary healthcare manager with emphasis on identifying basic managerial skills and knowledge that contributes to effective healthcare administration. Course materials focus on contemporary knowledge, skills and real-world applications for management of diverse healthcare organizations. Prerequisite: HCAD 7521 or permission of instructor. *3 credits*

HCAD 7514 Healthcare Financial Management and Accounting

Designed to enhance both analytical and decision-making skills, this course covers financial accounting as applied to healthcare organizations. Emphasizes tools for analyzing financial statements as well as key management issues (profitability and liquidity) and explores the use of debt as part of financial structure. Prepares students to apply financial management theory and concepts as real-world managers in the health services industry. Prerequisite: HCAD 6005 or permission of instructor. *3 credits*

HCAD 7518 Managing Community Health Systems

Designed to examine the manager's role, responsibilities and involvement in developing, implementing, and evaluating strategies for community health initiatives. Topics covered include community health assessment techniques, collaboration strategies, and the application of population management models for health promotion. Emphasis on managerial epidemiology (study of distribution and determinants of diseases) and its integration with health systems planning to meet local community needs. Prerequisite: HCAD 7521 or permission of instructor. *3 credits*

HCAD 7521 21st Century Healthcare Systems

Provides a systematic overview of the structures and organizations in US healthcare delivery systems with emphasis on interactions of governmental policy, authorities, delivery systems, financing of health care, regulation, competition, organizational innovations in healthcare services and alternate delivery strategies. Also examines stakeholder interests. *2 credits*

HCAD 7522 Healthcare Policy

A major overview of current U.S. health policies and their implications with in-depth study of the policy process and analytical approaches to decision making. Special emphasis on the nature and role of healthcare policy studies in decision-making. Also includes an examination of comparative international systems. Prerequisite: HCAD 7521 or permission of instructor. *2 credits*

HCAD 8514 Healthcare Economics

The study and application of economic process and methods pertinent to healthcare managers and policy practitioners. Traditional economic models pertaining to supply and demand, competition, market power, production function and efficiency are applied to the healthcare industry. Case studies reflect recent economic conditions and their application to real world management decisions. Prerequisite: HCAD 7521 or permission of instructor. *3 credits*

HCAD 8517 Strategic Planning and Marketing in Healthcare Organizations

Study of the role, functions and application of strategic planning and marketing in healthcare organizations. Emphasis on the process of strategy assessment, development, and implementation and the unique aspects of healthcare services and service design/performance as they interact with marketing plans. Prerequisites: HCAD 6005, 7513, 7521, and 8514 or permission of instructor. *3 credits*

HCAD 8518 Legal Aspects of Healthcare Organizations

Overview of legal issues associated with the delivery of healthcare and the legal pitfalls surrounding everyday practice and administration. Additionally, explores legal aspects of human resource administration in health care, as well as issues of liability and corporate responsibility. Prerequisites: HCAD 7521, 7513 or permission of instructor. *3 credits*

HCAD 8521 Quality and Information Management Systems

This course provides an overview of quality improvement and information management systems for health care leaders. Quality performance management models, approaches, tools, and techniques are presented in the context of organizational culture and leadership. Management techniques applicable to the use of health information systems are discussed along with QI/QM applications and topics - computerized records, order entry systems, and electronic health care applications. Reviews current ethical, legal and policy implications and regulations. Prerequisite: HCAD 6002 or permission of instructor. *3 credits*

HCAD 8523 Ethics in Healthcare Administration

This course offers students a basis for analyzing medical and healthcare ethics involving clinical practice, legal dimensions, and public policy. Personal, professional, and organizational ethical dilemmas and decision-making responsibilities are discussed in the context of contemporary healthcare factors and environment. *2 credits*

HCAD 8531 Emergency Management and Health Security

As health professionals at all levels seek to understand the impact of natural and man-made disasters on health status, best practices for emergency management strategies are emerging. Using an all-hazards approach, this course provides an overview of emergency preparedness and its application to all aspects of a population's health. Focuses on issues such as bioterrorism, food security, pandemics, and other related topics. Skills necessary for performing risk vulnerability assessments, developing emergency management plans, and crisis versus traditional operational processes will be covered. Prerequisite: HCAD 7521 or permission of instructor. *3 credits*

HCAD 8711 Leadership Institute

This course provides an opportunity for intensive graduate study by examining the dynamic nature of leadership in the context of modern healthcare organizations. Students learn and apply leadership principles, theories, models and skills to enhance personal capabilities. Addresses ways of managing career decisions under conditions of accelerated change and focuses on the development of servant leadership skills. Prerequisites: HCAD 7513, 7514, 7522, and 8518 or permission of instructor. *3 credits*

Applied Research and Practice Experience

Pre-service students are required to take HCAD 7991. Other students may select from HCAD 7991, HCAD 7992, or HCAD 7993, to be decided in consultation with a faculty adviser. Online students have an additional option – HCAD 7997.

HCAD 7991 Internship

Designed for pre-service students or for those with fewer than two years of management experience, this course affords students an opportunity to learn management skills through onsite experience. The students must complete a minimum of 300 hours of managerial or administrative

work under the tutelage of a healthcare administrator and complete all assignments associated with the internship. Seminar discussions link students' real world experience with common human resource management topics. Requires instructor approval. *3 credits*

HCAD 7992 Practicum

Consists of a 3-credit, group-consulting project related to an area of healthcare administration or management. The practicum typically requires the writing of a management report and the delivery of an oral presentation for the partner organization. All work is completed under faculty supervision. Requires instructor approval. *3 credits*

HCAD 7993 Research Seminar

Designed for students currently working full time on a supervisory or management level in healthcare, this course gives each individual the opportunity to design and conduct a research project that focuses on a management or policy problem at his/her place of employment or in the public arena. The student presents methodology, results and recommendations both as a written capstone project and as an oral presentation. Requires instructor approval. *3 credits*

HCAD 7997 Project Completion

This course is an independent paper or project based on an aspect of healthcare delivery, administration or policy. With the assistance of the instructor, the topic is of the student's own choosing. The course provides an excellent opportunity for the student to delve more deeply into an area of healthcare which he or she has not previously studied, or to relate the curriculum to their workplace. The intended result of the project is for the student to make a contribution to his or her organization or profession. Requires instructor approval. *3 credits*

Department of Psychology

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Faculty: Buckner; Burton; Fisher (*Internship Adviser*); Goedert (*Director of Graduate Studies*); Hovancik; Hunter; Joh; Levy; Lloyd; Nolan (*Chair*); Simon; Teague; Vigorito
Faculty Emeriti: Kendig; Lennon; Shannon

Programs of Study

The Department of Psychology offers the Master of Science (M.S.) in Experimental Psychology (with an optional concentration in Behavioral Neuroscience). 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 either for eventual entry into Ph.D. programs in scientific psychology or for students desiring to explore the field. Students completing this program will be in a better

position to apply for admission to doctoral programs in the field, including experimental psychology and neuroscience as well as doctoral degrees in scientist/practitioner programs in clinical or counseling psychology. Graduates may also go on to related areas of employment such as laboratory assistants, market researchers, science writers and community college instructors.

The Experimental Psychology graduate program consists of 36 credits typically completed in two years of full-time (9 credits per semester). The courses include traditional areas of psychological science with an optional concentration in behavioral neuroscience (BNS). The behavioral neuroscience concentration represents courses that are most directly relevant to behavioral studies of brain functioning.

The MS program offers two separate tracks for admission: a Thesis-track, in which students design, execute, and defend before a committee an experimental research study, or a Non-thesis track, in which students complete a scientific literature review instead of conducting an original research experiment. In both tracks, students are paired with faculty members to gain immersive experience in laboratory research.

Admission

Students applying for admission to the M.S. program in Experimental Psychology must choose both a track and a concentration:

Tracks:

- I. Empirical Research Thesis
- II. Non-Thesis/Literature Review

Concentrations:

- A. Psychological Science
- B. Behavioral Neuroscience

In addition to the general University requirements for admission to graduate studies, the Department of Psychology requires the following of all degree applicants.

- Applicants must have a baccalaureate degree and completed a minimum of 18 credits in psychology with at least a 3.0 (or B) grade point average. All applicants must have completed Introduction to Psychology, Psychological Statistics, and Research Methods. Additionally, it is preferred that applicants considering a concentration in Behavioral Neuroscience have taken Biological Psychology or the equivalent.
- Official transcripts of all previous academic work
- Official scores for the General Aptitude Test of the Graduate Record Examination (GRE).
- International students must submit an acceptable Test of English as a Foreign Language (TOEFL) score.
- Three letters of recommendation from individuals familiar with the applicant's academic and research ability.
- A personal statement of 300-400 words outlining your academic achievements, research interests, and career goals.

Master of Science Degree in Experimental Psychology: Thesis Track

12 courses (36 total credits)

Students must select a concentration:

- A. Psychological Science, or
- B. Behavioral Neuroscience

In general, each concentration consists of the following requirements:

A. Psychological Science, General

(without a concentration) - Students must consult with adviser for guidance on elective course selections.

Two General Experimental Required Courses

Four semesters of Independent Research
(Includes a Research Thesis)

Six Core Courses

B. Behavioral Neuroscience (BNS) Concentration

Two General Experimental Required Courses

Four Semesters of Independent Research
(Includes a Research Thesis)

Six Required Core Electives (indicated with * below)

Credits

Experimental Psychology General Requirements

PSYC 6100	Research Design and Analysis I	3
PSYC 6200	Research Design and Analysis II	3
PSYC 7201	Independent Research I	3
PSYC 7202	Independent Research II	3
PSYC 7203	Independent Research III	3
PSYC 8001	Thesis	3

Experimental Psychology Core Electives

CPSY 6001	Tests and Measurement	3
CPSY 6102	Developmental Psychology	3
CPSY 6103	Abnormal Psychology	3
CPSY 6105	Biological Basis of Behavior*	3
CPSY 7515	Social Psychology	3
CPSY 8521	Foundations of Neuropsychology*	3
DAVA 6010	Data Mining	3
DAVA 7000	Data Visualization	3
PSYC 6211	Principles of Learning and Behavior	
or CPSY 6505	Modification	3
PSYC 7101	Conditioning and Behavior*	3
PSYC 7102	Cognition*	3
PSYC 7103	Perception*	3
PSYC 7104	Psychopharmacology*	3

Note: Students must attend to any/all prerequisite requirements for each class, and should discuss concerns with the Director of Graduate Studies as soon as possible to avoid delays in coursework completion.

Also note: During a given semester, special topics PSYC courses may be offered, some of which may fulfill the BNS core electives requirement.

Master of Science Degree in Experimental Psychology: Non -Thesis Track

12 courses (36 total credits)

Students must select a concentration:

- A. Psychological Science, or
- B. Behavioral Neuroscience

In general, each concentration consists of the following requirements:

A. Psychological Science, General (without a concentration)

- Two General Experimental Required Courses
- One Scientific Writing Course
- Three Psychological Research/Literature Review Writing Courses
- Six Core Electives Courses-- Students must consult with adviser for guidance on elective course selections.

B. Behavioral Neuroscience (BNS) Concentration

- Two Experimental Psychology General Required Courses
- One Scientific Writing Course
- Three Psychological Research/Literature Review Writing Courses
- Six Required Core Electives Courses (indicated with * below)

PSYC 7102	Cognition*	3
PSYC 7103	Perception*	3
PSYC 7104	Psychopharmacology*	3
PSYC 8690	ST – Cognitive Development*	3
PSYC 8691	ST – Behavioral Neuroscience*	3

Note: Students must attend to any/all prerequisite requirements for each class, and should discuss concerns with the Director of Graduate Studies as soon as possible to avoid delays in coursework completion.

Also note: During a given semester, special topics PSYC courses may be offered, some of which may fulfill the BNS core electives requirement.

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 will take 24 graduate credits in the 5th 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 5th 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. The Behavioral Neuroscience concentration requires courses and research experiences that are most directly relevant to behavioral studies of brain functioning.

Either concentration in experimental psychology 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.

Experimental Psychology General Requirements (must take both; 6 credits total)

PSYC 6100	Research Design and Analysis I	3
PSYC 6200	Research Design and Analysis II	3

Scientific Writing Course (choose ONE; 3 credits total)

GMHS 7503	Scientific Writing	3
GMHS 7507	Scientific Inquiry	3
ENGL 6414	Scientific and Technical Writing	3

Psychological Research/Literature Review Writing Courses (9 credits)

PSYC 7111	Independent Laboratory Research I	3
PSYC 7112	Independent Laboratory Research II	3
PSYC 8002	Literature Review Writing	3

Experimental Psychology Core Electives (choose 18 credits)

CPSY 6001	Tests and Measurement	3
CPSY 6102	Developmental Psychology	3
CPSY 6103	Abnormal Psychology	3
CPSY 6105	Biological Basis of Behavior*	3
CPSY 7515	Social Psychology	3
CPSY 8521	Foundations of Neuropsychology*	3
DAVA 6010	Data Mining	3
DAVA 7000	Data Visualization	3
PSYC 6211	Principles of Learning and Behavior, or	
CPSY 6505	Behavior Modification	3
PSYC 7101	Conditioning and Behavior*	3

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Students may apply for the B.A./M.S. option during their junior year (second semester). For more information and course advisement, 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 of 3.0 or higher; Psychology GPA of 3.2 or higher
- Letter of recommendation from major adviser
- Personal Statement

Note: The GRE is waived for psychology majors applying to this program.

	Credits
Required Psychology Major Courses	
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 Psychology 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
DAVA 6010 Data Mining	3

DAVA 7000 Data Visualization	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

Note: Students must attend to any/all prerequisite requirements for each class, and should discuss concerns with the Director of Graduate Studies as soon as possible to avoid delays in coursework completion.

Also note: During a given semester, special topics PSYC courses may be offered, some of which may fulfill the BNS core electives requirement.

B.A. Psychology/M.A.E. Psychological Studies (3+2) Program 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. The 12 graduate credits earned count toward the completion of the bachelor's degree. Satisfactory completion of the M.A.E. program would enable entry into 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 and/or Dr. Sandra Lee, Program Director.

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 of 3.0 or higher; Psychology GPA of 3.2 or higher
- Letter of recommendation from major adviser
- Personal Statement

Note: The GRE is waived for psychology majors applying to this program.

Curriculum

Required courses:	Credits
PSYC 1101 Introduction to Psychology	3
PSYC 2311 Psychological Statistics	4
PSYC 3311 Research Methods	4

Two from PSYC 2211, 2212, 2214, 2216 Psychology as a Social Science	6
Two from PSYC 3213, 3215, 3216, 3217 (One with laboratory)	7
Psychology as a Natural Science	3
PSYC 5111 Seminar in Psychology	18
Psychology electives	Total 45
CPSY 6002 Counseling Theory	3
CPSY 6003 Counseling Skills	3
CPSY 8100 Cross-Cultural Psychology	3
Elective	3
	Total 12
Elective courses:	
CPSY 7101 Research Methods	3
CPSY 6105 Biological Bases of Behavior	3
CPSY 6303 Community Agencies/Counseling and 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

Note: Students must attend to any/all prerequisite requirements for each class, and should discuss concerns with the Director of Graduate Studies as soon as possible to avoid delays in coursework completion.

Course Descriptions

Course descriptions for all CPSY courses can be found under the Department of Professional Psychology and Family Therapy in the College of Education and Human Services section of this catalogue.

PSYC 6100 Research Design and Analysis I

This first of two courses in research design and analysis. Students will develop an understanding of basic statistical theory and research design with special emphasis on research designs that use analysis of variance (NOVA) and relate analysis. Students will learn to choose the appropriate

statistical techniques for a range of situations, and compute the statistics both by hand and with standard statistical software packages. *3 credits*

PSYC 6200 Research Design and Analysis II

The second of two courses in research design and analysis. This course introduces students to basic behavioral science research in psychology, with special emphasis on research designs that use various types of regression analyses. The course will help students read, understand, and interpret published literature as well as translate their ideas into practical research designs. Prerequisite: PSYC 6100. *3 credits*

PSYC 6211 (CPSY 6505) Principles of Learning and Behavior Modification

Basic and applied research from which current behavior modification techniques have been derived. Theoretical and ethical issues that have been raised by their application. Topics include classical and instrumental conditioning, observational learning and cognitive behavior modification. *3 credits*

PSYC 7101 Conditioning and Behavior

The primary research literature will be read to investigate traditional and contemporary views of conditioning. Emphasis is placed on how classical and instrumental conditioning procedures are used to examine how animals and humans learn, process, and remember information. How experience interacts with pre-organized, elicited behaviors will also be considered. *3 credits*

PSYC 7102 Cognition

The main theoretical models that explain how the mind works will be discussed and reviewed in light of the supporting/disconfirming data. The models discussed are the product of the interaction and integration of several areas of investigation: experimental psychology, neuropsychology, computer science, neurobiology and philosophy. The specific contribution of each area will be discussed. Also, some of the most recent studies on memory will be the topic of in-depth examination and discussion. Some of the most recent studies on memory will be the topic of in-depth examination and discussion. *3 credits*

PSYC 7103 Perception

Covers the major theoretical perspectives on perception, particularly the dispute over the adequacy or inadequacy of physical information for perception, and how learning, genetic factors, biological and neural factors, and physical dynamics also provide constraints on ultimate perception. Philosophical issues, and cases and implications of impaired perception are also considered. *3 credits*

PSYC 7104 Psychopharmacology

A comprehensive examination of the mechanisms by which drugs interact with the brain and behavior, with emphasis on the role of neurotransmitters systems. *3 credits*

PSYC 7111 Independent Laboratory Research I

Hands-on experience working on empirical research in the laboratory of a faculty member. May perform multiple tasks such as guiding human participants through an experiment,

coding data, working in an animal laboratory and/or assisting in administrative tasks. Can be taken once under each course number. *3 credits*

PSYC 7112 Independent Laboratory Research II

Hands-on experience working on empirical research in the laboratory of a faculty member. May perform multiple tasks such as guiding human participants through an experiment, coding data, working in an animal laboratory and/or assisting in administrative tasks. Can be taken once under each course number. *3 credits*

PSYC 7201 Independent Research I

This course is the first in a series of four formal research courses, and is to be taken the first semester of enrollment in the program. Students will identify an area of study, formulate a research question, and begin a literature review of relevant research and theory. This work will serve as a foundation for students' thesis development. Students will work closely with a faculty adviser. *3 credits*

PSYC 7202 Independent Research II

This course is the second in a series of four formal research courses, and is to be taken in the second semester of enrollment in the program. Students will complete literature reviews and refine their research questions. Students will also develop a written thesis proposal, to be approved by the adviser and a departmental committee. Upon departmental approval of the project, students will submit an application to the Institutional Review Board, or the Institutional Animal Care and Use Committee. Prerequisite: PSYC 7201. *3 credits*

PSYC 7203 Independent Research III

This course is the third in a series of four formal research courses, and is to be taken in the third semester of enrollment in the program. Upon approval of the Institutional Review Board or the Institutional Animal Care and Use Committee, students will commence data collection for their thesis projects. Students will create a database in preparation for conducting analyses. Prerequisite: PSYC 7202. *3 credits*

PSYC 7214 Cognition for Visualization.

An essential element of being able to create optimal visual displays of data is an understanding of the human cognitive system. What are its limitations? What are the data formats that it finds easiest to interpret? This course will survey basic and applied research on cognition with the goal of understanding how humans process information. Topics include attention, perception, memory, reasoning and decision making. This research will be applied to the design of visual displays of data that minimize cognitive processing load and maximize comprehension. Cross-listed with PSYC 3214 Cognitive Psychology. Prerequisite: C- or better in PSYC 1101. *3 credits*

PSYC 8001 Thesis

This course is the fourth in a series of four formal research courses, and is to be taken in the final semester of enrollment in the program. Students will finalize data analyses, write results and discussion sections, and complete the required oral defense of their theses. Prerequisite: PSYC 7203. *3 credits*

PSYC 8002 Literature Review Writing

This course is to be taken in the final semester of enrollment in the MS program in Experimental Psychology (non-thesis track) and involves the writing of a cumulative paper. Students take part in this course after having comprised reading lists and bibliographies (annotated) in consultation with an adviser. The purpose of the course is to facilitate independent non-empirical research by a student. Reviewing and critiquing the literature is a core skill for Masters-level students; competence demonstrates sound critical and scientific skills within a domain of experimental psychology. In order to receive credit for this course, students must obtain an acceptable grade from an adviser. Students should be prepared to revise and resubmit papers based on feedback from the adviser. Prerequisite: GMHS 7503, GMHS 7507 or ENGL 6414. *3 credits*

Department of Religion

Fahy Hall

(973) 761-9331

www.shu.edu/academics/artsci/ma-jewish-christian-studies

Faculty: Bossman; Brill (*Cooperman/Ross Endowed Chair of Jewish-Christian Studies*); Finkel; Frizzell (*Director, Institute of Judaeo-Christian Studies and Director of Graduate Studies*); Maloney; Sciglitano (*Chair*); Webb

The Department of Religion offers a Master of Arts degree in Jewish-Christian Studies, a Bachelor of Arts degree and minor in religious studies, as well as select graduate courses in religious studies.

Jewish-Christian Studies

Fahy Hall

(973) 761-9751

The Department of Religion awards the Master of Arts degree (36 credits) and graduate certificate (12 credits) in Jewish-Christian Studies. The curriculum covers all aspects of the relationship between Jews and Christians - their respective values and traditions.

Studies build critical academic bases for understanding Christians and Jews historically and phenomenologically. A Jewish-Christian critical awareness will equip graduates for many facets of interreligious and multicultural encounters.

Courses are rooted in the study of sacred texts in their historical and socio-religious world context, utilizing critical methods to promote an honest and in depth analysis of the individuals and communities that produced them. Courses examine the religious, ethical and social issues that are

central for understanding Christians and Jews today through cross-cultural and phenomenological studies and dynamic analysis.

The program is ideally suited for teachers in public, private and parochial schools; education and ecumenical administrators; clergy and seminarians; as well as generalists who seek the means to explore Jewish and Christian studies. Visit the website at www.shu.edu/academics/artsci/ma-jewish-christian-studies

The Foundation for Judaeo-Christian Studies

The Foundation for Judaeo-Christian Studies has supported the Master of Arts program in Jewish-Christian Studies since its inception in 1975. In addition to support for the administrative services of the program and an endowment for Walsh Library to purchase educational materials in the field, the Foundation sponsors the H. Suzanne Jobert Scholarship Fund which offers full or partial tuition assistance for matriculated students. Applications may be made to the program director. In addition to a commitment to complete the M.A. program and demonstrated financial need, the student should present an essay explaining how his or her participation in this program will lead to some contribution toward understanding and amity between Christians and Jews. Because funding is limited, the three criteria for acceptance are evaluated carefully by the scholarship committee.

The Sister Rose Thering Fund for Education in Jewish-Christian Studies

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, provides scholarships for teachers who want to learn more about promoting interreligious understanding and cooperation through education. Scholarships are available to teachers who wish to enroll as non-matriculated students and take up to 12 credits to receive a certificate of completion.

Please contact the Fund Office at (973) 761-9006 or marilyn.zirl@shu.edu for a scholarship application. Information can also be found at www.shu.edu/go/srte

Cooperman/Ross Endowed Chair of Jewish-Christian Studies

The Cooperman/Ross Endowed Chair of Jewish-Christian Studies in honor of Sister Rose Thering was created in 2007. The endowed chair allows the Department of Religion to increase its course offerings in the modern period of Jewish history and Jewish-Christian relations. It is held by Rabbi Alan Brill, Ph.D.

Admission

In addition to the general University requirements for admission, the department strongly recommends an interview or suitable correspondence with the department chair to determine the objectives of the student in relation to the resources of the department.

Students working for a degree normally gain an elementary knowledge of Hebrew early in the program, allowing them to enter the Hebrew mind-set of the writers.

With the approval of the department chair, professional, graduate and sufficiently advanced undergraduate students may take individual courses without fulfilling the above requirements. Participating auditors will be accepted for most courses.

Degree Requirements

For the Master of Arts degree in Jewish-Christian Studies, the department requires a selection from either of two programs of study in consultation with an adviser.

Required Course - 3 credits

JCST 6001 Christian Jewish Encounter

Thesis Program

Students in the thesis program are expected to complete 27 credits offered by the Department of Religion and 6 credits in the reading of Hebrew texts. Approval of the adviser must be obtained for all courses chosen. Three credits must be completed in JCST 9001 Thesis (with the topic approved by the Thesis Committee). The thesis must make a contribution to continuing research in some aspect of Jewish-Christian studies.

After consultation with the faculty, students with a strong background in research may choose to do a more extensive investigation of an approved topic and produce a thesis for 6 credits (JCST 9002).

Non-Thesis Program

Students in the non-thesis program will complete 36 credits in Jewish-Christian studies, selecting courses with the approval of the departmental adviser. Students must demonstrate a basic knowledge of biblical Hebrew.

Certificate in Jewish-Christian Studies

Required course - 3 credits

JCST 6001 Christian Jewish Encounter

Electives - 9 credits

Select three other courses in consultation with the Director of Graduate Studies.

Total: 12

Course Descriptions

Jewish-Christian Studies

JCST 6001 Christian-Jewish Encounter

Historical review of Christian origins and Jewish-Christian relations. Heritage of Christian faith and practice draws upon Jewish sources. The Vatican II Declaration on Non-Christian Religions and other pertinent documents. Tasks and challenges for the coming decades. *3 credits*

JCST 6005-6006 Biblical Readings in Hebrew Bible I and II

Complementing JCST 6010, selections from prose and poetry of the Hebrew Scriptures are studied grammatically, with an emphasis on their literary, historical and theological content. Examinations of the Hebrew world of thought as a vehicle for faith-expression. *2 credits each*

JCST 6007 Readings in Qumran Literature

Investigation of the major Hebrew texts peculiar to the Qumran community. Comparison with the grammar and vocabulary of the Biblical period. Implications of these works for contemporary Jewish history and theology. *2 credits*

JCST 6008 Rabbinic Readings in Hebrew

Readings may be coordinated with JCST 6012 and JCST 7044. Examples of Mishnah, prayer and Midrashim to distinguish between Biblical and Mishnaic Hebrew. *2 credits*

JCST 6010 Biblical Thought I: The Hebrew Scriptures

Course in three main parts: Hebrew thought contrasted with myths of the ancient Middle East, evaluating the basic themes and their presentation; the experience, nature and message of Hebrew prophecy; comparative study of Old Testament theology, analyzing the models and experiential hermeneutics of Judaism and Christianity. *3 credits*

JCST 6011 Biblical Thought II: Paul and John

Early Christian understanding of the mystery of God's life as shared with the people He has chosen. Integration of election, covenant and Torah into new perspectives. Use of the Hebrew Bible and the Jewish liturgy by the writers in their reflection on the person of Jesus and the nature of the Church. Letters of Paul and the Gospel according to John studied in detail. *3 credits*

JCST 6012 The Jewish Texture of the Gospels

Gospels studied redactionally, preserving an ongoing interpretation of the works and words of Jesus in light of the early Christian experience. Detailed account of the Jewish socioreligious background for a better understanding of both the Gospels and the Jesus tradition. Distortions and misconceptions persist due to a lack of phenomenological understanding of this crucial period. Course develops a new direction. *3 credits*

JCST 6013 Hebrews and Catholic Epistles

The investigation of New Testament texts, the Epistle to the Hebrews and the seven Catholic (general) Epistles, explores early Christian understanding of the faith in Jesus and moral life and its relation to the Jewish Scriptures and the Jewish people. *3 credits*

JCST 6014 Lessons from the Holocaust

Personal and societal impact of prejudice and hatred; exclusionary and destructive societal practices relating to race, gender, religion, sexual orientation, ethnicity and political views; institutionalized anti-Semitism in Germany under the Nazis; social world conditions that minimize personal freedoms and lead to genocidal behavior; probing alternative educational models. *3 credits*

JCST 6015 Cross-Cultural Analysis for Jewish-Christian Studies

Examination of social science models for studying the circum-Mediterranean world as the context for Jewish/Christian symbols and values; comparative study of Jews and Christians as distinct but related traditions in various social world contexts; the causes and effects of anti-Semitism; impact of individualism on Judaism and Christianity in a pluralistic society. *3 credits*

JCST 6016 Values for a Pluralistic Society

A study of pluralism as a system along with its concomitant social values: civil rights and responsibilities, individualism and diversity, separation of church and state, community building and prejudice reduction. Deriving resources from a cross-cultural study of Jewish and Christian sources, the course will examine various societal models for values-formation and practical guides for communicating values in a pluralistic socio-religious setting. *3 credits*

JCST 6017 Jewish and Christian Foundations for Social Service

This course will examine the biblical and theological foundations in Judaism and Christianity for promoting social services. It will study notable examples of such services through history and explore various agencies today that continue this tradition. The focus of the course will be on an understanding of the rationale as well as a motivational base for responding to social needs. The course is particularly suited to teachers seeking to foster social consciousness among students in public, private and parochial schools. *3 credits*

JCST 6020 Jewish History I: Bible to Talmud

Survey of the dispersion of the Hebrew people in the circum-Mediterranean world during the Second Temple period to the formation of the rabbinic canon; contextual reading of relevant ancient texts; examination of sects and factions within the House of Israel; the influences of Hellenism and Rome; effects of the break-off of Christianity; diversity among Jewish communities. *3 credits*

JCST 6021 Jewish History II: Medieval to Modern

Investigation of selected post-Talmudic developments and variations within Judaism: the Jews in Muslim lands; political and economic circumstances of Jews in Medieval, Renaissance and Enlightenment Europe; the rise of Hasidism and Zionism in Eastern Europe; the Holocaust; the State of Israel; Jews in pluralistic America. *3 credits*

JCST 6022 Judaism in the Second Temple Period

Development of Jewish spirituality and theology from 300 B.C.E. until the destruction of Jerusalem. Various interpretations of the Hebrew Scriptures. Deuterocanonical (apocryphal), pseudepigraphical works and Qumran scrolls assessed for their contribution to Judaism of the time.

3 credits

JCST 6024 Medieval Jewish Thinkers

Review of Jewish religious philosophy, beginning with Philo and the rabbis and continued with the appearance of the major medieval works. Comparative study with neo-Platonism, Aristotelianism and Kalam. Contribution of Jewish thinkers like Saadia Gaon, Bahya Ibn Paquda, Judah Halevi, Abraham Ibn Daud and Moses ben Maimon.

3 credits

JCST 6027 The Middle East in the 20th Century

Historical development of the Zionist movement from the late 19th century through the period of the Mandate and the establishment of the state of Israel. Conflict between Zionist movement and Arab nationalism. Post-1948 internal and external problems of Israel within the context of continuing hostilities with its Arab neighbors and the Palestinians. The peace process and the future development.

3 credits

JCST 6028 Modern Jewish Thinkers

Evaluates the works of Moses Mendelssohn, Samson Raphael Hirsch, Hermann Cohen, Leo Baeck, Franz Rosenzweig, Martin Buber, Achad Haam, Aaron David Gordon, Abraham Isaac Kook, Kaufman Kohler, Mordecai Kaplan, Abraham J. Heschel, Joseph Soloveitchik.

3 credits

JCST 6029 The Holocaust: History and Interpretation

Uniqueness of the tragedy. Historical background of anti-Semitism and racism (Gobineau and H.S. Chamberlain). Manner and method of genocide: boycott, burning of synagogues, concentration camps and gas chambers. Those involved and the "onlookers." Jewish and Christian reactions to the moral and theological issues. Literature concerning the Holocaust. Implications for Jewish-Christian dialogue.

3 credits

JCST 7030 Law and Ethics: Jewish and Christian Perspectives

Covenant and Torah in ancient Israel; Law and ethics in the wisdom tradition; Torah and commandments in the literature of the Second Temple period. Sadducees and the Qumran community; the Pharisaic teaching concerning written and oral Torah. Approaches of the New Testament writers and the Rabbis to Covenant, law and ethics. Great legal codes of Medieval Jewry; canon law; law versus Gospel in Luther's thought; Calvin's reverence for law. Ethics concerning the family and sanctity of life in modern thought. Structures in society as opposed to nihilism and terrorism.

3 credits

JCST 7031 Jewish Mysticism

Course traces the major themes of the Jewish mystical tradition from Biblical through Rabbinic, Kabbalistic and Hasidic epochs, using translations of classical sources. Approach is both phenomenological and historic, with

comparison between Jewish mystical thought and other mystical systems explored.

3 credits

JCST 7033 Biblical and Jewish Eschatology

Development of Hebrew thought concerning immortality and resurrection. Background of the early apocalyptic thought and hope expression. Models for community life and morality inspired by belief in the afterlife. Use of biblical ideas (Kingdom of God, new creation, retribution) in the Jewish and Christian liturgies. Modern views on the meaning of life and the eternal destiny of human beings.

3 credits

JCST 7034 Biblical Interpretation and the Religious Experience

Explores the modes of interpretation as related to religious experience through a study of the phenomena and the literary expression, paradigms and models, symbols and myth. Relates the biblical tradition as canonical scriptures for a worshipping community to the ongoing dialogue with the word of God in Midrash and Targum. Structure and meaning, guiding principles and hermeneutical systems; the dynamics of interpretation in ever-changing times.

3 credits

JCST 7035 Jewish Philosophy of Education

Important contributions of Jews to every area of western culture, studied in the context of the integrated approach to education from the biblical and Rabbinic periods. Themes in ancient literature followed into medieval and modern times as related to philosophy and practice.

3 credits

JCST 7036 Peace and War in Bible and Jewish Tradition

Review of biblical tradition (including New Testament) and rabbinic literature (such as Perek Hashalom) on the dynamic meaning and application of peace in the transpersonal and interpersonal realms. Study of war and violence and the vision of universal peace in Jewish thought, from early times to the modern period.

3 credits

JCST 7037 Jewish Law

This course presents a tripartite review of the Rabbinic tradition and the legal sources, its history and development, conceptual dynamics as related to value system and comparative law. The course focuses on the relationship of law and ethics, of biblical codes and rabbinic works, of decision making with a view on contemporary issues.

3 credits

JCST 7038 Bible and Masorah

This course investigates how the biblical text was prepared by scribes from earliest times. There will be a comparison with the Qumran (Dead Sea) scrolls and other sources of the first century C.E. Careful attention to its Hebrew form will be accompanied by study of the translations into Aramaic and Greek.

3 credits

JCST 7041 Jewish Roots of Christian Spirituality

Christian faith and prayer (liturgical and personal) is rooted in the biblical heritage as experienced by the Jewish community. The challenge of early Christian adaptation to cultures of the Mediterranean and north Europe forms a background to a discussion of inculturation of liturgy of the Sacraments in modern society.

3 credits

JCST 7042 Dead Sea Scrolls and Variegated Judaism

Review of the latest scholarship and recent findings, especially the Dead Sea Scrolls, in relation to the critical period for the rise of Early Christianity and Rabbinic Judaism. Special attention to the variegated expressions of the biblical heritage, leading to uniformity, heretical tendencies and distinct forms. *3 credits*

JCST 7043 Jewish and Early Christian Prayer

Jewish prayer and worship in their intrinsic worth and as matrix of the Christian liturgy. Structure and meaning of the early tradition of prayer with reference to Temple, synagogue and home, as well as to calendar and celebration. Particular attention to early Christian prayers and symbols. *3 credits*

JCST 7044 Rabbinic Thought

Introduction to criticisms, structure and literary history of rabbinic material. Evaluation of the legal and value concepts of the rabbinic mind in light of various examples of the tradition. Current developments in the study of rabbinic Judaism. *3 credits*

JCST 7045 Jerusalem's Fall: Jewish and Christian Interpretations

Themes of land, Jerusalem and Temple as related to God and His people in the Hebrew Bible as part of both Jewish and Christian thought. Assesses the interpretative development of the destruction of Jerusalem and the Temple through the different strata of early tradition, focusing on specific prophetic motifs for evaluating the issue of theodicy. *3 credits*

JCST 7046 Teachings of Jesus

Critical and exegetical introduction to selected texts and themes illustrating the principal characteristics of the teachings of Jesus. Explanation of their significance in the Jewish context of that time and their impact on the disciples and the early Church, with a view of the socioreligious and experiential settings. *3 credits*

JCST 7047 Philosophic Perspectives on the Shoah

This course seeks to engage students in a critical consideration of the moral, religious and theological implications of the Holocaust. This course will start with the classic positions of Fackenheim, Greenberg, Berkovits, and Rubenstein. It will then move to the thought of the last two decades, incorporating both Jewish and Christian thinkings, including: Levinas, Hauerwas, Tracy, and Jonas. We also look at a variety of contemporary religious positions. Topics covered will include challenges to religion, lessons for preventing future genocide, and possibility of forgiveness, the need for ethics and bioethics. *3 credits*

JCST 7511 Special Topics

3 credits

JCST 7520, 7525 Independent Study

3-4 credits

JCST 9001-9002 Thesis

3 credits each

Religion

RELS 6110 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. *3 credits*

RELS 6121 Archaeology and the Bible

Exploration of the land of the Bible and artifacts of biblical times, reviewing discoveries important for biblical studies. Examination of the values and of the limitations of archaeology for biblical studies and of the values and limitations of the Bible in archaeological studies. *3 credits*

RELS 6433 Women, World Religions and Human Rights

We will examine the role of the world's religions in defining the nature, roles, and rights of women. We will look at 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 6434 Women, Gender, and Islam

We will examine 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*

Interdisciplinary Programs

Data Visualization and Analysis Certificate Program

Science and Technology Center (McNulty Hall) Room 116
(973) 761-9466, dava@shu.edu

Director: Manfred Minimair, Department of Mathematics and Computer Science

The program is offered by the Department of Mathematics and Computer Science and the Department of Psychology. This pioneering program identifies the skills and knowledge that information workers need to succeed. It trains students to communicate information clearly and effectively through graphic depictions that stimulate and encourage viewer engagement. The students learn how to analyze and portray complex data in an attractive and vivid design format. The students practice preparing real-world data for storing in databases, analyzing data with statistics and machine-learning tools, and using visualization in order to study data and present findings.

Prerequisites

- PSYC 1101 Introduction to Psychology (minimum grade of C-), or equivalent
- Minimum undergraduate GPA: 2.75
- Graduate admission to Seton Hall University

Curriculum

The certificate is earned by completing 15 course credits and an additional 3-credit internship, for a total of 18 credits.

Data Visualization and Cognition (6 credits)

DAVA 7000 Data Visualization
PSYC 7214 Cognition for Visualization

Data Analytics (6 credits)

DAVA 6010 Data Mining
PSMA 6002 Research Methods and Statistical Analysis (or CHEM 6212, GMHS 7500 and 7508, PSYC 6100 and 6200 for majors with these courses)

Practical Experience (3 credits)

DAVA 8011 Intern in Visual Analytics
or

DAVA 8021 Project in Visual Analytics

Elective (choose one of the following 3-credit courses)

COGR 6323 Presentation Graphics
COST 7220 Effective Presentations
EDST 6215 Computer Graphics
EDST 6304 Production I: Visual Communication Design
GMHS 7604 Survey Design in Health Care

Course Descriptions

DAVA 6010 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. Prerequisites: B.A. or B.S. undergraduate degree with GPA of at least 2.75. *3 credits*

DAVA 7000 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. *3 credits*

DAVA 8011 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 7000 and PSYC 7214 are prerequisites with an average 2.5 GPA on each. DAVA 6010, and PSMA 6002 (or equivalent) are co-requisites. *3 credits*

DAVA 8021 Project in Visual Analytics

Students participate in a project in visualization and data analysis under the guidance of a faculty member in the Departments of Mathematics and Computer Science. The topic of the project is closely integrated with the learning experience in the prerequisite course on visualization and in the co-requisite courses on data mining and on statistics. The topic is chosen in consultation with faculty guiding the project. Prerequisites: DAVA 7000 and PSYC 7214 with an average 2.5 GPA on each. DAVA 6010, and PSMA 6002 (or equivalent) are corequisites. *3 credits*

Multidisciplinary Certificate in Gerontology

Fahy Hall
(973) 761-9471

Faculty: Arancibia; Blake; Bunnage; Corrigan; Heer;
Quartaro (*Coordinator*)

This concentration of study is designed for those who wish to understand and advance the quality of life of older persons. Although most courses are offered at the baccalaureate level, the certificate program is open to post-baccalaureate students. More information about this certificate can be found in the undergraduate catalogue. Interested students may also contact the gerontology coordinator, Dr. Emma Quartaro, D.S.W., at (973) 761-9471 or emma.quartaro@shu.edu

Course Descriptions

These courses may be used as electives in various graduate degree programs.

SOWK 6411 Children and 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. *3 credits*

SOWK 6435 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 6911 Introduction to Gerontology

Overview and critical analysis of the basic facts about aging including demography, biology, psychology, sociology and policy analysis with emphasis on applied aspects of gerontology for advanced students and practitioners in the field. *3 credits*

SOWK 6912 Psychosocial Aspects of Aging

Critical analysis of the person/situation of older adults focusing on factors contributing to behavioral stability and change over time. Includes age-relevant aspects of personality theory (ego psychology) and general systems analysis within the ecological perspective (life model) of direct service practice. *3 credits*

Stillman School of Business



Jubilee Hall, 5th and 6th Floors
(973) 761-9222
business.shu.edu

Dean: Joyce A. Strawser, Ph.D.

Associate Dean of Academic Services:
Karen A. Passaro, M.B.A., J.D.

Associate Dean of Undergraduate Assessment and External Relations: Leigh M. Onimus, M.B.A., J.D.

Director of Graduate Admissions, Stillman School:
Catherine Bianchi, M.B.A.

MBA Director: Ann M. Mayo, Ph.D.

Undergraduate Program Director: Penina Orenstein, Ph.D.

Director of Scheduling and Analysis: Sung J. Shim, Ph.D.

Director of Administrative Services: Daniela Reed, B.S.

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.

Seton Hall University's Stillman School of Business, established in 1950, provides professional education geared toward the complex practical needs of business leaders. The Stillman School maintains professional accreditation from the Association to Advance Collegiate Schools of Business International (AACSB). Seton Hall was the first private university in the state of New Jersey to have earned this distinction, which recognizes that its business programs meet the highest academic and professional standards.

The Stillman School offers a Master of Business Administration (M.B.A.), as well as Master of Science (M.S.) degrees in Accounting and Professional Accounting.

Joint degree offerings include the B.A. or B.S./M.B.A. (for both business and non-business majors), M.B.A./J.D., M.B.A./M.A.D.I.R, and M.B.A./M.S.N. in Health Systems Administration. Accounting students in the Stillman School's B.S. in Business Administration program are eligible to apply to the combined B.S./M.S. in Professional Accounting program.

The school offers certificates in several business discipline areas (Certificates of Advanced Study). These include the Certificate in Entrepreneurial Studies, the Certificate in Graduate Business, and the Certificate in Graduate Taxation. Undergraduate degree programs also are available. Seton Hall graduate students in most University programs can earn a Certificate in International Business.

To support and enhance its academic programs, the Stillman School has established the Division of Research and Teaching, the Center for Sport Management, the Institute for International Business, the Market Research Center, and the Center for Entrepreneurial Studies.

The University's Teaching Learning and Technology Center (TLTC), encourages and supports information technology literacy and application, and provides technology support services. All business students should maintain Seton Hall University e-mail accounts in order to keep abreast of current University activities.

Graduate Business Departments, Centers and Institutes

Department of Accounting and Taxation

Faculty: Abdallah; Easton (*Director, Graduate Tax Programs*); Fried; Gelb; Henry; Holtzman (*Chair*); Mest (*Director, Graduate Accounting Programs and Adviser*); Murtuza; Strawser

Department of Computing and Decision Sciences

Faculty: Epstein; Orenstein; Ramnarayanan; Rosenthal (*Chair*); Shim; Viswanathan; Weitz; Wilamowsky

Department of Economics and Legal Studies

Faculty: Amoroso; Cordo; Cotet; Hunter (*Chair*); Kant; Rothhoff; Shannon

Department of Finance

Faculty: Calluzzo; Itzkowitz; Lee; Loviscek (*Chair*); Riley; Rothbort; Tang; Xu; Yoon

Department of Management

Faculty: Alexander; Amar; Boroff; Gentile; Mayo; McCarthy; McCrea; Modlin; Reuter; Scherreik; Yin (*Chair*); Young

Department of Marketing

Faculty: Kritz; Ladik; Lozada; Pirog (*Chair*); Warner; Wisenblit

Division of Teaching, Research and Learning

Lozada (*Director*)

Center for Entrepreneurial Studies

Scherreik (*Director*)

Center for Securities Trading and Analysis

Riley (*Director*)

Center for Sport Management

Faculty: Mayo (*Director*); McCarthy; Gentile; Rothhoff

Institute for International Business

McCarthy (*Director*)

Market Research Center

Director: Adam Warner, M.B.A.

Program Website:

<http://www.shu.edu/academics/business/market-research/>

The Market Research Center provides a hands-on learning environment and programs for students to gain practical market research skills and experience. At the Center, students, faculty, and business clients partner together on customized market research projects across a variety of industries.

Located on the 6th floor of Jubilee Hall, the Center features state-of-the-art facilities including an interview/conference center, observation room, and audio-visual recording equipment. Students learn transferable market research skills with the opportunity to conduct interviews, moderate focus groups, create web-based surveys, uncover insights and develop actionable solutions for real business clients.

For more information, for both students wishing to learn more about the Market Research Center or the Market Research Certificate, and businesses interested in learning more about partnering with the Market Research Center, please visit our website or contact us directly at (973) 275-6489.

Micah Center for Business Ethics

Amoroso (*Director*)

The Seton Hall Sports Poll Conducted by The Sharkey Institute

Gentile (*Director*)

Graduate Business Programs

General Academic and Professional Objectives

Organizational success depends upon people who deeply understand current practices and interdisciplinary business issues and possess strong leadership, management, decision-making and communication skills.

The Master of Business Administration (M.B.A.) and Master of Science (M.S.) programs serve the needs of their respective constituencies in a variety of ways. Both the M.B.A. and M.S. degrees incorporate practical responses to the rapidly changing business environment including, but not limited to, the effects of technology, diversity and globalization. The M.B.A. provides the comprehensive and broad-based management skills and knowledge required of today's business leaders in all fields. Each M.S. program focuses on one specific field, providing managers with updated skills and information in their respective areas.

Convenience of Graduate Course Offerings

Coursework in the M.B.A. and M.S. programs is geared in content and format to professionals employed full-time. Most upper-level classes meet one evening per week starting at 6:15 p.m. or 8:35 p.m. For added convenience, students can usually take two courses (or a 4-6 credit module) back-to-back in one evening, thereby accelerating degree completion.

Graduate Business Program Admission Requirements

Although graduate applications are considered on a rolling basis, the 2012-13 priority application deadlines are May 31 (Fall), October 31 (Spring) and March 31 (Summer). Admission is selective. Applicants must hold a baccalaureate degree from an accredited college or university. The Stillman School welcomes applicants from business and non-business undergraduate majors.

While all requests will be considered based on individual merit, a minimum GPA of 3.0 (on a 4.0 scale) and a minimum GMAT score of 500 (or equivalent GRE results) are required. The Graduate Admissions Committee of the Stillman School reviews all of the following submitted evidence of relevant professional and academic potential:

- work experience and credentials;
- personal statement;
- grade point averages;
- letter of professional or academic recommendation (three letters required for sport management applicants); and
- scores on the GMAT/GRE.

Students who have satisfied the following criteria may be waived from taking the GMAT/GRE per a written request to the Director of Graduate Admissions:

- Applicants who hold a D.C., D.D.S., D.V.M., J.D., M.D., Pharm.D or Ph.D. degree;
- Applicants who hold a previous M.B.A. degree from an AACSB-accredited institution;
- Applicants who hold an M.S. in a business-related field with five or more years of work experience;
- M.B.A. applicants who satisfy the criteria for "Alternate Route" admission (senior managers who have at least 10 years of full-time managerial work experience);
- M.S. Professional Accounting applicants who have passed the Uniform CPA Examination;
- M.S. Professional Accounting applicants with a GPA in accounting concentration courses of 3.5 or higher (The GPA computation must be based on at least four concentration courses, including Intermediate Accounting I and II - BACC 3110 and 3111, or equivalent - earned at an AACSB-accredited school.); and
- M.B.A. applicants who have successfully completed all parts of the Uniform CPA Examination or Level III of the CFA Exam.

You can find information pertaining to GMAT dates and locations at www.gmat.com. Another excellent source for that information (and taking "practice tests") is www.mba.com

Graduate Business Program Application Procedure

The Stillman School utilizes a self-managed application packet that affords the student the opportunity to send all the required materials together, or individually as they are acquired. We encourage you to apply online. Our online application system allows you to upload your résumé and personal statements with your electronic application. We must receive the following before formally reviewing your application:

- Stillman School application form;
- official transcript from each college and university attended for credit toward all previous degrees (including Seton Hall);
- official GMAT score (or GRE results);
- official TOEFL score or IELTS international applicants only);
- written 250-500 word personal statement;
- résumé;
- one professional or academic recommendation (three for sport management applicants);
- copies of relevant professional certificates and licenses;
- full application fee, either by credit card or a check made payable to Seton Hall University; and
- for international applicants, an official course-by-course evaluation of all transcripts from institutions not accredited in the United States or Canada, as described below under "International Applicants."

Students applying to our joint degree programs M.B.A./M.S.N. with the College of Nursing, or the M.B.A./M.A.D.I.R. with the School of Diplomacy and International Relations are required to fill out a separate application for each school/college. Candidates applying to the M.B.A./J.D. must submit the GMAT scores to the Stillman School and the LSAT scores to Seton Hall Law School. Candidates also should submit official transcripts and official GMAT/GRE scores to both units. The candidate must meet the admissions standards and be accepted by each school in order to enter the joint program. All joint program applications are subject to the same deadlines as the other graduate business programs offered by the Stillman School.

Students applying to any certificate program offered by the Stillman School of Business must submit a completed application form, official transcripts from all colleges attended, a professional résumé and the full application fee either by credit card or a check made payable to Seton Hall University.

Individual programs reserve the right to require additional information or requisites pertinent to their specific areas. To receive an application packet, contact the Stillman School's Office of Graduate Admissions, (973) 761-9262 or e-mail busgrad@shu.edu

International Applicants

International applicants must hold an undergraduate degree that represents the equivalent of four years of undergraduate study in the United States. Transcripts from institutions not accredited in the United States or Canada must be evaluated by one of the following agencies:

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

All evaluations must be course-by-course evaluations, as confirmation of course level and degree equivalency. We will not consider applications submitted without credential evaluations for admission or transfer credit evaluation. Applicants are responsible for all costs associated with credential evaluations.

In addition to satisfying all the academic criteria for regular admission, international applicants must also meet the standards enforced by the Office of International Programs to be granted an F-1 student visa from Seton Hall University. International applicants must submit additional documentation along with their M.B.A. or M.S. applications. For specific requirements, please consult the website of the University's Office of International Programs at www.shu.edu/offices/oip-index.cfm

Study as a Nonmatriculated Student

Students may begin their graduate studies at the Stillman School on a nonmatriculated basis. Any student holding a 4-year undergraduate degree from an accredited college or university may take up to a maximum of 12 credits within 12 months (no more than 6 credits per semester) in any of our graduate programs. Please consult the Office of Graduate Admissions for procedures and policies relating to study as a nonmatriculated student.

Academic Information

Academic Standing

In order to be admitted into the Graduate Business Capstone course and certified for graduation, students must have a cumulative GPA of 3.0. A student whose GPA falls below 3.0 will be placed on probation. Each student's academic progress will be reviewed after the completion of 12 additional credits. At that time, if the student's GPA does not meet the 3.0 requirement, the student will be subject to dismissal from the program.

Leave of Absence

Students unable to register for a regular semester because of illness, extraordinary job requirements, military service or other reasons may be granted a leave of absence without penalty. A leave of absence is ordinarily limited to one year. Requests for a leave of absence must be made in writing to

the Stillman School's Associate Dean of Academic Services. Students who have been granted such leave must apply for reactivation no less than eight weeks prior to the start of the semester in which they plan to return.

To activate an application that has expired or to continue taking classes after a leave of absence longer than one year, a student must contact the Office of Graduate Admissions and submit the following documents: a new letter of recommendation, an updated professional résumé, a new application form and a \$25 reapplication fee.

Advanced Standing

Graduate credits earned in an AACSB-accredited business program within the last five years may be accepted in partial satisfaction of degree requirements by the Stillman School. A maximum of 6 credits may be accepted when the grade earned is "B" or higher and the course has not been applied to a prior degree. Students requesting transfer credits should write to the Stillman School's Associate Dean of Academic Services. Evaluations and transfer of credits are made on the basis of specific courses having substantial similarity of content to courses offered in the respective graduate program. For the M.B.A., all students must complete at least 30 credit hours of coursework at the Stillman School.

Visiting Students

Graduate students in good standing at other universities may be granted permission to register for up to 12 credits at the Stillman School by submitting a letter of authorization from the dean of the graduate school in which they are enrolled and by filing a non-matriculated student application. No visiting student may register for any graduate course in the Stillman School without the approval of the respective program director. For more information regarding this procedure, contact the Office of Graduate Admissions at (973) 761-9262 or visit <http://www.shu.edu/applying/graduate>

Time Limit

Candidates for the degree of Master of Business Administration or Master of Science are expected to fulfill all requirements for the degree within five years after they have commenced their studies. Official leaves of absence may be granted by the Associate Dean of Academic Services, and such absences may extend the completion time of the degree to six years.

Graduate Assistantships

The Stillman School awards graduate assistantships each semester to a number of accepted full-time students exhibiting high academic and professional potential. Graduate assistants are assigned a maximum of 20 hours of work per week in support of faculty research and administrative functions. The award consists of a two-semester, renewable appointment with a stipend of \$450 per month and remission of tuition for a maximum of 12 credits per Fall and Spring semesters at the graduate business rate.

Applications for these assistantships must be obtained from the Stillman School's Student Information Office (973) 761-9222, and be submitted, along with a résumé describing technical and administrative skills, by the following priority deadlines:

- Fall Semester - May 31
- Spring Semester - October 31
- Summer Semester - March 31

Master of Business Administration

Degree Requirements

The M.B.A. curriculum is designed to provide a strong foundation in accounting, economics, the behavioral and quantitative sciences, and the functional areas of business. The Pre-Qualification, Foundation and Essential Knowledge Sequences provide the base from which each student can select a concentration area.

Currently, concentrations include accounting, finance, information technology management, international business, management, marketing, sport management and supply chain management. Students are required to complete 12 credits in their chosen concentration (13 credits for sport management; 15 credits for accounting).

The remaining credits are electives selected from a field in the M.B.A. curriculum other than the student's field of concentration. No more than two elective courses can be from a single discipline. The capstone of the program, Business Policy (BMBA 9400), which is normally taken in the last semester, integrates the knowledge gained in previous courses.

In recognition of the University's mission to mould students as global servant leaders, students are required to complete 20 hours of volunteer work for a community-based organization of their choice (M.B.A. Service Project), with approval of the Corporate Social Responsibility Course Coordinator. M.B.A. candidates also must participate in an assessment process that includes a comprehensive case analysis and an exit interview.

After completing the program, students will have acquired the necessary background to integrate concepts and techniques from all of the business disciplines.

M.B.A. Curriculum

I. Pre-Qualification Sequence (see description below)

II. Foundation Sequence - 16 credits

	Credits
BMBA 9111 Analytical Methods and Information Systems for Business	4
BMBA 9112 Accounting and Legal Considerations	4
BMBA 9113 Financial and Economic Analysis	4
BMBA 9114 Organizational and Market Dynamics	4

Full-time students may take BMBA 9111 and BMBA 9112 concurrently, and both of those courses must be completed before taking BMBA 9113 and BMBA 9114. Part-time students must take all of the Foundation courses sequentially.

III. Essential Knowledge Sequence - 4 credits

BMBA 9201 Corporate Social Responsibility	2
BMBA 9202 International Perspective	2

IV. Breadth Sequence (Elective Courses) 8

Eight credits to be selected from graduate offerings outside the primary concentration area (but within the Stillman School) or from BMBA (interdisciplinary) elective courses, with no more than two courses from any single discipline.

V. Concentration 12-15

A minimum of 12 credits from one of the following tracks:

Note: The Foundation Sequence courses (BMBA 9111-9114) are prerequisites for all concentration courses.

Accounting (15 credits)¹

Finance

Information Technology Management

International Business²

Management

Marketing

Sport Management (13 credits)³

Supply Chain Management

VI. Capstone

BMBA 9400 Business Policy Capstone	2
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¹ Students are required to take the following courses: BACC 7100, BACC 7114, either BACC 7121 or BACC 7122, and BACC 7123. Successful completion of the program meets New Jersey educational requirements for the CPA license. However, because the M.B.A. is a broad-based degree, students who wish to prepare for the CPA examination and/or a career in public accounting may obtain more comprehensive preparation through one of our specialized master's in accounting programs. Prospective students should discuss their options with the Director of Graduate Accounting Programs.

² BMGT 6900 and three additional 3-credit courses are required for the International Business concentration.

³ Students are required to take BSPM 7101 as one of their concentration courses and to complete two 3-credit internship courses (BSPM 7591 and 7592) as part of the Breadth Sequence requirement. The requirement to take BSPM 7591 and 7592 may be waived, at the discretion of the Director, for full-time industry employment or for non-credit internship if the student opts to complete a second concentration. Due to specific course sequencing and the internship requirement, it may not be possible to complete the MBA with a Sport Management concentration in 18 months.

Pre-Qualification Sequence

Pre-qualification courses are designed to help students update and refresh their basic business skills. All students must complete the pre-qualification sequence as outlined below, or be waived from certain courses based upon prior coursework or by opting for and passing a challenge examination. Many pre-qualification courses are web-based. The time required to complete these courses generally ranges from 12 to 30 hours. The pre-qualification courses and the M.B.A. core courses for which they are required are:

Legal Studies:	BMBA 8009 (Required for BMBA 9112 and 9113)
Accounting:	BMBA 8010 (Required for BMBA 9112 and 9113)
Economics:	BMBA 8011 (Required for BMBA 9113)
Finance:	BMBA 8013 (Required for BMBA 9113)
Math:	BMBA 8018 (Required for BMBA 9111 and 9113)
Statistics:	BMBA 8019 (Required for BMBA 9111 and 9113)
ITM:	BMBA 8020 (Required for BMBA 9111 and 9113)

Students may be granted waivers of pre-qualification courses on the basis of their prior coursework. The waiver policies for specific pre-qualification courses are as follows:

Legal Studies: Business Law, Legal Environment of Business or the equivalent taken within five years of enrolling in the M.B.A. program. Students may opt to take the Legal Studies Pre-Qualification Challenge Examination; a passing grade on that exam will waive the requirement to take the pre-qualification course.

Accounting: Financial Accounting or the equivalent taken within seven years of enrolling in the M.B.A. program or undergraduate degree in accounting. No challenge examination available.

Economics: Six credits of undergraduate economics taken within seven years of enrolling in the M.B.A. program. A student with only 3 credits of undergraduate economics may opt to take the Economics Pre-Qualification Challenge Examination; a passing grade on that exam will waive the requirement to take the pre-qualification course.

Finance: A business degree earned or any basic finance course taken within five years of enrolling in the M.B.A. program. No challenge exam available.

ITM, Math and Statistics: Three areas of prerequisite knowledge are covered. These areas are: (1) basic mathematics; (2) basic statistics; and (3) information technology “office” skills (i.e., proficiency in spreadsheet design). All entering students must either place out of each of these skill areas via the corresponding “challenge” exam offered by the School, or take and pass the pre-qualification course in that area. The Math pre-qualification course (BMBA 8018) will be waived for students who possess an undergraduate degree with a major in math.

Second Concentration Option

The second concentration option allows students to complete 12 credits of coursework (13 credits for sport management; 15 credits for accounting) in an additional concentration area. Two options are provided:

- (1) students may count **one** 3-credit second concentration course toward the Breadth Sequence requirement. The degree will increase by 9 credits (10 for sport management; 12 for accounting); or
- (2) students may take **all** second concentration courses outside of their Breadth Sequence requirement. The degree will increase by 12 credits (13 for sport management; 15 for accounting).

Master of Science Programs

The Stillman School’s Department of Accounting and Taxation offers Master of Science (M.S.) degrees in accounting and professional accounting.

Note: Program directors must be consulted concerning prerequisite coursework, course sequencing and choice of electives. Students lacking prerequisite knowledge may need to successfully complete additional coursework/credits or part of the M.B.A. Pre-Qualification Sequence in order to fulfill the M.S. requirements. Additional program-specific requirements are included under each degree and are subject to change as required by the Stillman School.

Mission Statement - Department of Accounting and Taxation

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.

Master of Science in Accounting

Director: David Mest, Ph.D.

(30-36 credits; total credits depending on prior completion of prerequisite coursework.)

Seton Hall’s Master of Science (M.S.) in Accounting is geared toward graduates of non-accounting programs. The program is of particular interest to candidates with liberal arts, social science, education, nursing or engineering degrees. Students can earn this academic credential in accounting while preparing for eligibility for such certifications as the CPA, CMA, and CIA.

Degree Requirements

Completion of the M.S. in Accounting requires a minimum of 30 credits of approved coursework, composed of 21 credit hours of required courses and 9 credit hours of accounting or taxation electives.

Three restrictions apply: First, no course may be transferred if it has been applied to a prior degree. Second, a minimum of 24 credit hours of coursework must be completed at the Stillman School. Third, students may not repeat courses taken previously at the graduate or undergraduate level.

As part of the graduation requirements for the M.S. in Accounting, students are required to successfully participate in an assessment panel and complete a post-assessment test, preferably in their last semester before graduation.

Prerequisite Knowledge

The only prerequisite requirements are courses in basic financial and managerial accounting. At Seton Hall, these prerequisites may be satisfied by successfully completing the sequence at the undergraduate (BACC 2103, 2104) or graduate (BMBA 9112) levels.

Upon acceptance into the program, all students must meet with the program director to draw up a plan of study.

Course Sequence and Program Length

Candidates for the master's degree are expected to fulfill all degree requirements within a maximum of five years after they have begun their studies. The program can be completed in approximately 1.5 academic years (evenings only).

M.S./Accounting Curriculum

I. Required Courses (21 credits)		Credits
BACC 7100	Financial Reporting	6
BACC 7114	Cost Accounting	3
BACC 7121	Federal Income Taxation of Individuals	3
BACC 7123	Auditing	3
BACC 8001	Financial Accounting Seminar	3
BLAW 7313	Uniform Commercial Code	3
II. Elective Courses (9 credits)		
Approved Accounting or Taxation electives		9
<i>(Consult program director for approved electives.)</i>		
Total:		30

Master of Science in Professional Accounting (30 credits)

Director: David Mest, Ph.D.

Seton Hall's Master of Science in Professional Accounting is intended to help students meet the 150-credit hour requirement, which will enable accounting majors to qualify to sit for the CPA exam in the state of New Jersey and earn a graduate degree at the same time.

This curriculum, also suited for accountants seeking to upgrade their skills, was developed in collaboration with top-level specialists to provide a practical graduate accounting education. It caters to those who agree that:

- those proactively securing a competitive edge in this increasingly innovative field will be most marketable as tomorrow's senior-level accounting professionals; and
- organizational success relies on those who demonstrate strong leadership, management and decision making skills in combination with a comprehensive understanding of current practices and interdisciplinary issues in their field.

Degree Requirements

Completion of the M.S. in Professional Accounting requires a minimum of 30 credits of approved coursework, composed of 21 credit hours of accounting courses and 9 credit hours of non-accounting courses.

Three restrictions apply:

- no course may be transferred if it has been applied to a prior degree;
- a minimum of 24 credit hours of coursework must be completed at the Stillman School; and
- students may not repeat courses taken previously at the graduate or undergraduate level.

As part of the graduation requirements for the M.S. in Professional Accounting, students are required to successfully participate in an assessment panel and complete a post-assessment test, preferably in their last semester before graduation.

Course Sequence and Program Length

Candidates for the master's degree are expected to fulfill all degree requirements within a maximum of five years after they have begun their studies. The program can be completed in approximately one year (evenings only).

M.S./Professional Accounting Curriculum

I. Accounting Courses (21 credits)		Credits
<i>A. Required Courses</i>		
BACC 8001	Financial Accounting Seminar	3
BACC 7122	Federal Income Taxation of Business	3
<i>B. Accounting Electives*</i>		
Select 15 credits		
BACC 7101	Financial Statement Analysis	3
BACC 7106	Financial Instruments	3
BACC 7114	Cost Accounting	3
BACC 7117	International Accounting	3
BACC 7119	Fund Accounting	3
BACC 7121	Federal Income Taxation of Individuals	3
BACC 7123	Auditing	3
BACC 7126	Enterprise-Wide Accounting Info. Sys. I	3
BACC 7127	Enterprise-Wide Accounting Info. Sys. II	3

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BACC 7128	Advanced Accounting	3
BACC 7190	Accounting Internship I	3
BACC 7191	Accounting Internship II	3
BACC 7199	Directed Research	3
BTAX	Any BTAX course(s)	3-15

II. Business Courses (9 credits)

A. *BLAW 7313 Uniform Commercial Code* 3

B. *International Business Courses*

Select 3 credits

BACC 7117	International Accounting	3
BACC 7118	Doing Business in the Middle East	3
BFIN 7216	International Finance	3
BMGT 7524/		
BINT 7524	Doing Business in India	3
BINT 6928/		
BMGT 7552	Doing Business in China	3
BLAW 7323	International Law	3
BMGT 7527	International Management in Developing Countries	3
BMGT 7931	International Management	3
BMGT 7991	Management of Foreign Operations	3
BMKT 7617	International Marketing	3
ECON 7441	International Trade	3

C. *Business Course Offerings*

Select 3 credits

Choose from approved graduate business courses at the 7000 level or above. BACC, BMBA, and BTAX courses will not count.

Total: 30

*Students need to meet with the program director to determine specific program of study.

Certificate Programs

Certificate in Entrepreneurial Studies

The Certificate in Entrepreneurial Studies is composed of four 3-credit courses (12 credits). See below for details. The focus of the Certificate is to provide students with both a theoretical basis and the practical hands-on skills they will need to launch a new business venture and grow that business venture successfully. This certificate is for graduate students who are interested in (1) studying entrepreneurship to launch their own venture, manage a family business or work for small or medium-sized companies or (2) developing entrepreneurial skills, creative thinking and innovative approaches as career-builders working for large corporations. The Certificate program provides students with an overview of the different stages of the entrepreneurial process and gives them the skills and knowledge they need to succeed at each stage in the process. A student who wishes to earn the Certificate should consult with the faculty and the department

chair to ensure that the elective course selected is in line with the student's academic/career objectives. Any course taken for the certificate that can appropriately count as a Breadth Sequence elective can double-count in fulfillment of the Breadth Sequence requirements and the Certificate in Entrepreneurial Studies.

Because the certificate is not a degree, students who complete solely the certificate program do not participate in University commencement exercises.

Students are required to take two of the following courses. (Course offerings change each semester.)

BMGT 7540	Entrepreneurship	3
BMGT 7544	Growing a Small Business	3
BMGT 7565	Innovation and Entrepreneurship	3
BMGT 7596	Directed Research (Approval needed)	3
BMBA 9342	Social Entrepreneurship	3
BLAW 7331	Franchising and Leasing**	3
BLAW 7410/		
BMGT 7410	Law and Entrepreneurship	3
Students select two additional courses from the following:		
BLAW 7319	Product Liability**	3
BMGT/		
BSPM 7536	Negotiation and Dispute Resolution in Sport	3
BMGT 7524/		
BINT 7524	Doing Business in India	3
BMGT 7552/		
BINT 6928	Doing Business in China	3
BMGT 7599	Directed Research*	3
BMGT 7945	Seminar on Leadership	3
BMGT/		
BHRM 7950	Seminar in the Management of Change	3
BMGT 7962	Managerial Negotiating	3
BMGT 9320	Managing Knowledge Workers	3
BMKT 7619	Sales Management	3
BMKT 7620	New Product Planning and Development	3
BMKT 7621	Marketing Channels and Logistics (Supply Chain Management)	3
BMKT 7623	Retail Operations	3

Prerequisites:

*BMBA 9114 Human Interaction and Market Orientation

** BMBA 9112 Financial Accounting and Legal Considerations

Certificate in Graduate Business

The Certificate in Graduate Business allows students with a 4-year undergraduate degree to obtain a broad-based foundation in business discipline knowledge. To earn the certificate, students must complete 16 credits selected from the following graduate business courses:

BMBA 9111	Analytical Methods and Information Systems for Business	4 credits
BMBA 9112	Accounting and Legal Considerations	4 credits
BMBA 9113	Financial and Economic Analysis	4 credits
BMBA 9114	Organizational and Market Dynamics	4 credits
BMBA 9201	Corporate Social Responsibility	2 credits
BMBA 9202	International Perspective	2 credits

Note: Students must complete all prerequisite requirements for the courses selected.

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

Students wishing to formally apply to the Stillman School's M.B.A. program upon completion of the certificate must follow the regular application process for graduate business programs. Courses taken for the certificate can be applied to reduce the number of credits that would otherwise be completed for the M.B.A. degree.

Certificate in Graduate Taxation

The Certificate in Graduate Taxation is composed of four 3-credit courses (12 credits): BTAX 6001, BTAX 6003, and two elective courses. The focus of the certificate is to provide students with both a theoretical basis and practical hands-on skills. The certificate is dedicated exclusively to the study of taxation. Admission to the Certificate in Graduate Taxation program requires a baccalaureate degree from an accredited college or university. The completion of the Graduate Management Admission Test (GMAT) is not required.

The program is suitable for practicing accountants, attorneys, and financial planners who do not primarily practice in the field of taxation but who wish to gain a background in that field of practice. In addition, it is an ideal vehicle for recent accounting graduates and non-accountants graduates who have a desire to receive a focused and convenient program of study in the area of taxation. This certificate is designed for students who are interested in studying taxation for their own professional practice or a venture in family business as well as for those who are interested in developing tax skills, creative thinking and innovative approaches as a career-builder in working for small or large corporations.

The certificate program provides students with an overview of the different areas of taxation and provides them with the skills and knowledge they need to identify and resolve many tax issues. The curriculum provides an exposure to the basic areas of taxation while permitting students

to take courses designed to accommodate their particular interests. Coursework in the certificate program is geared to professionals employed on a full-time basis. Classes meet one evening per week or are offered online. A student who wishes to earn the certificate should consult with the Director of Graduate Tax Programs to ensure that the two BTAX elective courses selected are in line with his or her academic/career objectives.

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

I. Required Courses (6 credits)

BTAX 6001	
or BACC 7121	Federal Income Taxation of Individuals ¹
BTAX 6003	Tax Research

¹An equivalent course may be substituted for the purpose of satisfying this requirement for the certificate, with the approval of the department chair.

II. Elective Course (6 credits)

Choose two of the following courses:

BTAX 6005	
or BACC 7122	Federal Income Taxation of Business
BTAX 6007	Federal Estate and Gift Taxation
BTAX 6009	Tax Accounting
BTAX 7012	Federal Income Tax Practice and Procedure

Certificate in International Business

Offered as part of the Master of Business Administration program, this certificate consists of interdepartmental course offerings. Candidates who wish to qualify for a Certificate in International Business must complete a minimum of 11 credit hours (4 courses) from the following list of courses:

		Credits
BACC 7117	International Accounting ¹	3
BACC 7118	Doing Business in the Middle East	3
BFIN 7216	International Finance	3
BFIN 7221	Risk Management*	3
BINT 6907	Global Strategy	3
BINT 6928/		
BMGT 7552	Doing Business in China	3
BMGT 7524/		
BINT 7524	Doing Business in India	3
BINT 9900	Seminar on the Multinational Corporation*	3
BLAW 7323	International Law	3
BMBA 9202	International Perspective*	2
BMGT 6900	The Environment of Global Business*	3
BMGT 7527	International Management in Developing Countries	3
BMGT 7551	Seminar in Global Leadership	3
BMGT 7931	International Management	3

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BMGT 7962	Managerial Negotiating	3
BMGT 7991	Management of Foreign Operations	3
BMGT 9320	Managing Knowledge Workers	3
BMKT 7615	Comparative Marketing Systems	3
BMKT 7617	International Marketing	3
BMKT 7618	International Retailing	3
BMKT 7633	Cases in Strategic Marketing	3
BMKT 7993	Multinational Corporations in the Asian Market*	3
BTAX 7033	Multinational Tax Considerations ¹	3
ECON 7410	Global Economic Change	3
ECON 7412	The Japanese Economy	3
ECON 7441	International Trade	3

²Requires permission from the chair of the Department of Accounting & Taxation.

Additional electives may be approved by the program director. In addition to the "Doing Business in ..." courses explicitly mentioned in the list above, any graduate level "Doing Business in ..." course is also admissible.

Any course taken for the Certificate that can appropriately count as a Breadth Sequence elective can double-count in fulfillment of both the Breadth Sequence requirement and the Certificate in International Business.

In addition to providing an opportunity for matriculated Seton Hall graduate students to study international business, the certificate is available on a non-degree basis to qualified working professionals who hold a graduate degree. **For nonbusiness students, BMGT 6900 must be taken as a prerequisite for all other courses, except for those marked with an asterisk (*).**

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

Certificate of Advanced Study

The Certificate of Advanced Study consists of a five-course program of additional graduate education for those business professionals who have already completed a graduate degree in business (or, for the area of Sport Management, a J.D. degree). Students may choose five courses from one of the areas listed below. (*Students may not repeat courses for which they already have earned credit.*)

Accounting

Finance

Information Technology Management

International Business

Legal Studies

Management

Marketing

Sport Management

Taxation

In addition to the aforementioned, students also may develop an individual plan of graduate coursework in consultation with a selected faculty member. This individual study plan may center on a theme, such as portfolio management, entrepreneurship, small business management or international management.

Depending upon the concentration area selected and the specifics of the graduate business degree possessed by the applicant, applicants may be required to take additional core graduate business courses as a prerequisite to the advanced courses. The certificate is awarded when the student completes five approved courses within three years, maintaining a 3.0 GPA. Because the certificate is not a degree, graduates from the certificate program do not participate in University Commencement Exercises.

Stillman Business Review and Update Certificate

Any person possessing an undergraduate degree may select all or part of the M.B.A. Pre-Qualification Sequence in order to enhance or update his or her professional skills. The successful completion of at least three segments will result in the award of the Business Review and Update Certificate. Application is made to the Director of Graduate Admissions.

Dual Degree Programs (Undergraduate and Graduate)

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 (or equivalent GRE results) 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 a minimum of 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. 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 (or equivalent GRE results) 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: Legal Studies, Accounting, Economics, and Finance.
3. Students will receive waivers for the following M.B.A. core courses:

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		Credits
BMBA 9202	International Perspective (waiver is available only to those students who complete the 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.S.B./M.S.P.A. Program

(For SHU 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 (or equivalent GRE results) and attaining an overall GPA of 3.0 or above. The GMAT/GRE can be waived for applicants with a GPA in accounting concentration courses of 3.5 or higher. (This GPA calculation must be based on at least four concentration courses, including BACC 3110 and BACC 3111.)

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. degree.

Joint Degree Programs

M.B.A./M.A.D.I.R.

The M.B.A./M.A.D.I.R. is a joint degree program offered by the faculties of the Stillman School of Business and the School of Diplomacy and International Relations. Completion of the program yields both a Master of Business Administration (M.B.A.) and a Master of Arts in Diplomacy and International Relations (M.A.D.I.R.).

Program Model

M.B.A. Program Component

I. Pre-Qualification Sequence as required (non-credit bearing)

II. Foundation Sequence (16 credits)

	Credits
The following required courses must be taken sequentially:	
BMBA 9111 Analytical Methods and Information Systems for Business	4
BMBA 9112 Accounting and Legal Considerations	4
BMBA 9113 Financial and Economic Analysis	4
BMBA 9114 Organizational and Market Dynamics	4

III. Essential Knowledge Sequence (2 credits)

BMBA 9201 Corporate Social Responsibility	2
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IV. Concentration Courses (12/13/15 credits)

12-15 credits of coursework in one of the concentrations offered by the Stillman School (15 credits for Accounting, 13 credits for Sport Management, and 12 credits for all other concentrations)

MBA credits required 30/31/33

Diplomacy and International Relations Component**I. Required Diplomacy Core (24 credits)**

	Credits
DIPL 6000 International Relations Theory	3
DIPL 6001 Politics of Cultural and Ethnic Pluralism	3
DIPL 6002 International Organizations	3
DIPL 6003 Sustainable Development	3
DIPL 6105 International Political Economy	3
DIPL 6310 Research Methods for Policy Analysis	3
DIPL 6311 Master's Research Project	3
DIPL 7111 Internship	3

II. Diplomacy Electives (6 credits)

Any two Diplomacy courses at the 6000 or 7000 level 6

Diplomacy credits required 30

Total credits required 60/61/63

Notes:

1. *M.B.A./M.A.D.I.R students do not take International Perspective (BMBA 9202) or the Business Policy Capstone (BMBA 9400).*
2. *M.B.A./M.A.D.I.R students must write a Master's Research Project under the guidance of a Diplomacy adviser and must satisfy the M.B.A. Service Project requirement.*

M.B.A./M.S.N. in Health Systems Administration

See page 281 for full program description.

Program Model**M.B.A. Program Component credits**

I. Pre-Qualification Sequence as required (non-credit bearing)

II. Foundation Sequence (16 credits)

The following required courses must be taken sequentially:

BMBA 9111 Analytical Methods and Information Systems for Business	4
BMBA 9112 Accounting and Legal Considerations	4
BMBA 9113 Financial and Economic Analysis	4
BMBA 9114 Organizational and Market Dynamics	4

III. Essential Knowledge Sequence (2 credits)

BMBA 9202 International Perspective 2

IV. Breadth Sequence (10 credits)

Guided Electives 7

BMGT 7960 Special Topics in Management 3

V. Capstone (2 credits)

BMBA 9400 Business Policy 2

M.B.A. credits required 30

Note: Other Breadth Sequence courses may be substituted with the approval of the program director.

Nursing Component**I. Core Courses (12 credits)**

	Credits
NURS 6123 Theoretical Basis for Advanced Nursing Practice	3
NURS 6124 Forces in Health Care	3
NURS 7141 Nursing Research I	3
NURS 7143 Nursing Research II	2
NURS 7144 Nursing Research Colloquium	1

II. Concentration Courses (12 credits)

NURS 6224 Nursing Systems Administration	3
NURS 7307 Managed Care and Reimbursement Systems	3
NURS 6305 Financial/Operations Management of Integrated Delivery Systems	3
NURS 7308 Executive Internship in Health Systems Administration	3

Nursing credits required 24

Total credits required 54

M.B.A./J.D. Program

The Stillman School and the School of Law jointly offer a four-year program leading to the degrees of Master of Business Administration (M.B.A.) and Juris Doctor (J.D.). The program is available only to full-time students and may be completed in four years rather than the five years usually required for the completion of both degrees.

Application to the joint program is open to holders of baccalaureate degrees from accredited colleges or universities who are not enrolled in either the School of Law or the Stillman School or who are full-time students in the first-year program at the School of Law.

Application Procedure

Candidates for admission to this program must complete separate applications for both the School of Law and the Stillman School, identifying on each application that they intend to participate in the joint program. Applications must be filed by the deadline dates specified by the School of Law. Alternatively, students enrolled in the first-year, full-time program at the School of Law may, during that year, apply for admission to the joint program by making application for admission to the Stillman School, identifying themselves as candidates for the joint program and notifying the School of Law of their intent to seek admission to that program.

Admission to the joint program requires that the student be accepted for admission at each of the respective schools and that the student's participation in the joint program be approved separately by the admission committees of both schools.

The M.B.A. admission procedure appears at the beginning of the Stillman School section of this Catalogue. Applications for the School of Law are available from the Office of Admissions, Seton Hall University School of Law, One Newark Center, Newark, NJ 07102.

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Applicants must take the Law School Admission Test (LSAT). Official transcripts from all colleges and universities attended must be sent to the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 2000, Newton, PA 18940. The LSDAS report containing the LSAT scores should be forwarded to the School of Law at the above address.

Curriculum Requirements

The J.D. degree consists of 85 credits and the M.B.A. degree of 42 credits (43 for those concentrating in sport management; 45 for those concentrating in accounting). A maximum total of 12 credits may be used as cross-credits between the two programs. Only courses specified by the respective schools as eligible for cross-credits may be utilized for this purpose. Under exceptional circumstances, courses not included on the list of those eligible for cross-credits may be approved for this purpose by the academic deans of the law school and the business school. No required courses at either the School of Law or the Stillman School may be eligible for cross-credits under the joint degree program.

Because of residency requirements and other considerations, the joint degree program can only be completed by students enrolled on a full-time basis. With the joint consent of the academic deans of the School of Law and the Stillman School, and for good cause, a student may be allowed to remain in the program although enrolled on a part-time basis only after the second year of full-time participation in the program. Such approval for part-time status must be renewed every semester. No waiver of full-time status may be granted for the first two years of the program.

A minimum of 30 credit hours must be taken in the M.B.A. program at Seton Hall. No waived credits may be counted toward the completion of the J.D. degree, and the Law School does not permit any waiver of credits for the J.D. degree.

Additional Requirements

Students in the joint program must complete TAXN 7112 Taxation I at the Law School and are, therefore, not eligible to take BACC 7121 Federal Income Taxation of Individuals at the Stillman School.

Advising

Students in the joint degree program must have their course schedules approved by the joint program advisers in both the School of Law and the Stillman School. The procedure for such approval will be established by the respective schools, and students in the program should consult the joint program adviser at each school. Where courses with similar content are offered by the two schools, students may complete such courses at either school (except as noted above), but may not take the courses at both schools.

Pattern of Study

Students in the joint degree program spend their first year of study completing the regular first-year curriculum of the School of Law. During the second and subsequent years, students complete the program by taking credits at both the Stillman School and the School of Law.

Program Model

M.B.A. Program Component

Credits

I. Pre-Qualification Sequence as required (non-credit bearing)

II. Foundation Sequence (15 credits)

BMBA 9111	Analytical Methods and Information Systems for Business	4
BMBA 9112	Accounting and Legal Considerations (will be replaced by an approved 3-credit BACC course)	3
BMBA 9113	Financial and Economic Analysis	4
BMBA 9114	Organizational and Market Dynamics	4

III. Essential Knowledge Sequence (4 credits)

BMBA 9201	Corporate Social Responsibility	2
BMBA 9202	International Perspective	2

IV. Breadth Sequence (8-12 credits)

Students may cross-credit up to 12 credits between the two programs. 8-12

V. Concentration Courses (12/13/15 credits)

12-15 credits of coursework in one of the concentrations offered by the Stillman School (15 credits for Accounting, 13 credits for Sport Management, and 12 credits for all other concentrations) 12/13/15

VI. Capstone

BMBA 9400	Business Policy	2
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M.B.A. credits (includes cross-credits) 40-48

J.D. Component

I. Required Courses (44 credits)

LAW 6001	Civil Procedure I
LAW 6002	Civil Procedure II
LAW 6003	Legal Research & Writing I
LAW 6004	Legal Research & Writing II
LAW 6005	Contracts
LAW 6008	Torts I
LAW 6010	Property I
LAW 6011	Property II
LAW 6014	Criminal Law
LAW 6015	Constitutional Law
CORP 7131	Business Associations
MTCT 7151	Appellate Advocacy

PRMD 7201	Evidence
TAXN 7112	Federal Income Taxation
HIPH 7504	Professional Responsibility

II. Trial Practice & Advanced

Legal Writing Requirements (4-7 credits)

III. Elective Courses (34-37 Credits)

Students may cross-credit up to 12 credits between the two programs.

J.D. credits (includes cross-credits) 85

Less: Cross-credit savings 12

Total Joint Degree Credits 113-121

Course Descriptions

Course descriptions provide information on offerings for the 2012-13 academic year. All courses are run subject to enrollment and faculty deployment within each department.

Integrated M.B.A. Courses

BMBA 8009 Legal Studies Pre-Qualifier

The course provides an overview of the American legal process; an introduction to the relationship between law and business with special emphasis on the law of contracts. *no credits*

BMBA 8010 Accounting Pre-Qualifier

The course provides the foundation for understanding how accounting information serves decision-makers in the global business world. The course focuses on the basics of accounting and reporting, outlining the composition and interrelationship of the primary financial statements and the principles that underlie their preparation. *no credits*

BMBA 8011 Economics Pre-Qualifier

The course provides an introduction to or review of both micro and macro economics principles. Topics covered include major economic systems, forces of supply and demand and their effect on equilibrium prices, various markets, government intervention and regulation, fiscal policy and international economic issues. *no credits*

BMBA 8013 Finance Pre-Qualifier

Introduction to the principles of finance for incoming MBA students with very limited finance backgrounds. Topics deal with the terms and tools of basic finance: money and capital markets, time value of money, capital budgeting, asset pricing/portfolio analysis and derivatives. *no credits*

BMBA 8018 Mathematics Pre-Qualifier

The course will review a variety of mathematical concepts and their applications to the business setting. Elementary algebra and calculus techniques will be the primary focus, and special attention will be paid to the manner in which they can be used in the modeling of basic business situations. *no credits*

BMBA 8019 Statistics Pre-Qualifier

The course introduces and develops an understanding of statistical concepts and methods as tools in the managerial decision making process in the face of uncertainty. Descriptive statistics, probability and probability distributions and statistical inference will be discussed. Linear regression and correlation also will be introduced. Emphasis will be placed on the student's ability to identify appropriate statistical tools for analysis in a variety of business-related problems. *no credits*

BMBA 8020 ITM Pre-Qualifier – Software Personal Productivity Tools

The course familiarizes students with the software productivity tools used in business today. The class focuses on the use of Microsoft Excel. Topics covered include worksheet construction, use of simple equations, creation of graphs and charts and sorting/filtering of data. *no credits*

BMBA 9111 Analytical Methods and Information Systems for Business

The focus of this course is on helping students learn: (1) the basics of information technology (IT) and how IT is used effectively by organizations and (2) quantitative analysis skills that are essential to function effectively as a business professional. Problem formulation strategies, decision making methodologies and analytical reasoning from operations research will make information technology concepts more meaningful and help students make better decisions regarding the management of IT as a strategic resource. Students will also learn how technology can be used to enhance the formulation and development of commonly encountered business problems and to solve them effectively. Prerequisite: Pre-Qualification Sequence in IT, Math and Statistics (BMBA 8018, 8019, 8020) or equivalent. Offered: Fall, Spring. *4 credits*

BMBA 9112 Accounting and Legal Considerations

This course covers various accounting and legal issues that business professionals need to know to succeed in a business environment. Topics covered include: asset valuation issues; liabilities; footnote disclosures; financial statement analysis; stockholders' equity; cost behavior; cost-volume-profit analysis; ethical issues; business associations and introductions to antitrust and employment laws. Prerequisite: Pre-Qualification courses in Legal Studies and Accounting (BMBA 8009 and 8010) or equivalent. Prerequisite or corequisite: BMBA 9111. Offered: Fall, Spring. *4 credits*

BMBA 9113 Financial and Economic Analysis

An integrated approach to decision making, with emphasis on quantitative methods in economics and finance. Topics include model estimation, demand and supply, revenue, production, cost, money, interest rates, business cycles, valuation, return, risk, capital budgeting, asset pricing and derivatives. Prerequisites: Pre-Qualification courses BMBA 8009 – BMBA 8020 or equivalent and BMBA 9111. Prerequisite or corequisite: BMBA 9112. Offered: Fall, Spring. *4 credits*

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BMBA 9114 Organizational and Market Dynamics

This course offers an integrative environment in which the students will be able to develop skills to analyze strategic management and marketing problems, to develop appropriate solutions, and to implement them. This course provides (1) an overview of theories and behavioral and social science approaches to more effective management of complex organizations; and (2) an overview of the marketing management process to better understand buyers and buying behavior and more effectively manage the delivery of value to an organization's stakeholders. Prerequisites: BMBA 9111 and BMBA 9112. Prerequisite or corequisite: BMBA 9113. Offered: Fall, Spring, Summer. *4 credits*

BMBA 9201 Corporate Social Responsibility

The course will examine the relationship of the business enterprise to its stakeholders and raise questions about the social and ethical conduct of the enterprise. Case presentations; discussion of the consequences of enterprise behavior and analysis of the ethical implications of corporate policies and procedures. Offered: Fall, Spring, Summer. *2 credits*

BMBA 9202 International Perspective

This course is designed to introduce the graduate student of business to the world of international business, international trade and political economy. These subjects are approached from the viewpoint of a generalist, offering information and insights from the broad perspectives of business, economics, finance, political and economic geography, risk management, marketing, ethics and international law. Through an introduction to these fields, it is expected that students will gain a core understanding of the concepts, ideas and vocabulary of international business. Offered: Fall, Spring, Summer. *2 credits*

M.B.A. Breadth Sequence

Eight credits to be selected from the following 2-credit courses or from any 3-credit offering outside of the student's concentration area(s) but within the Stillman School.

BMBA 9301 E-Commerce

Information technologies and the Internet are rapidly transforming business relationships and changing the competitive dynamics of the marketplace. The digitalization of information, along with globalization and deregulation of industries has created an economy characterized by rapid technological innovation and increasingly shorter product and service life cycles. Companies are adopting technology to extend market reach, improve quality of customer service and increase productivity. Marketing professionals must transform product, service, promotion, pricing and distribution strategies that have been effectively used previously. This course provides an overview of how new IT create value within the exchange process between companies and consumers and illustrates how several key business strategies benefit from new IT, particularly in the context of marketing. No prerequisites required. Offered: Irregularly. *2 credits*

BMBA 9302 Economics of Strategy

Case selections offer a range of managerial problems demonstrating the application of production, location and game theory and other microeconomic optimal decision path tools. Prerequisite: BMBA 9113. *2 credits*

BMBA 9303 Financial Markets and Institutions

Overview of the structure and function of the markets for financial assets, including various forms of money, stocks, bonds and the institutions that help to drive these markets. Prerequisite: BMBA 9113. Offered: Irregularly. *2 credits*

BMBA 9304 Leadership and Team Building

The process of providing a vision, standing on principle and sponsoring an atmosphere that develops leaders is the focus of this course. The importance of how we must work together in a team atmosphere is emphasized. Concerns of the business world such as trust, empowerment, globalization and the increased influence of technology will be explored. Students will be exposed to the differences between leadership and management and, through experimental learning, will develop techniques to improve their skills. No prerequisites required. *2 credits*

BMBA 9305 Management Accounting

The course describes how to use accounting as an internal management tool. Topics covered include: product costing, process costing, job-order costing, variance analysis, make or buy decisions, adding or dropping a product line, relevant costs and costing of special orders. Prerequisite: BACC 6101, BMBA 9112 or equivalent. *2 credits*

BMBA 9307 (BMKT 7633) Cases in Strategic Marketing

This course incorporates current developments in marketing strategic thinking to further acquaint students with the present-day challenges of marketing activities. The course provides an opportunity to further develop an understanding of the scope, importance, and process of marketing as a system. Through practical illustrations, the course forwards a deeper understanding of the development and evaluation of marketing plans, strategies and action programs. Prerequisites: BMBA 9111, 9112, 9113 and 9114. Offered: Irregularly. *2 credits*

BMBA 9309 Topics in Commercial Law (BLAW 7313 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: BMBA 9112. Offered: Fall, Summer. *2/3 credits*

BMBA 9310 and 9311 MBA Internships (maximum of 6 credits)

Students obtain positions with companies in order to obtain hands-on experience in their chosen field. No prerequisites required. Offered: Fall, Spring, Summer. *3 credits each*

BMBA 9312 MBA Internship (maximum of 6 credits)

Students obtain positions with companies in order to obtain hands-on experience in their chosen field. No prerequisites required. Offered: Fall, Spring, Summer. *2 credits*

BMBA 9314 Risk and Insurance

Analysis of risk and the methods of risk bearing, basic insurance contracts: life, property, casualty and surety; claim control and loss prevention; non-insurable risks; social insurance. No prerequisites required. Offered: Fall. *2 credits*

BMBA 9316 Legal Issues in Estate Planning (BLAW 7315 Wills, Estates and Trusts)

A current review of legal and ethical issues relating to personal property, real property and conveyance; decedent's estates; duties of executors, administrators and trustees; financial implications of estate planning. Prerequisite: BMBA 9112. Offered: T.B.D. *2 credits*

BMBA 9317 (BITM 7739, BMKT 7621, BQUA 7825) Supply Chain Management

Firms in many industries are scrambling to develop innovative ways to move products from raw materials through manufacturing to customers more quickly and efficiently. This course examines many of the recent innovations in this area. Through this course students will (a) recognize salient strategic challenges and opportunities for managing supply chains; (b) learn to use several basic analytical tools to assess performance tradeoffs and support decision making; (c) become familiar with the core supply chain concepts and strategies that have been adopted by leading companies and (d) review emerging supply chain strategies facilitated by Internet technology. Prerequisite: BMBA 8019 or permission of the instructor. Offered: Fall. *2 credits*

BMBA 9319 (BMGT 9320) Managing Knowledge Workers

This course covers the emergence and management of a new powerful breed of organizations - knowledge organizations - that thrive on knowledge and human creativity. The course will provide an in-depth understanding of these organizations and will adapt and update available management principles and techniques. It will expose students to new and organization-specific practices that are suitable to managing employees who possess special cutting-edge knowledge and the ability to transform it into contemporary marketable goods and services. Managing Knowledge Workers will also cover psychological and sociological needs of these employees, in particular those belonging to Generations X and Y. With the help of assessment instruments, students will learn how to identify and design knowledge organizations for their efficient operation, as they cannot be managed in traditional ways. No prerequisites required. Offered: Fall, Summer. *2 credits*

BMBA 9321 (BLAW 7331) Franchising and Leasing

This course investigates the practical and business aspects of franchising, including legal aspects relating to taxation, business associations, and antitrust (tying arrangements).

Issues of quality control, characteristics of franchisers and franchisees, classification of franchises, negotiating and drafting of the franchise contract, the franchise disclosure document, multi-unit franchising, international franchising, and types of leasing arrangements are explored in a lecture/discussion format. Offered: Irregularly. *2 credits*

BMBA 9330 (BITM 7735) Strategic Information Technology

An alarming number of today's business professionals lack a basic understanding of how information technology (IT) functions in a business. This course will address this deficiency by demonstrating: (1) how easy it is to understand technology operations in the business environment, (2) how to capitalize on the strategic use of technology for competitive advantage through effective planning, and (3) how to devise and utilize tools and techniques to drive business professionals to effective strategic and tactical alignment of IT within their own environment. Topics to be covered are hardware, software, organizational design, technology planning, technology budgeting, technology implementation, business and system architecture and ethical usage of technology. The major focus of the course will be the development of a business systems plan for an organization or business. Offered: Every other year. *2 credits*

BMBA 9331 Law in the Media

The course explores the manner in which law, the legal system and important legal issues are portrayed in film. Students will view classic films that have shaped public perceptions about law; they will critique the content of these films and review constitutional law cases related to the legal issues involved. No prerequisites required. Offered: Summer. *2 credits*

BMBA 9332 (BITM 7728) Business Modeling for Decision Support

Businesses today operate in very complex and dynamic environments. Effective decision making under such conditions demands that managers become systems thinkers – thinkers who can build models encompassing the many factors and complex interactions that play a role in the outcomes of decisions. The course is very application oriented, and we will build and study models in several functional areas and some public policy situations as well. This course covers the area of System Dynamics and focuses on modeling techniques to enable participants to go beyond simplistic mental models and to build powerful models of business situations. These models can be simulated on a computer in order to forecast the outcomes. Such models have often been called "Business Flight Simulators." Offered: Irregularly. *2 credits*

BMBA 9337 (BLAW 7319/BMKT 7319) Seminar in Products Liability

Intensive review of this specialized area of tort law highlighting its ethics and social responsibility ramifications. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability.

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An analysis of the historical development of the common law and statutory responses to product liability. Offered: Summer. *2/3 credits*

BMBA 9340 (BQUA 7845) Logistics and Operations in Supply Chain Management

This course is about logistics: the design, planning and quality control of supply chains in business. Supply chains extend from raw material suppliers through production to the consumer. They bring food from the countryside to shops and supermarkets, convey raw materials to construction sites, and deliver manufactured goods to retail outlets where people can buy them. Without this movement, the economy would collapse. In fact, the amount of goods movement is itself a barometer of prosperity, rising during times of economic growth and falling during times of depression. Managing logistics is a demanding task, which requires a mixture of skills. The problems can be mathematically very challenging. This course is largely concerned with the principles that can be applied to analyze situations and seek out optimal solutions in the realm of logistics in supply chain management. However, we shall also review the way logistical systems operate in practice, so that the methods can be understood in context. Prerequisite: BMBA 9111. Offered: Spring. *2 credits*

BMBA 9341 (BMGT 7541) Knowledge and Innovation Management

The strategic role of corporate knowledge for today's firms requires specialized management of human, organizational and social capitals. This course addresses the range of technical and managerial issues related to the acquisition and management of knowledge and its conversion to innovation for success in developing products, services and processes for the contemporary marketplace. No prerequisites required. *2 credits*

BMBA 9344 (BITM 7744) Business Intelligence

An important determinant of business success today is the ability of an organization 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) and market-based analysis (used to identify which products are frequently purchased together). Business intelligence systems can be used to help optimize store shelf layout and promotions. 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. *2 credits*

BMBA 9351 (BMGT 7551) Seminar in Global Leadership

This seminar course is designed to provide a foundation for leaders operating in the global business environment. In this discussion-based class, students will be presented with the leadership field's prominent findings from theoretical, empirical, and applied research. Course topics will integrate knowledge with real world situations through the use

of case studies, cultural incidents, class exercises and individual assignments. A strong emphasis will be placed on understanding the cultural components of leadership. Experimental. *2 credits*

BMBA 9400 Business Policy: Capstone

This capstone course addresses the strategic issues in a competitive and global business environment; integrates functional and tool courses in a comprehensive framework for managing an organization; and uses computerized simulation that provides student teams with an opportunity to coordinate production, marketing and financial objectives and decisions in strategic and operating plans. This course is normally taken in the last semester of the program. Prerequisites: BMBA 9111-9114, BMBA 9201-9202. Offered: Fall, Spring, Summer. *2 credits*

BMBA 9510 and 9511 MBA Internships (maximum of 6 credits)

Students obtain positions with companies in order to obtain hands-on experience in their chosen field. No prerequisites required. Offered: Fall, Spring, Summer *3 credits each*

Department of Accounting and Taxation

Accounting

BACC 6101 Financial Accounting

Basic theory of accounts, types of books and forms. Principles of accounting as applied to proprietorships, partnerships and corporations. Ethical role of accounting is discussed. Offered: Irregularly. *3 credits*

BACC 7100 Financial Reporting

Comprehensive overview of generally accepted accounting principles. Financial statements for going concerns: measurement, recognition and disclosure requirements of financial reporting. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. Offered: Fall semesters only. *6 credits*

BACC 7101 (BFIN 7101) Financial Statement Analysis

The objective of this course is to provide students with the skills necessary for analyzing financial statements. Topics covered include ratio analysis, cash flows, inventories and off-balance sheet activities. Valuation models, including asset-based as well as discounted cash flow models, are also discussed. Special emphasis is placed on the effect of accounting principles on the reported results of operations, cash flows and ratios. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. *3 credits*

BACC 7106 Financial Instruments

The course provides an overview of the nature and uses of both traditional and derivative financial instruments. The benefits and risks associated with issuing and holding various financial instruments will be examined, along with the financial reporting consequences of their use. The course will consider widely used instruments such as bonds, options, futures and swaps, as well as more complex and innovative types of contracts. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. Offered: Alternate summers. *3 credits*

BACC 7111-7112 Accounting Theory I-II

Comprehensive overview of generally accepted accounting principles. Financial statements for going concerns: measurement, recognition and disclosure requirements of financial reporting. Prerequisite for BACC 7111: BACC 6102, BMBA 9112 or the equivalent. Offered: Fall, Spring. *3 credits each*

BACC 7114 Cost Accounting

Cost systems used in business organizations. Valuation of assets and distribution costs, effective methods of cost analysis and control. Standard costs. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. *3 credits*

BACC 7117 International Accounting

Diverse accounting practices employed by different countries, their causes - rooted in custom, law, tax practices and economics - and their effect on the interpretation of financial statements. Problems of consolidation. Role of accounting in controlled economies. Prerequisite: BACC 6102, BMBA 9112 or the equivalent. *3 credits*

BACC 7118 Doing Business in the Middle East

Diverse reporting and business practices that are predominant in the countries in the Middle East. Note: This course does not count as part of either an M.B.A. or M.S. Accounting concentration. *3 credits*

BACC 7121 (BTAX 6001) Federal Income Taxation of Individuals

Case study of federal income tax legislation with special attention to preparation of individual returns. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. *3 credits*

BACC 7122 (BTAX 6005) Federal Income Taxation of Business

Case study of federal income tax legislation with special attention to preparation of corporate returns. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. *3 credits*

BACC 7123 Auditing Standards and Problems

Case study of effective auditing procedures. Detection of fraud by analysis of accounts. Current finds of the American Institute of Certified Public Accountants and the Securities and Exchange Commission. Prerequisite: BACC 7100 or equivalent with a grade of C- or better. Offered: Spring. *3 credits*

BACC 7126 Enterprise-Wide Accounting Information Systems I

The 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. Students will also learn about the role of information technology and accounting information systems in facilitating e-commerce. Prerequisite: BACC 7100 or equivalent with a grade of C- or better. Offered: Fall. *3 credits*

BACC 7127 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. Students will apply topics relating to controls and security to an enterprise-wide information system. Prerequisite: BACC 7126 or equivalent. Offered: Spring. *3 credits*

BACC 7128 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 7100 with a grade of C- or better. Offered: Fall. *3 credits*

BACC 7140 Healthcare Cost Management

The course seeks to study cost management in the context of the healthcare industry. The course will teach how cost and managerial accounting techniques may be used to facilitate the development and implementation of business strategies in the context of the needs of the healthcare industry. The course will use a combination of lectures and case studies. *3 credits*

BACC 7190-7191 Accounting Internship I-II

Prerequisite: permission of accounting chair. *3 credits each*

BACC 8001 Financial Accounting Seminar

A capstone accounting course designed to see how students handle somewhat ambiguous accounting problems. The course is largely a case-study course with students expected to do significant accounting research with many written reports. Prerequisite: BACC 7123 or the equivalent. Offered: Summer. *3 credits*

Taxation**Required Courses****BTAX 6001 (BACC 7121) Federal Income Taxation of Individuals**

Case study of federal income tax legislation with special attention to preparation of individual returns. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. *3 credits*

BTAX 6003 Tax Research

Study of successful methodology of research in federal taxation applied to the solution of both routine and complex tax problems. Topics include research sources, materials and tools, including court reporters, government documents, IRS rulings, professional periodicals, tax services and citators, and computerized tax research. *3 credits*

BTAX 6005 (BACC 7122) Federal Income Taxation of Business

Case study of federal income tax legislation with special attention to preparation of corporate returns. Prerequisite: BACC 6101, BMBA 9112 or the equivalent. *3 credits*

BTAX 6007 Federal Estate and Gift Taxation

Study of the provisions of the federal estate tax and gift tax, including taxable transfers, gross estate, allowable deductions and credits. *3 credits*

BTAX 6009 Tax Accounting

Deals with federal income tax consequences and planning with respect to adoption of and change in accounting methods; income recognition and deduction allowance under the cash and accrual methods and installment reporting. Also covered is inventory accounting, including LIFO; adoption of and change in accounting periods; time value of money; transactional concepts, including the annual accounting concept, the claim of right doctrine, and the tax benefit rule; and income tax allocations for financial reporting. Prerequisites: BACC 6101, BMBA 9112 or equivalent. *3 credits*

BTAX 7012 Federal Income Tax Practice and Procedure

The organization and functions of the Internal Revenue Service, the role and regulation of the tax practitioner, administrative appeals and settlement opportunities and appeals to the courts. Provisions of the Internal Revenue Code involving assessment, collections, waivers, claims, civil and criminal penalties, statute of limitations and transferee liability. Requests for rulings and the application of the Freedom of Information and Privacy Acts in tax cases. *3 credits*

Elective Courses

BTAX 7011 Advanced Concepts of Taxation

Concepts and problems in selected areas of taxation, i.e., the interrelationship of different taxes; tax minimization principles; characteristics of taxable entities, such as collapsible corporations, personal holding companies; accumulated earnings tax; assignment of transfer or income; sales and exchanges of property; tax accounting principles and valuation problems. Prerequisites: BTAX 6001. Offered: Irregularly. *3 credits*

BTAX 7013 Taxation of Financial Instruments

An in-depth course dedicated to the study of the taxation of financial instruments and securities. The course covers the taxation of debt instruments, original issue discount, variable and contingent debt interest instruments, the taxation of dealers, traders and investors, short sales, options, straddles, §1256 contracts and constructive ownership sales. Group projects and computer assisted work will be utilized where appropriate. Prerequisite: None. Offered: Irregularly. *3 credits*

BTAX 7014 S Corporations

Deals in-depth with the provisions of Subchapter S of the Internal Revenue Code, covering such material as uses of S Corporations, eligibility to elect S Corporation status, termination of S Corporation status, taxation of income, losses and deductions, distributions, basis of S Corporation stock and pitfalls. *3 credits*

BTAX 7015 Consolidated Returns

Intensive study in determining if an affiliated group of corporations should elect to file a consolidated return. Topics covered include eligibility, consolidated return election, deferred intercompany transactions, annual investment adjustments, basis and disposition of stock of subsidiaries, excess loss account, deemed dividend election and rules for separate return limitation year, as well as tax advantages and disadvantages of filing a consolidated return. Prerequisites: BTAX 6001, 6003, 6005, 6009, 7016. *3 credits*

BTAX 7016 Corporate Reorganizations

The tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations along with the impact of these transactions on tax liabilities and personal planning of the individual owners are presented. Acquisitive and divisive reorganizations, and carry over and limitations of tax attributes also are covered. Prerequisite: BTAX 6005. *3 credits*

BTAX 7018 Executive Compensation, Pension and Profit Sharing Plans

Deferred compensation plans for executives and employees are discussed. Topics covered include qualification and operation of pension and profit sharing plans, including eligibility of coverage; vesting; funding; terminations; stock options. The course also looks at employee stock ownership plans; plans of self-employed individuals; Individual Retirement Accounts and Section 401(k) plans. Prerequisites: BTAX 6001, 6003, 6005, 6007. *3 credits*

BTAX 7020 Federal Income Taxation of Fiduciaries

Taxation of income to fiduciaries, beneficiaries, grantors and other parties are discussed, along with income in respect to decedent; taxation of simple and complex trusts; operation of the throwback rule; and income and deductions included in the decedent's final return. Prerequisites: BTAX 6001, 6003, 6007. *3 credits*

BTAX 7025 Estate Planning

Course includes an intensive consideration of the techniques of estate planning through lifetime and testamentary transfers and the use of postmortem options. Items considered include valuation problems, recapitalization methods, buy-sell agreements, private annuities, apportionment of the tax burden and other techniques available to the planning of estates. Prerequisites: BTAX 6001, 6003, 6005, 6007. *3 credits*

BTAX 7030 Tax Problems of Partners and Partnerships

An in-depth analysis of the federal tax rules governing partners and partnerships contained in Subchapter K of the Internal Revenue Code. Subjects include the aggregate and entity theories; partnership formation, operation, and reorganization; distributions; liquidations; sale or other dispositions of a partnership interest (including retirement or death of a partner); tax effects of the admission of new partners; transactions involving unrealized receivables and substantially appreciated inventory items and special basis adjustments. *3 credits*

BTAX 7033 Multinational Tax Considerations

U.S. jurisdiction to tax on the basis of citizenship, source of income and other conflicts are examined. Includes taxation of U.S. citizens abroad; resident and nonresident alien individuals and corporations; the concept of income, which is effectively connected with U.S. business. Also covered are taxation of domestic entities doing business abroad and controlled foreign corporations; foreign tax credits; intercompany pricing and allocation; and foreign sales corporations. Prerequisites: BTAX 6001, 6003, 6005, 6009. *3 credits*

BTAX 7037 State and Local Taxation

Includes the common types of taxes imposed by state and local governments, including franchise, net income, gross receipts, and sales and use taxes; and the taxation of multi-state businesses. Taxation by the states of New Jersey and New York and emphasis on the taxation of businesses are examined. *3 credits*

BTAX 7039 Multinational Tax Seminar

Advanced seminar covering tax problems involved with international business transactions, including citizenship; source of income, and other contacts; taxation of U.S. citizens abroad, resident and nonresident alien individuals and corporations; the concept of income that is effectively connected with U.S. business; taxation of domestic entities doing business abroad; controlled foreign corporations; and foreign tax credits; intercompany pricing; allocation and apportionment of domestic expenses. Prerequisites: BTAX 6001, 6003, 6005 and 6009. *3 credits*

Department of Computing and Decision Sciences

Information Technology Management

Completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all BITM courses.

BITM 7126 Enterprise-Wide Accounting Information Systems I

The 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. Students will also learn about the role of information technology and accounting information systems in facilitating e-commerce. Prerequisite: BACC 7100 or equivalent with a grade of C- or better. Offered: Fall. *3 credits*

BITM 7127 Enterprise-Wide Accounting Information Systems II

This course will provide participants with a clear understanding of various enterprise applications such as 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. Students will apply topics relating to controls and security to an enterprise-wide information system. Prerequisite: BITM 7126 or equivalent. Offered: Spring. *3 credits*

BITM 7652 (BMKT 7652) Web 2.0 Marketing

Individualized interactive marketing is one of the fastest growing avenues for targeting customers. This course explores the philosophies underlying individualized interactive marketing including one-to-one marketing, customer relationship management, and mass customization leading to a greater understanding of consumer-firm co-creation of value in a Web 2.0 world. The class will review and discuss books, academic and practitioner articles, and case studies concerning this topic. Prerequisites: BMBA 9111 and BMBA 9114. *3 credits*

BITM 7724 Enterprise Systems 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 7725 which prepares students for SAP certification. Prerequisite: BMBA 9111. Offered: Fall. *3 credits*

BITM 7725 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: BITM 7724 or BITM 7127 or BACC 7126 or BACC 7127. Offered: Spring. *3 credits*

BITM 7728 (BMBA 9332) Business Modeling for Decision Support

Businesses today operate in very complex and dynamic environments. Effective decision making under such conditions demands that managers become systems thinkers – thinkers who can build models encompassing the many factors and complex interactions that play a role in the outcomes of decisions. The course is very application oriented, and we will build and study models in several functional areas and some public policy situations as well. This course covers the area of System Dynamics and focuses on modeling techniques to enable participants to go beyond simplistic mental models and to build powerful models of business situations. These models can be simulated on a computer in order to forecast the outcomes. Such models have often been called "Business Flight Simulators." Offered: Irregularly. *3 credits*

BITM 7735 (BMBA 9330) Strategic Information Technology

An alarming number of today's business professionals lack a basic understanding of how information technology (IT) functions in a business. This course will address this deficiency by demonstrating: (1) how easy it is to understand technology operations in the business environment, (2) how to capitalize on the strategic use of technology for competitive advantage through effective planning, and (3) how to devise and utilize tools and techniques to drive business professionals to effective strategic and tactical alignment of IT within their own environment. Topics to be covered are hardware, software, organizational design, technology planning, technology budgeting, technology implementation, business and system architecture and ethical usage of technology. The major focus of the course will be the development of a business systems plan for an organization or business. Offered: Every other year. *3 credits*

BITM 7739 (BMBA 9317, BMKT 7621, BQUA 7825) Supply Chain Management

Firms in many industries are scrambling to develop innovative ways to move products from raw materials through manufacturing to customers more quickly and efficiently. This course examines many of the recent innovations in this area. Through this course, students will (a) recognize salient strategic challenges and opportunities for managing supply chains; (b) learn to use several basic analytical tools to assess performance tradeoffs and support decision making; (c) become familiar with the core supply chain concepts and strategies that have been adapted by leading companies and (d) review emerging supply chain strategies facilitated by Internet technology. Offered: Fall. *3 credits*

BITM 7744 (BMBA 9344) 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*

Quantitative Analysis

Completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all BQUA courses.

BQUA 7819 Business Forecasting

Forecasting function in the organization. Introduction to various forecasting techniques, including smoothing and decomposition methods, regression analysis, time series analysis, ARIMA modeling, and other econometric methods. Emphasis on operational expertise in generation of forecasts using each of these methods; interpretation of the forecasts and assessment of the implications for the decision-making process. Not offered 2011-12. *3 credits*

BQUA 7825 (BITM 7739, BMBA 9317, BMKT 7621) Supply Chain Management

Firms in many industries are scrambling to develop innovative ways to move products from raw materials through manufacturing to customers more quickly and efficiently. This course examines many of the recent innovations in this area. Through this course students will (a) recognize salient strategic challenges and opportunities for managing supply chains; (b) learn to use several basic analytical tools to assess performance tradeoffs and support decision making; (c) become familiar with the core supply chain concepts and strategies that have been adopted by leading companies and (d) review emerging supply chain strategies facilitated by Internet technology. Offered: Fall. *3 credits*

BQUA 7845 (BMBA 9340) Logistics and Operations in Supply Chain Management

This course is about logistics: the design, planning and quality control of supply chains in business. Supply chains extend from raw material suppliers through production to the consumer. They bring food from the countryside to shops and supermarkets, convey raw materials to construction sites, and deliver manufactured goods to retail outlets where people can buy them. Without this movement, the economy would collapse. In fact, the amount of goods movement is itself a barometer of prosperity, rising during times of economic growth and falling during times of depression. Managing logistics is a demanding task, which requires a mixture of skills. The problems can be mathematically very challenging. This course is largely concerned with the principles that can be applied to analyze situations and seek out optimal solutions in the realm of logistics in supply chain management. However, we shall also review the way logistical systems operate in practice, so that the methods can be understood in context. Prerequisite: BMBA 9111.

Offered: Spring. *3 credits*

Department of Economics and Legal Studies

Economics

Completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all ECON courses.

ECON 7410 Global Economic Change

Exposes students to the emerging weave of forces of global change, privatization, economic and human development, and green markets as presented with cases. *3 credits*

ECON 7441 International Trade

This course focuses on the theory, conduct and current policy problems of international trade. An examination of the theoretical and empirical basis of why we trade is followed by the mechanics of how we trade such as documentation, shipping, customs clearance, payment systems, exchange rates, barriers to trade, trading blocs, global e-trading and multinationals. In addition, an analysis of contemporary public policy (MFN/NTR), international agreements (WTO/GATT, NAFTA, EU, IMF, OPEC, APEC) and the World Bank are included. *3 credits*

ECON 7451 Economics of Money, Credit and Banking

Examines the roles of money and the credit system in the national economy. Reviews and evaluates the various approaches in monetary analysis. Evaluation of the instruments and conduct of monetary policy in light of present trends in economic activity. *3 credits*

ECON 7498 Economic Research

A research project is undertaken under the direction of a mentor. An adequate background in economics is a major part of the project approval process. Prerequisite: Permission of department. Offered: Fall, Spring. *3 credits*

ECON 7915 (BMGT 7917) The Economics of Labor

Analytical approach to the labor force. Emphasis on labor productivity, its sources, effects and trends; labor markets; comparative wages; criteria and labor deployment evaluated by means of contemporary models and trends. Impact of labor on the national and international economies. *3 credits*

ECON 7950 Public Finance

Functions of the public sector in a market economy. Nature and economic effects of government activities; expenditures and sources of finance at the federal, state and local levels. Nature of budgeting. Income, consumption and wealth as bases of taxation. Federal budget and tax reform. Fiscal policy and public debt. Intergovernmental fiscal relations. Policy issues of the public sector. *3 credits*

Legal Studies

Please contact the Department for schedule of elective courses.

Completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all BLAW courses.

BLAW 7313 Uniform Commercial Code (BMBA 9309)

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. Offered: Fall, Summer. *3 credits*

BLAW 7315 Wills, Estates and Trusts (BMBA 9316)

Review of legal and ethical issues related to personal property, real property, conveyances, mortgages, landlords and tenants and decedent's estates. The duties of executors, administrators and trustees. Offered: T.B.D. *3 credits*

BLAW 7319 (BMKT 7319/BMBA 9337) Products Liability

Intensive review of this specialized area of tort law highlighting its ethics and social responsibility ramifications. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability. An analysis of the historical development of the common law and statutory responses to product liability. Offered: Summer. *3 credits*

BLAW 7321 Information Technology and the Law

Examination of legal, ethical and social responsibility issues related to information technology, including privacy and confidentiality, e-commerce law fundamentals, consumer protection, content regulations, 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. Offered: Irregularly. *3 credits*

BLAW 7323 International Law

An examination of legal and ethical issues related to multinational enterprises, international rule-making systems, regional and international organizations. Act of state and sovereign immunity doctrines; movement of goods, persons, money and information across national borders and transnational reach of economic regulations are examined. Offered: Irregularly. *3 credits*

BLAW 7327 Law, Ethics and Public Policy

Examines ethical and public policy issues in variety of legal areas. Topics include whistle-blowing, electronic surveillance, affirmative action, workplace safety, regulatory advertising, environmental protection and products liability. Offered: Irregularly. *3 credits*

BLAW 7331 (BMBA 9321) Franchising and Leasing

This course investigates the practical and business aspects of franchising, including legal aspects relating to taxation, business associations, and antitrust (tying arrangements). Issues of quality control, characteristics of franchisers and franchisees, classification of franchises, negotiating and drafting of the franchise contract, the franchise disclosure document, multi-unit franchising, international franchising, and types of leasing arrangements are explored in a lecture/discussion format. Offered: Irregularly. *3 credits*

BLAW 7343 (BFIN 7238) Securities 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. Considers the areas of SEC practice, insider trading and investor protections. Offered: Irregularly. *3 credits*

BLAW 7397, 7398, 7399 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*

BLAW 7401 (BSPM 7401) Sport Law

Examination of legal issues arising out of the areas of amateur and professional sport. Discussion of amateur sport includes the roles, rules and activities of the NCAA and questions involving amateurism, eligibility, sex discrimination and antitrust. Discussion of professional sport includes professional sport leagues, antitrust, labor relations, contractual questions and representation. Issues important in both areas will be discussed, including violence in sport, drug testing, tort issues, and sponsorships and endorsements. Offered: Spring. *3 credits*

Department of Finance

The prerequisites for all BFIN courses are BMBA 9111 – BMBA 9113, with at least a corequisite of BMBA 9114. No BFIN course can be taken more than twice.

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.

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 finance-related campus activities. The criteria for induction are: (1) overall GPA of at least 3.50; (2) Completion of at least six credit hours of finance courses with a grade no lower than a B; (3) GPA of at least 3.50 in all completed and approved finance courses; (4) Active involvement in finance-related campus activities, such

as the Finance Club and the Investment Club, the Stillman Exchange, the CFA Institute Research Challenge, or graduate research assistance.

Center for Securities Trading and Analysis

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.

BFIN 7101 (BACC 7101) Financial Statement Analysis

Analysis of balance sheet, income statement, and cash flows. Topics covered include ratio analysis, cash flows, inventories and off-balance sheet activities. Valuation models, including asset-based as well as discounted cash flow models, are also discussed. Special emphasis is placed on the effect of accounting principles on the reported results of operations, cash flows and ratios. *3 credits*

BFIN 7215 Capital and Money Markets

Structure and functions of the capital and money markets. Effect on those markets of monetary and fiscal policies of the federal government; relation of these markets to the level of general business activity. Offered: Irregularly. (Credit not given for both BFIN 7215 and ECON 7451.) *3 credits*

BFIN 7216 International Finance

Analysis of the problems, techniques and policies of financial decision making in a global enterprise. Emphasis is placed on how to utilize various tools, including currency options and swaps, to manage the firm's exposure to foreign exchange risk. Also explores the problems and issues of multinational capital budgeting, balance of payments, protectionism and international competitiveness. Offered: Fall, Spring. *3 credits*

BFIN 7219 Security Analysis

Analysis, valuation and trading of stocks and bonds, asset pricing theories and portfolio management and evaluation, with emphasis on developing essential analytical skills for investment decisions. Introductions to derivatives will also be covered. Offered: Fall, Spring. *3 credits*

BFIN 7220 (BSPM 7220) Sport Finance

Analysis of the financial structure of sports organizations and activities. Specific review of professional sports leagues and teams, sports tours, minor leagues and college sports programs, as well as the financial management of private and public sports facilities. Issues relating to the various sources and uses of revenues and current controversies will be analyzed. Offered: Spring. *3 credits*

BFIN 7225 Mergers and Acquisitions

Financial aspects of mergers and acquisitions. Development of a sound business and financial rationale for growth through acquisition; establishing the purchase price;

measuring the financial impacts imposed by accounting, tax and legal considerations; developing a program to integrate the acquired business successfully. Offered: Fall. *3 credits*

BFIN 7228 Real Estate Finance

Coverage of residential and commercial real estate financing, including property valuation, underwriting, mortgage types, financing options and real estate cycles. Offered: Irregularly. *3 credits*

BFIN 7230 Portfolio Analysis

Analysis of risk and return characteristics of securities and security market behavior based on mean-variance analysis and optimal portfolio diversification. Special attention given to building optimal portfolios and testing their performance against a broad market index. Offered: Fall. *3 credits*

BFIN 7231 Futures, Options and Swaps

A comprehensive overview of fundamental concepts and analytics associated with the derivatives markets. Topics include the basic characteristics of derivatives; the fundamentals of securities traded in derivatives markets; and appropriate trading strategies. Offered: Fall, Spring. *3 credits*

BFIN 7232 Investment Banking

A fundamental overview of the investment banking process and the role of investment bankers in capital formation. Discussion and readings focus on what investment bankers do and why, as well as the regulatory and competitive environment in which they function. Offered: Irregularly. *3 credits*

BFIN 7236 Corporate Finance

Analysis of corporate finance theory and development of analytical tools, including capital budgeting, capital structure decisions, project financing and valuing real options. Offered: Fall, Spring. *3 credits*

BFIN 7238 (BLAW 7343) Securities Regulation

Examination of the Securities Act of 1933 and the Securities Exchange Act of 1934 and their impacts on the management of corporations. Examination of the Investor Protection Act of 1970 and other relevant securities acts. Considers SEC practices, insider trading, and investor protections. Offered: Irregularly. *3 credits*

BFIN 7245 Fixed Income Analysis

Analysis and valuation of fixed income securities and markets, including Treasuries, corporate bonds, mortgage-backed securities and fixed income derivatives. Understanding of bond pricing, yields, volatility, term structure and the management of interest rate risk and credit risk in fixed income portfolios. Offered: Spring. *3 credits*

BFIN 7255 Financial Modeling

Application of spreadsheet-based financial models over a wide range of topics, including portfolio optimization, risk assessment, bond valuation, and Value-at-Risk. Offered: Fall. Prerequisite: BFIN 7219. *3 credits*

BFIN 7295, 7296, 7297 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*

Department of Management

Unless otherwise noted, completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all BMGT courses.

Management

BMGT 6900 The Environment of Global Business

Focuses on aspects of the legal, political, economic, financial and cultural environment that are critical to successfully identifying and effectively managing international/global business opportunities. Primary emphasis is on exploring the problems and challenges that are posed to management and on the possible ways of addressing them. Classes are a mix of case analysis, discussion, lecture and review of current developments through supplemental readings and guest speakers. Offered: Fall, Spring. *3 credits*

BMGT 7517 Management and Social Responsibility

Examination of the interrelationships between the business sector and other societal institutions with the view of clarifying to whom and for what the corporation is responsible. Offered: Irregularly. *3 credits*

BMGT 7524 (BINT 7524) Doing Business in India

This course is designed to impart an understanding of how to do business in or with India and the regions surrounding it. It includes a visit to India for firsthand experience of its cultural, social, industrial, business and financial centers. The course requirements include attending two classes before the visit to India and one after returning. In addition, students will be required to maintain a journal and write a paper on starting a business in or with India. The travel to India takes place during spring break. The course is open to all Seton Hall graduate students. Offered: Spring. *3 credits*

BMGT 7526 Gender and Diversity Issues

Explores how contemporary attitudes toward gender, race and ethnicity influence work and business. Examines the 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. Uses lecture discussion format and makes extensive use of experimental exercises and videos. Offered: Irregularly. *3 credits*

BMGT 7527 International Management in Developing Countries

Examines characteristics of less-developed countries. Problems arising when multinational corporations make direct investments in manufacturing and other facilities in the Third World. The affect of government policies on foreign investors. Interpreting government regulations. Entry strategies and negotiations, joint ventures, licensing, technology transfer and appropriate technology. Includes extensive discussion of cases on business in developing countries. Offered: Fall. *3 credits*

BMGT 7535 (BSPM 7535) The Management of Sport Organizations

The application of management concepts and theories to sport organizations and the sport industry. Includes issues of organizational design, public policy, human resources, labor relations and collective bargaining, ethical issues in sport and the globalization of the sport industry. *3 credits*

BMGT 7536 (BSPM 7536) Negotiation and Dispute Resolution in Sport

This course links both the science and the art of negotiation, but it is more “art” than “art appreciation.” It will give students the opportunity to identify their strengths and weaknesses as negotiators and to work on their relative weaknesses. More fundamentally, the course will provide both a conceptual framework to diagnose problems and promote agreement in a range of settings. Offered: Summer. *3 credits*

BMGT 7538 (BSPM 7538) 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. Offered: Irregularly. *3 credits*

BMGT 7539 Consultancy Management

Consulting continues to expand as more businesses turn to both external and internal consultants. The course addresses necessary skills and resources, assessment, planning, implementation and evaluation. Students are required to develop and present a business plan. Experimental. *3 credits*

BMGT 7540 Entrepreneurship

This course focuses on the many variables involved in starting and growing a business and the development of the skills and talents essential to be a successful entrepreneur. Students will be taught how to recognize a business opportunity, determine a new venture’s financing and other needs, and obtain the required resources. The course will cover how to apply innovative entrepreneurial skills in a corporate setting. Students will have the opportunity to listen to entrepreneur guest lecturers and do case studies. The course aims to give students a taste of the unique environment of an entrepreneur. Offered: Fall. *3 credits*

BMGT 7541 (BMBA 9341) Knowledge and Innovation Management

The strategic role of corporate knowledge for today’s firms requires specialized management of human, organizational and social capitals. This course addresses the range of technical and managerial issues related to the acquisition and management of knowledge and its conversion to innovation for success in developing products, services and processes for the contemporary marketplace. No prerequisites required. *3 credits*

BMGT 7544 Growing a Small Business

Once an entrepreneur starts a new venture, he or she is faced with the bigger challenge of sustaining and managing growth. In this course, students will learn how to evaluate

new business opportunities for a rapidly growing company, create an effective management team, assess financing needs and financing options, and develop the infrastructure required for a growing business. The special challenges of managing a family business will also be discussed. Prerequisites: BMBA 9111, BMBA 9112, BMBA 9113, BMBA 9114. Offered: Spring. *3 credits*

BMGT 7546 Six Sigma Management

Six Sigma is a process improvement method that uses data and statistical analysis to identify and fix problem/opportunity areas. It has been used to reduce costs, increase revenues, improve process speed and raise quality levels, which, in turn, leads to deepening customer relationships. This course focuses on both soft and technical skill development. Prerequisite: BMBA 9114. *3 credits*

BMGT 7548 Leadership in Challenging Times

This course will emphasize how to effectively lead in challenging and often difficult times, particularly when dealing with the media and key stakeholders, when a crisis or serious challenge occurs. Specifically, students will take away tangible tools on how to: (1) remain calm and under control regardless of the crisis or potential chaos around them, (2) deliver “bad news” in a timely, yet empathetic fashion in order to minimize the negative public relations fallout, (3) anticipate the most difficult and challenging questions that are likely to be asked and prepare to respond in a credible and concise fashion and (4) use compelling examples and anecdotes to drive home the main message while limiting the “data dump” mentality that often hurts those who communicate and lead in a crisis. Students will actively learn, through role plays and other realistic crisis-driven scenarios, how to be prepared for a crisis before it happens and how to deal with the media in a concise and direct fashion when a crisis does occur. Prerequisite: BMBA 9114. *3 credits*

BMGT 7550 Cultural Dimensions of International Business

Focuses on the way local business and business negotiations are conducted. The way different cultures interface as they do business. *3 credits*

BMGT 7551 (BMBA 9351) Seminar in Global Leadership

This seminar course is designed to provide a foundation for leaders operating in the global business environment. In this discussion-based class, students will be presented with the leadership field’s prominent findings from theoretical, empirical, and applied research. Course topics will integrate knowledge with real world situations through the use of case studies, cultural incidents, class exercises and individual assignments. A strong emphasis will be placed on understanding the cultural components of leadership. Experimental. *3 credits*

BMGT 7552 (BINT 6928) 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 7565 Innovation and Entrepreneurship

Innovation and creativity are critical to entrepreneurial success. Through lectures, case studies, and hands-on, in-class activities students will gain valuable insight into the entrepreneurial innovation process and will test some of their preconceived notions of these concepts. Students will learn how to generate ideas that can lead to truly innovative products, services, processes, and/or business models.

Prerequisites: BMBA 9111, BMBA 9112, BMBA 9113, BMBA 9114. Offered: Spring. *3 credits*

BMGT 7597, 7598, 7599 Directed Research in Management

Directed and supervised research. Offered: Fall, Spring, Summer *1/2/3 credits*

BMGT 7917 (ECON 7915) The Economics of Labor

Analytical approach to the labor force. Emphasis on labor productivity, its sources, effects and trends; labor markets; comparative wages; criteria and labor deployment evaluated by means of contemporary models and trends. Impact of labor on the national and international economies. *3 credits*

BMGT 7931 International Management

This course is designed to prepare students to operate and manage effectively in today's international business environment. It prepares students for management positions in which they will be expected to: (1) perform strategic tasks in settings where more than one perspective influences attitudes and behavior, (2) make informed executive decisions taking into account the various technological, regulatory as well as ethical issues arising in connection with the conduct of business in a multi-cultural, interdependent world, and (3) assume a leadership role challenging and motivating a diverse group of organizational stakeholders to meet and exceed organizational goals within this complex context. Offered: Fall. *3 credits*

BMGT 7945 Seminar on Leadership

An exploration of leadership models and theories. Experimental. *3 credits*

BMGT 7950 Seminar in the Management of Change

Exploration of the literature on organizational development. Through the use of experiential simulations, opportunity to gain insight into the consequences of behavior in a situational context. Theory, experience and application of concepts integrated through change analysis. Offered: Fall, Spring. *3 credits*

BMGT 7960 Special Topics in Management

A co-disciplinary supervised career-oriented self-exploration. Note: Registration list is maintained by department. Offered: Summer. *3 credits*

BMGT 7962 Managerial Negotiating

An exploration of the conceptual literature on negotiating. Through the use of experimental learning modules, students negotiate in a variety of settings and groups. Offered: Spring. *3 credits*

BMGT 7991 Management of Foreign Operations

The special circumstances under which an American firm operates abroad, including social customs, political environment, language and cultural problems, international relations. Economic and management problems peculiar to foreign operations. Offered: Irregularly. *3 credits*

BMGT 9320 (BMBA 9319) Managing Knowledge Workers

This course covers the emergence and management of a new powerful breed of organizations - knowledge organizations - that thrive on knowledge and human creativity. The course will provide an in-depth understanding of these organizations and will adapt and update available management principles and techniques. It will expose students to new and organization-specific practices that are suitable to managing employees who possess special cutting-edge knowledge and the ability to transform it into contemporary marketable goods and services. Managing Knowledge Workers will also cover psychological and sociological needs of these employees, in particular those belonging to Generations X and Y. With the help of assessment instruments, students will learn how to identify and design knowledge organizations for their efficient operation, as they cannot be managed in traditional ways. No prerequisites required. Offered: Fall, Summer. *3 credits*

Department of Marketing

Completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all BMKT courses.

BMKT 7319 (BLAW 7319/BMBA 9337) Products Liability

Intensive review of this specialized area of tort law highlighting its ethics and social responsibility ramifications. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability. An analysis of the historical development of the common law and statutory responses to product liability. Offered: Summer. *3 credits*

BMKT 7555 (BSPM 7555) Professional Selling in Sport

This course examines strategic and direct methods of selling sports products. It addresses general sales theory and techniques needed to succeed in any business. It examines methods and trends in marketing various elements of sports inventory, especially sponsorships and tickets. *3 credits*

BMKT 7607 (BSPM 7607) Sport Marketing

A strategic marketing examination of the sport industry. Sport events as marketing vehicles for corporations and brands, including licensing, merchandising, sponsorships and seasonal ticketing. The application of relationship marketing and database marketing to the sport industry. Offered: Fall. *3 credits*

BMKT 7611 Marketing Research

Marketing research procedure: the systematic collection, analysis, interpretation and reporting of data that enable marketing executives to make better decisions. Techniques of marketing research, including problem definition, research design, sampling, measurement and questionnaire construction, data collection and analysis and report preparation. Ethical considerations in collecting data from consumers, including respondents' rights of anonymity, privacy and access to information about the study. The applications of emerging information technologies and data processing software (e.g., SPSS, Microsoft Excel) in marketing research. Offered: Spring. *3 credits*

BMKT 7617 International Marketing

The socio-cultural, economic, legal, technological and political implications for international marketing decisions. The development of global product or service, promotion, price and distribution strategies in the context of the firm's objectives and resources. Foreign-market entry strategies and business measures that companies must undertake in order to meet effectively the challenges of operating globally. Offered: Fall, Spring. *3 credits*

BMKT 7619 Sales Management

A managerial approach to the organization's sales function. Topics include sales personnel recruitment, training, motivation, evaluation and compensation, account and territory development, and sales ethics. Emphasis on the sales manager's role in forecasting and planning, developing sales budgets and quotas, controlling and measuring sales performance, and integrating sales with the firm's promotional and distribution strategies. Offered: Spring. *3 credits*

BMKT 7620 New Product Planning and Development

A comprehensive overview of the product planning and development process. Strategic planning and organizing for product development, product idea generation, technical and economic screening of product ideas, product concept testing, product development, product use testing, and market testing. These techniques are examined in the context of corporate entrepreneurship, social responsibility and the dynamic technological environment. Offered: Spring. *3 credits*

BMKT 7621 (BITM 7739, BMBA 9317, BQUA 7825) Marketing Channels and Logistics

The channels of distribution that facilitate the flow of goods from the manufacturer to the consumer, including such marketing intermediaries as retailers, wholesalers, brokers, manufacturers' representatives, sales agents and transportation companies. Channel design objectives and alternatives, the development of integrated distribution systems, and the effects of channel decisions on pricing, promotion and targeting strategies. *3 credits*

BMKT 7623 Retail Operations and Strategies

The retail structure in the U.S. in relation to manufacturers, and the management, organization and operating problems of retail firms. The legal, cultural and social

retailing environment; analysis of American shoppers and retail trends, store location determination, buying and merchandising functions, and store design, service and operation. The role of technology in the emergence of virtual shopping and other forms of non-store retailing. *3 credits*

BMKT 7625 Business-To-Business Marketing

Strategies used in business-to-business transactions and the distinctions and similarities between industrial and consumer marketing. Importance of the industrial buyer and the role of industrial marketing research in understanding these consumers. The management of the procurement process in terms of both the purchasing department and the entire company, with an emphasis on interdepartmental relationships and corporate resources and objectives. Offered: Fall. *3 credits*

BMKT 7627 Consumer Behavior and the Marketing Mix

The behavior that consumers display in searching for, purchasing and using products and services is applied to market segmentation and targeting, product or service positioning, and implementing pricing, distribution and promotional strategies. Psychological, social, cultural and demographic factors that impact buying decisions and also uncover consumer needs and marketing opportunities. The application of consumer behavior to international markets, not-for-profit services, consumer protection and public policy issues, and new marketing media. Offered: Fall. *3 credits*

BMKT 7629 Advertising Strategy

The role of advertising in the firm's marketing mix with an emphasis on the planning, execution and control of advertising strategies. Market segmentation, brand imaging, positioning, advertising concept development and media planning and buying. These subjects are examined in the context of the agency-client relationship and the regulatory, societal, ethical and technological environment in which advertisers operate. Offered: Fall, Spring. *3 credits*

BMKT 7633 (BMBA 9307) Cases in Strategic Marketing

This course incorporates current developments in marketing strategic thinking to further acquaint students with the present day challenges of marketing activities. This course provides an opportunity to further develop an understanding of the scope, importance, and process of marketing as a system. Through practical illustrations, the course forwards a deeper understanding of the development and evaluation of marketing plans, strategies, and action programs. Prerequisites: BMBA 9111, 9112, 9113 and 9114. Offered: Summer. *3 credits*

BMKT 7640 Corporate Branding Strategy

Today's companies must develop effective branding strategies for their products and services, as well as identify strategies for their organizations. This course focuses on the strategic essentials of creating strong brands, brand management strategy, and strategies for building corporate brands. The topics covered include: what constitutes a strong "brand" (from both marketing and legal perspectives); using brand personalities and cultures to create customer

value and loyalty; strategies for building brand equity through positioning; brand leveraging strategies (e.g. brand extensions) and brand alliances (e.g. co-branding); building and maintaining strong cohesive corporate identities; building brand identities around mergers and acquisitions; and turnaround measures for floundering brands. Students will be required to analyze a given corporate branding strategy on the basis of the material covered. Offered: Spring. *3 credits*

BMKT 7652 (BITM 7652) Interactive Marketing

Individualized interactive marketing is one of the fastest growing avenues for targeting customers. This course explores the philosophies underlying individualized interactive marketing including one-to-one marketing, customer relationship management, and mass customization leading to a greater understanding of consumer-firm co-creation of value in a Web 2.0 world. The class will review and discuss books, academic and practitioner articles, and case studies concerning this topic. Prerequisite: BMBA 9114. *3 credits*

BMKT 9600 Services Marketing Symposium

Improving service quality through a better understanding of customers' needs. Topics include implementing a corporate service culture, understanding how customers evaluate service quality, developing service quality standards and integrating them into the firm's operations, managing the service encounter, customer retention measures, promotional strategies, and managing service demand and capacity to achieve operational efficiency and lower costs. The role of self-service technologies in improving service quality and developing new service offerings. Prerequisites: BMBA 9114 and permission of instructor. Offered: Irregularly. *3 credits*

Center for Sport Management

Completion of the Foundation Sequence (BMBA 9111-9114) is the prerequisite for all BSPM courses except for BSPM 7101.

BSPM 7101 Executive Seminar in Sport Management

This course will introduce students to the MBA in Sport Management program, to career issues in the sport industry for managers and executives, to current trends, and to practices at the cutting edge of the industry. Guests each week will be leading sport industry executives. Offered: Fall. *1 credit*

BSPM 7220 (BFIN 7220) Sport Finance

Analysis of the financial structure of sports organizations and activities. Specific review of professional sports leagues and teams, sports tours, minor leagues and college sports programs, as well as the financial management of private and public sports facilities. Issues relating to the various sources and uses of revenues and current controversies will be analyzed. Prerequisite: BMBA 9111-9114. Offered: Spring. *3 credits*

BSPM 7401 (BLAW 7401) Sport Law

Examination of legal issues arising out of the areas of amateur and professional sport. Discussion of amateur sport includes the roles, rules and activities of the NCAA and questions involving amateurism, eligibility, sex discrimination and antitrust. Discussion of professional sport includes professional sport leagues, antitrust, labor relations, contractual questions and representation. Issues important in both areas will be discussed, including violence in sport, drug testing, tort issues, and sponsorships and endorsements. Prerequisite: BMBA 9111-9114. Offered: Spring. *3 credits*

BSPM 7535 (BMGT 7535) The Management of Sport Organizations

The application of management concepts and theories to sport organizations and the sport industry. Includes issues of organizational design, public policy, human resources, labor relations and collective bargaining, ethical issues in sport and the globalization of the sport industry. Prerequisite: BMBA 9111-9114. Offered: Fall. *3 credits*

BSPM 7536 (BMGT 7536) Negotiation and Dispute Resolution in Sports

This course links both the science and the art of negotiation, but it is more "art" than "art appreciation." It will give students the opportunity to identify their strengths and weaknesses as negotiators and to work on their relative weaknesses. More fundamentally, the course will provide both a conceptual framework to diagnose problems and promote agreement in a range of settings. Prerequisite: BMBA 9111-9114. Offered: Summer. *3 credits*

BSPM 7538 (BMGT 7538) 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: BMBA 9111-9114. Offered: Irregularly. *3 credits*

BSPM 7550 Sports Television in the Age of New Media

This course examines the evolution and adaptability of the sports television industry to the new media landscape. As this is a constantly evolving industry, so too will this course be evolving to remain current and relevant. Major sporting events, such as the NCAA Basketball Tournament, the Super Bowl, the Masters, and the World Series, will be examined and analyzed from various perspectives, such as production, sales, marketing and distribution, in various media. Prerequisite: BMBA 9111-9114. Offered: Spring. *3 credits*

BSPM 7555 (BMKT 7555) Professional Selling in Sport

This course examines strategic and direct methods of selling sports products. It addresses general sales theory and techniques needed to succeed in any business. It examines methods and trends in marketing various elements of sports inventory, especially sponsorships and tickets. Prerequisite: BMBA 9111-9114. *3 credits*

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BSPM 7591, 7592 Sport Management Internship I, II
Departmental approval required for registration. Offered: Fall, Spring, Summer. Offered: Fall, Spring, Summer. *3 credits each*

BSPM 7597, 7598, 7599 Directed Research-Sport Management
Departmental approval required for registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

BSPM 7607 (BMKT 7607) Sport Marketing
A strategic marketing examination of the sports industry. Sport events as marketing vehicles for corporations and brands, including licensing, merchandising, sponsorships and seasonal ticketing. The application of relationship marketing and database marketing to the sport industry. Prerequisite: BMBA 9111-9114. Offered: Fall. *3 credits*

Integrated Concentrations

Supply Chain Management

Supply Chain Management integrates supply and demand management functions within and across companies. Over the past few decades, supply chains have risen in prominence within many companies. This has created a growing need for individuals who can contribute to various parts of the supply chain by means of specializations obtained as part of their education. The ability to stand out in the marketplace has become more acute in view of an economy in which jobs are scarce. Consequently, in all the courses, we emphasize examples from industry and use them to provide illustrations of the concepts in practice. The concentration provides a practical understanding of the principles of supply chain management and helps students develop an understanding of both analytic and technical methods which can be applied to optimize these systems.

Students should take 6 credits from the concentration core and at least 6 credits from the elective areas.

I. Concentration core courses		Credits
BQUA 7825	Introduction to Supply Chain Management	3
BQUA 7845	Logistics and Operations in Supply Chain Management	3
II. Concentration elective courses:		
BMBA 9344/BITM 7744	Business Intelligence	3
BITM 7127	Enterprise Wide Accounting Information Systems II	3
BMBA 9330/BITM 7735	Strategic Information Technology	3
BMKT 7627	Consumer Behavior and the Market Mix	3
BMKT 7620	New Product Planning and Development	3
BMKT 7623	Retail Operations and Strategies	3
BMGT 7540	Entrepreneurship	3
BMGT 7544	Growing a Small Business	3
BLAW 7319	Products Liability* or	3
BLAW 7331	Franchising and Leasing*	3

BITM 7724	Enterprise Systems Information Modeling	3
BITM 7725	Enterprise Systems Deployment	3
BMKT 7643/BQUA 7643,	Management Science Marketing Applications	3

**Either one of these courses can be counted, but not both.*

International Business

The concentration in International Business prepares students to successfully handle international business challenges and opportunities. Emphasis is placed on developing and refining business expertise in a variety of substantive areas, as well as instilling cultural awareness and global sensitivity. Participation in a Stillman-sponsored trip outside the United States is encouraged for those who take the concentration.

I. Required course:

BMGT 6900	The Environment of Global Business	3
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II. Choose three electives (9 credits)*

BACC 7117	International Accounting ¹	3
BACC 7118	Doing Business in the Middle East	3
BFIN 7216	International Finance	3
BFIN 7221	Risk Management	3
BFIN 7235	Global Financial Markets	3
BINT 9900	Seminar on the Multinational Corporation	3
BLAW 7323	International Law	3
BMGT 7524/ BINT 7524	Doing Business in India	3
BMGT 7527	International Management in Developing Countries	3
BMGT 7551 BMGT 7552/	Seminar in Global Leadership	3
BITM 6928	Doing Business in China	3
BMGT 7931	International Management	3
BMGT 7962	Managerial Negotiating	3
BMGT 7991	Management of Foreign Operations	3
BMGT 9320	Managing Knowledge Workers	3
BMKT 7615	Comparative Marketing Systems	3
BMKT 7617	International Marketing	3
BMKT 7618	International Retailing	3
BMKT 7633	Cases in Strategic Marketing	3
BMKT 7993	Multinational Corporations in the Asian Market	3
BTAX 7033	Multinational Tax Consideration ¹	3
ECON 7410	Global Economic Change	3
ECON 7412	The Japanese Economy	3
ECON 7441	International Trade	3

** Department prerequisites apply. Additional electives may be substituted through consultation with the program director.*

¹Requires permission from the chair of the Department of Accounting & Taxation.

Notes:

1. *Students may elect to substitute one IB concentration course with a “Doing Business in ...” class. Approval is granted by the director of the Institute for International Business. No more than one “Doing Business in ...” class (3 credits) will be accepted as part of the IB concentration.*
2. *Students may elect to participate in a “Doing Business in ...” class and have this count toward their Breadth Electives. This also applies to a second “Doing Business in ...” class taken by a student in the IB concentration. Approval is granted by the director of the Institute for International Business.*

International Courses

The following “Doing Business in ...” elective courses provide students with an opportunity to study business practices by visiting a particular country accompanied by a knowledgeable faculty member. These classes involve visits to prominent businesses, and provide opportunities to meet and exchange ideas with business leaders. In addition, the classes include social and cultural activities. These courses generally include visits to important government departments, so students get a holistic perspective of the business and socio-cultural environment of the country visited.

The following “Doing Business in ...” courses have been offered.

BINT 6912	Doing Business in the European Union (Poland, Italy, Greece, Ireland, United Kingdom)
BINT 6913	Doing Business in Bermuda
BINT 6914	Doing Business in Latin America (Costa Rica, Argentina, Chile, Cuba)
BINT 6917	Doing Business in Egypt
BINT 6926	Doing Business in Canada
BINT 6928/	
BMGT 7552	Doing Business in China
BINT 7524	Doing Business in India

School of Diplomacy and International Relations



McQuaid Hall, First Floor
(973) 275-2515

diplomacy.shu.edu

Dean: Andrea Bartoli, Ph.D.

Associate Dean: Courtney B. Smith, Ph.D.

Associate Dean: Ursula Sanjamino, Ed.D.

Assistant Dean of External Affairs: Elizabeth Halpin, M.A.

Director of Graduate Admissions: Catherine Ruby, Ph.D.

Director of Internships and Career Development:
Daniel Kristo, M.A., M.S.

Department Chair: Benjamin Goldfrank, Ph.D.

Assistant Chairs: Omer Gokeckus, Ph.D. and
Ann Marie Murphy, Ph.D.

Faculty: Balmaceda; Bariagaber; Edwards; Ferrero;
Gokcekus; Goldfrank; Hale; He; Huang; M'Cormack-
Hale; Manetovic; Moremen; Murphy; Muzás; O'Mahoney;
Sackeyfio; Smith; Suzuki; Wang; Wilson

Adjunct Faculty: Akin; Barry; Brown; Chandross; Chow;
Dalpino; Friedman; Hassan; Herman; Maffei; Quinn; Young;
Zhang

The School of Diplomacy and International Relations, established in alliance with the United Nations Association of the United States of America, which is now a division of the United Nations Foundation, prepares students from around the world to become the next generation of global leaders. The 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 an international 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 community exposes students to the policymakers and practitioners addressing today's worldwide concerns. Students in the School also have the opportunity to take certain courses in Washington, D.C., in order to maintain their full-time status while pursuing Washington-based professional internships.

A degree from the 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.

Master of Arts in Diplomacy and International Relations

The graduate curriculum combines interdisciplinary global studies with research methodology and policy analysis, culminating in a professional internship and a research project. To attain the M.A. degree, students complete a total of 45 credit hours, satisfying core curriculum requirements and concentrating in two fields of specialization.

Specializations offer students the opportunity to structure their academic studies according to their particular interests, career goals and background. Among the functional specializations offered are international economics and development, international organizations, international law and human rights, negotiation and conflict management, global health and human security, foreign policy analysis, international security, and post-conflict state reconstruction and sustainability. Regional specializations include Africa, Asia, Europe, Latin America and the Caribbean, and the Middle East.

At the School of Diplomacy, graduate students of diverse cultural, educational and professional backgrounds form an international academic community. The graduate program fosters leadership and civic responsibility, while sharpening analytical and practical skills. Small classes create a supportive environment that encourages mentoring relationships. An active graduate student association engages in a variety of projects and activities. Graduate assistantships, research assistantships and positions on the student-edited *Journal of Diplomacy and International Relations* are awarded on a competitive basis.

The School participates in five dual degree programs designed to prepare students to bring diplomacy to the professions of business, law, communications and nonprofit management, and to specialize in Asian studies.

Application and Admission

Graduate applications are considered on a rolling basis; the preferred deadlines are May 1 (Fall) and October 1 (Spring).

- For admission, applicants must hold a baccalaureate degree or equivalent from an accredited college or university.
- Standardized test scores are required from applicants who have graduated from U.S. undergraduate programs as well as any applicant who has graduated from an undergraduate institution where the primary language of instruction is English. (GRE, GMAT, LSAT)
- Applicants who have graduated from undergraduate institutions in which English is not the primary language of instruction and/or whose native language is not English, may substitute TOEFL or IELTS scores in place of the GRE, GMAT or LSAT.
- The School of Diplomacy reserves the right to require additional information or request a personal interview.

Application material must include:

- official transcripts from each college and university attended for credit toward any previous degree;
- a type-written 750-900 word personal statement discussing professional goals, and special accomplishments or experiences;
- three completed academic and/or professional recommendation forms and accompanying letters;
- official standardized test scores, to be submitted by test administrator;
- application fee of \$75.

For additional information, contact the Director of Graduate Admission for the School at (973) 275-2142.

Academic Information

Academic Standing

In order to maintain good academic standing and be certified for graduation, students must have a minimum cumulative GPA of at least 3.0. Students whose GPA falls below 3.0 will be placed on academic probation. The academic progress of these students will be reviewed each semester. Students on academic probation may elect to repeat a class they failed or in which they performed poorly only once. Students whose academic performance falls below 3.0 in two consecutive semesters are subject to dismissal. Students seeking to remain in the program after this point must make a written appeal to the School of Diplomacy's Admissions Committee outlining how they intend to improve their academic performance.

Graduate Assistantships

The School may award one or more graduate assistantships each year to full-time students exhibiting high academic and professional potential. Graduate assistants are assigned 20 hours of work per week in support of faculty research and administrative work. The award consists of a 10-month appointment with a small stipend and partial or full tuition remission.

Research Assistant Scholarships

The School of Diplomacy offers a small number of merit scholarships to top students accepted into the master's degree program. These scholarships are available to full-time students beginning their study in the Fall semester. To be considered for a merit scholarship, applicants must submit a résumé, and a one-page statement describing their research skills, along with their application by March 31. Scholarship recipients generally spend 10 hours per week assisting faculty of the School with research and other academic projects. Scholarships are renewed annually for students who maintain a 3.8 grade point average. Dual-degree program applicants are not eligible.

Degree Requirements

To attain the degree of Master of Arts in Diplomacy and International Relations, all students must satisfactorily complete a total of 45 credits of study.

Required Core (24 credits)

I. General requirements: all students must successfully complete:

DIPL 6000	International Relations Theory
DIPL 6310	Research Methods for Policy Analysis
DIPL 6311	Master's Research Project
DIPL 7111	Internship

II. Distribution requirements: students must successfully complete one from each of the following pairs. These courses cannot be counted toward a specialization.

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- A. DIPL 6001 Politics of Cultural and Ethnic Pluralism
or
DIPL 6180 Comparative Foreign Policy
- B. DIPL 6002 International Organizations
or
DIPL 6005 Public International Law
- C. DIPL 6104 Art and Science of International Negotiation
or
DIPL 6130 International Security
- D. DIPL 6105 International Political Economy
or
DIPL 6155 Advanced Economic Aspects of International Relations

Diplomacy Elective (3 credits)

Students may take any 6000 or 7000 level diplomacy course. This course may not be counted toward other degree requirements.

Specializations (18 credits)

Students must select two specializations and take a minimum of three courses for each specialization. Courses taken in one specialization may not be counted toward another specialization or to meet any other requirements. Other courses may qualify for specializations by permission of the specialization head and the Associate Deans. Certain specializations require a foundation course where indicated by an asterisk *.

I. Functional Specializations

Foreign Policy Analysis

- DIPL 6180 Comparative Foreign Policy*
- DIPL 6181 Statecraft: Designing Foreign Policy
- DIPL 6182 U.S. Foreign Policy
- DIPL 6190 Seminar in Foreign Policy Analysis
- DIPL 6195 Creating a 21st Century Diplomacy
- DIPL 6196 Talking with the Enemy
- DIPL 6197 U.S. Policy on Stabilization and Reconstruction in Fragile States
- DIPL 6198 Human Rights in U.S. Foreign Policy
- DIPL 6403 European Union: External Relations
- DIPL 6405 Foreign Policy of Post-Soviet Politics
- DIPL 6409 Small State Diplomacy: Portugal's Role in International Affairs
- DIPL 6501 The Modern Middle East: U.S. Involvement
- DIPL 6610 China's Rise: Opportunities and Challenges
- DIPL 6611 International Relations of Southeast Asia
- DIPL 6622 China's Foreign Relations
- DIPL 6700 International Relations of African States
- DIPL 6703 American Foreign Policy in Africa
- DIPL 6801 U.S. Foreign Policy in Latin America and the Caribbean

Global Health and Human Security

- DIPL 6277 Global Health, Bioterrorism, and International Security *
- DIPL 6004 Peacemaking and Peacekeeping
- DIPL 6031 International Environmental Policy
- DIPL 6129 Preventing Humanitarian Crisis
- DIPL 6130 International Security
- DIPL 6278 Global Health Diplomacy
- DIPL 6279 Contagion and Conflict: Global Impact of Infectious Disease
- DIPL 6280 International Health and Development

Global Negotiation and Conflict Management

- DIPL 6104 Art and Science of International Negotiation *
- DIPL 6004 Peacemaking and Peacekeeping
- DIPL 6114 Conflict Prevention
- DIPL 6115 Cross-Cultural Negotiation and Conflict Management
- DIPL 6116 Palestinian-Israeli Peace Process
- DIPL 6117 International Mediation
- DIPL 6118 Global Conflict Resolution and Peacebuilding
- DIPL 6134 Nuclear Weapons in International Relations
- DIPL 6195 Creating a 21st Century Diplomacy
- DIPL 6196 Talking with the Enemy
- DIPL 6197 U.S. Policy on Stabilization and Reconstruction in Fragile States
- DIPL 6250 Conflict and Conflict Resolution in Plural Societies
- DIPL 6251 Justice, Truth and Reconciliation in Post-Conflict Societies
- DIPL 6277 Global Health, Bioterrorism, and International Security
- DIPL 6278 Global Health Diplomacy
- DIPL 6509 EU and Cyprus Seminar
- DIPL 6610 China's Rise: Opportunities and Challenges
- DIPL 6710 African Union Seminar
- DIPL 6717 Conflict and Forced Population Displacement in Africa

International Economics and Development

- DIPL 6105 International Political Economy *
or
- DIPL 6155 Advanced Economic Aspects of International Relations *
- DIPL 6032 International Trade Law
- DIPL 6113 International Financial Institutions
- DIPL 6150 Current Issues and Approaches in International Political Economy

DIPL 6153	Comparative Political Economy of Development
DIPL 6156	Advanced Financial Aspects of International Relations
DIPL 6170	Advanced Topics in Economic Development for International Affairs
DIPL 6280	International Health and Development
DIPL 6409	Small State Diplomacy: Portugal's Role in International Affairs
DIPL 6704	Economic Development in Africa
DIPL 6806	Political Economy of Latin America and the Caribbean

International Law and Human Rights

DIPL 6005	Public International Law **
DIPL 6004	Peacemaking and Peacekeeping
DIPL 6008	International Criminal Law
DIPL 6019	Women, World Religions and Human Rights
DIPL 6031	International Environmental Policy
DIPL 6032	International Trade Law
DIPL 6104	Art and Science of International Negotiation
DIPL 6129	Preventing Humanitarian Crises
DIPL 6140	International Human Rights
DIPL 6197	U.S. Policy on Stabilization and Reconstruction in Fragile States
DIPL 6198	Human Rights in U.S. Foreign Policy
DIPL 6279	Contagion and Conflict: Global Impact of Infectious Disease
DIPL 6401	European Union: Development and Dynamics

***B.S./M.A. candidates who have completed DIPL 3104 have fulfilled the foundation course requirement for the International Law specialization and should take three other courses from the specialization.*

International Organizations

DIPL 6002	International Organizations *
DIPL 6004	Peacemaking and Peacekeeping
DIPL 6005	Public International Law
DIPL 6007	U.N. Insider's View
DIPL 6015	Human Resources Management in International Organizations
DIPL 6031	International Environmental Policy
DIPL 6113	International Finance Institutions
DIPL 6134	Nuclear Weapons in International Relations
DIPL 6201	UN Security Council Issues
DIPL 6202	Politics at the UN: Relevance and Reform
DIPL 6252	Institutions of Post-Conflict Governance
DIPL 6278	Global Health Diplomacy

DIPL 6401	European Union: Development and Dynamics
DIPL 6402	European Union: Governance and Policy
DIPL 6403	European Union: External Relations
DIPL 6408	Kosovo Study Seminar
DIPL 6409	Small State Diplomacy: Portugal's Role in International Affairs
DIPL 6410	European Union Seminar in Luxembourg
DIPL 6710	African Union Seminar

International Security

DIPL 6130	International Security**
DIPL 6131	Causes of War
DIPL 6132	American Grand Strategy
DIPL 6133	Energy and Resource Security
DIPL 6134	Nuclear Weapons in International Relations
DIPL 6195	Creating a 21st Century Diplomacy
DIPL 6196	Talking with the Enemy
DIPL 6197	U.S. Policy on Stabilization and Reconstruction in Fragile States
DIPL 6277	Global Health, Bioterrorism, and International Security
DIPL 6409	Small State Diplomacy: Portugal's Role in International Affairs
DIPL 6520	Politics of Terrorism in the Middle East
DIPL 6610	China's Rise: Opportunities and Challenges
DIPL 6622	China's Foreign Relations
DIPL 6710	African Union Seminar

***B.S./M.A. candidates who have completed DIPL 2120 with a grade of B+ or better have fulfilled the foundation course requirement for the International Security specialization and should take three other courses from the specialization.*

Post-Conflict State Reconstruction and Sustainability

DIPL 6004	Peacemaking and Peacekeeping
DIPL 6250	Conflict and Conflict Resolution in Plural Societies
DIPL 6251	Justice, Truth and Reconciliation in Post-Conflict Societies
DIPL 6252	Institutions of Post-Conflict Governance
DIPL 6253	Civil Conflict and Development
DIPL 6408	Kosovo Study Seminar

II. Regional Specializations

DIPL 6153 (Comparative Political Economic Development) and DIPL 6170 (Advanced Topics in Economic Development for International Affairs) qualify for inclusion in a specific regional specialization, provided the student completes the region-specific requirements within those courses. Foreign language proficiency is strongly recommended to complement regional specialization studies.

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Africa

DIPL 6700	International Relations of African States
DIPL 6701	20th Century Africa
DIPL 6702	African Political Institutions
DIPL 6703	American Foreign Policy in Africa
DIPL 6704	Economic Development in Africa
DIPL 6710	African Union Seminar
DIPL 6717	Africa: Displacement and Conflict
DIPL 6153	Comparative Political Economy of Development
DIPL 6170	Advanced Topics in Economic Development for International Affairs
DIPL 6198	Human Rights in U.S. Foreign Policy

Asia

DIPL 6601	Sino – U.S. Relations
DIPL 6602	Islam in Southeast Asia
DIPL 6610	China's Rise: Opportunities and Challenges
DIPL 6611	International Relations of Southeast Asia
DIPL 6622	China's Foreign Relations
DIPL 6153	Comparative Political Economy of Development
DIPL 6170	Advanced Topics in Economic Development for International Affairs
DIPL 6198	Human Rights in U.S. Foreign Policy

Europe

DIPL 6401	European Union: Development and Dynamics
DIPL 6402	European Union: Governance and Policy
DIPL 6403	European Union: External Relations
DIPL 6405	Foreign policy of Post-Soviet States
DIPL 6406	Eastern Europe and Post-Soviet Politics
DIPL 6408	Kosovo Study Seminar
DIPL 6409	Small State Diplomacy: Portugal's Role in International Affairs
DIPL 6410	European Union Seminar in Luxembourg
DIPL 6422	Trans-Atlantic Relations and World Politics
DIPL 6509	EU and Cyprus Seminar
DIPL 6153	Comparative Political Economy of Development
DIPL 6170	Advanced Topics in Economic Development for International Affairs

Latin America and the Caribbean

DIPL 6801	U.S. Foreign Policy in Latin America and the Caribbean
DIPL 6803	Politics and Society in Latin America and the Caribbean
DIPL 6806	Political Economy of Latin America and the Caribbean
DIPL 6153	Comparative Political Economy of Development
DIPL 6170	Advanced Topics in Economic Development for International Affairs

Middle East

DIPL 6116	Palestinian-Israeli Peace Process
DIPL 6500	The Modern Middle East: History, Challenges and Opportunities
DIPL 6501	The Modern Middle East: U.S. Involvement
DIPL 6502	Islamic Religion and Culture
DIPL 6503	Women/Gender in Islam
DIPL 6505	Afghanistan: History and Current Issues
DIPL 6506	Energy Policies of the 21st Century
DIPL 6510	Persian Gulf in the 21st Century
DIPL 6520	Politics of Terrorism in the Middle East
DIPL 6153	Comparative Political Economy of Development
DIPL 6170	Advanced Topics in Economic Development for International Affairs

Dual Degree Programs

The School of Diplomacy and International Relations participates in five graduate dual degree programs with the Seton Hall School of Law, the Stillman School of Business, and within the College of Arts and Sciences, the Department of Public and Healthcare Administration, the Program in Strategic Communications and the Department of Asian Studies. Each program has its own admission process. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester.

Once enrolled, students should consult with academic advisers in both programs to coordinate their curriculum. Dual degree course requirements for each program are listed below.

J.D./M.A. in Law and Diplomacy

The School of Diplomacy and the School of Law jointly offer a four-year program leading to the degrees of Master of Arts in Diplomacy and International Relations and Juris Doctor (J.D.). The program, which is available only to full-time students, may be completed in only four years and one Summer, rather than the five years usually required for the completion of both degrees.

Admission Requirements

Students must complete separate applications for the School of Diplomacy and for the School of Law. Students should indicate on their original applications that they wish to pursue the combined degree program. Alternatively, students enrolled in the first or second year of full-time study at the School of Law may, during that year, apply for admission to the joint program by making application to the School of Diplomacy, identify themselves as candidates for the joint degree program and notify the Law School of their intent to seek admission to that program. Some loss of credits may result from such late application to the joint program. Only one application fee for the two programs is required.

Admission to the joint degree program requires that students be accepted for admission to each of the respective schools and that students' participation be approved by the admissions committees or academic deans of both schools.

Curriculum Requirements

A student enrolled in the combined degree program must complete 85 credits at the Law School and another 30 credits at the School of Diplomacy and International Relations, for a total of 115 credits, instead of the 130 credits that would be required to complete the two programs separately.

At the School of Diplomacy, students must complete 18 credits of required courses and 12 credits of electives. At a student's option, 9 of these elective credits may be concentrated in a functional or regional specialization. As part of coursework at the Law School, students must complete 12 credits within the International Legal Studies Group (except INTL 9607 International Organizations). Students must also complete the Law School course Independent Research (2 credits - WRTG 9142) or a second Advanced Writing Requirement course drawn from the International Legal Studies Group.

Course Requirements

I. Students must complete a minimum of 30 credits of Diplomacy courses.

DIPL 6000	International Relations Theory	3
DIPL 6001	Politics of Cultural and Ethnic Pluralism	3
DIPL 6002	International Organizations	3
DIPL 6105 or DIPL 6155	International Political Economy Advanced Economic Aspects of International Relations	3
DIPL 6104	Art and Science of International Negotiation	3
DIPL 7111	Internship*	3
DIPL xxxx	Diplomacy Electives	12
		Total: 30

* A student with a clerkship may substitute a Diplomacy elective for the internship requirement.

II. As part of their Law School coursework, students must complete the following requirements:

- 12 credits within the International Legal Studies Group (except INTL 9607 International Organizations).
- In addition to A above, students must complete Independent Research (2 credits – WRTG 9142) or a second Advanced Writing Requirement course drawn from the International Legal Studies Group.

Full Time Status

Because of residency requirements and other considerations, the combined program can only be completed by students enrolled on a full-time basis. With the joint consent of the academic dean of the Law School and the academic dean of the School of Diplomacy, and for good cause, a student may be allowed to remain in the program although enrolled on a part-time basis only after the completion of the second year of full-time participation in the program. Such approval for part-time status must be renewed every semester. No waiver of the full-time status requirement may be granted during the first two years of the program.

Pattern of Study

Students in the combined program spend their first year of study completing the regular first-year curriculum of the School of Law. During the second and subsequent years, students may complete the program by taking credits at both the School of Law and the School of Diplomacy and International Relations.

Advising

Students in the combined program must have their courses approved by the advisers in both the Law School and the School of Diplomacy and International Relations, and students should consult with the academic dean of each school regarding course schedules.

Master of Business Administration (M.B.A.)/M.A. in Diplomacy and International Relations Dual Degree Program

The School of Diplomacy and the Stillman School of Business offer a dual degree program that combines the Master in Business Administration (M.B.A.) with the Master of Arts (M.A.) in Diplomacy and International Relations. The dual degree program takes advantage of the synergy between the two fields to offer a program that provides a unique combination of detailed business training with a thorough understanding of international policy issues. Students apply independently to each program, either at the time of initial application or during the first semester of either program. For further information, please contact the School of Diplomacy or the School of Business. Course requirements are listed below.

Course Requirements

A. Diplomacy and International Relations Component (30 credits)

I. Required Diplomacy Core (24 credits)

DIPL 6000	International Relations Theory	3
DIPL 6001	Politics of Cultural and Ethnic Pluralism	3
DIPL 6002	International Organizations	3
DIPL 6003	Sustainable Development	3
DIPL 6105	International Political Economy	3
DIPL 6310	Research Methods for Policy Analysis	3
DIPL 6311	Master's Research Project	3
DIPL 7111	Internship	3

II. Diplomacy Electives (6 credits)

Any two Diplomacy courses at the 6000 or 7000 level.

B. M.B.A. Program Component (30/33 credits)

I. Pre-Qualification Sequence as required (non-credit bearing)

II. Foundation Sequence (16 credits)

The following required courses must be taken sequentially:

BMBA 9111	Analytical Methods and Information Systems for Business	4
BMBA 9112	Accounting and Legal Considerations	4
BMBA 9113	Financial and Economic Analysis	4
BMBA 9114	Organizational and Market Dynamics	4

III. Essential Knowledge Sequence (2 credits)

BMBA 9201	Social Responsibility	2
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IV. Concentration Courses (12-15 credits)

12-15 credits of coursework in one of the concentrations offered by the Stillman School (15 credits for accounting, 13 credits for sport management, and 12 credits for all other concentrations)

Total Credits Required 60-63

*Note

1. Dual degree students do not take *International Perspective (BMBA 9202)* or *Business Policy Capstone (BMBA 9400)*.
2. Dual degree students must write a *Master's Research Project* under the guidance of a *Diplomacy adviser* and must satisfy the *M.B.A. Service Project* requirement.

Master of Public Administration (M.P.A.)/M.A. in Diplomacy and International Relations Dual Degree Program

The Department of Public and Healthcare Administration in the College of Arts and Sciences and the School of Diplomacy and International Relations offer a dual degree program that combines the Master of Arts in Diplomacy and International Relations with the Master of Public Administration. The dual degree prepares professionals equipped to respond to the challenges of public sector administration in a global environment. The joint degree can be completed in 60 credits, instead of the 84 credits required to complete the two programs separately.

Students apply independently to each degree program, preferably indicating at the time of application that they intend to follow the joint M.A./M.P.A. program if admitted. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester of study.

For further information, please call the School of Diplomacy and International Relations at (973) 275-2514, or the Department of Public and Healthcare Administration at (973) 761-9510.

Course Requirements

Diplomacy and International Relations (21 credits)

DIPL 6000	International Relations Theory	3
DIPL 6001	Politics of Cultural and Ethnic Pluralism	3
DIPL 6002	International Organizations	3
DIPL 6105	International Political Economy	3
DIPL xxxx	Electives	9

M.P.A. Core Courses (15 credits)

PSMA 6001	Environment of Public Service Management	3
PSMA 6004	Economic Environment of Public Service Management	3
PSMA 6005	Financial Management and Control	3
PSMA 6009	Managerial Decision Making	3
PSMA 6010	Managing Human Resources in Public Service Organizations	3

M.P.A. Concentrations (four courses in one of the following concentrations plus one M.P.A. elective)	12
Public Service: Leadership, Governance & Policy	
Nonprofit Organization Management	
Health Policy and Management	
Arts Administration	
M.P.A. Elective	3
Research and Capstone Courses (9 credits)	
DIPL 6310 or PSMA 6002 Research Methods	3
Research Seminar/Practicum: DIPL 6311; PSMA 7993 or PSMA 7992	3
DIPL 7111 or PMSA 7991 Internship/Field Placement	3
Total Credits Required	60

M.A. in Strategic Communication/ M.A. in Diplomacy and International Relations Dual Degree Program

The dual degree program combines advanced skills in communication with in-depth knowledge of international relations to prepare professionals to meet the challenges of strategic communication in an increasingly complex global environment. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester of study.

Course Requirements

Diplomacy and International Relations (21 credits)		
DIPL 6000	International Relations Theory	3
DIPL 6001	Politics of Cultural and Ethnic Pluralism	3
DIPL 6002	International Organizations	3
DIPL 6105	International Political Economy	3
DIPL xxxx	Diplomacy Electives	9
Communication (21 credits)		
COMM 6000	Writing for the Organization and Client	3
COTC 6100	Intro to Organizational Communication	3
COTC 7220	Effective Presentations	3
COTC/COMM	Electives	12
Research, Capstone and elective courses (15 credits)		
DIPL 6310 or		
COTC 7110	Research Methods	3
DIPL 6311 or		
COMM 8190	Research Project	3
DIPL 7111	Internship	3
Free Electives		6
Total Credits Required		57

M.A. in Asian Studies/M.A. in Diplomacy and International Relations

The Department of Asian Studies in the College of Arts and Sciences and the School of Diplomacy and International Relations offer a dual degree program with a focus on East Asia. A solid understanding of East Asian history, language and culture complements students' competence in international relations. The dual degree program can be completed in 60 credits, instead of the 81-84 credits that would be required to complete the two programs separately. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester of study.

Course requirements

Diplomacy and International Relations (21 credits)

DIPL 6000	International Relations Theory
DIPL 6001	Politics of Cultural and Ethnic Pluralism
DIPL 6002	International Organizations
DIPL 6105	International Political Economy
DIPL xxxx	Electives in Diplomacy and International Relations (9 credits)

Traditional East Asia (12 credits)

ASIA 6140	Survey of Chinese Civilization
ASIA 6121	History and Culture of Japan I
ASIA 6122	History and Culture of Japan II
<i>and one of the following:</i>	

ASIA 6141	Foundations of Chinese Civilization
ASIA 6142	Development of Chinese Civilization
ASIA 6143	Maturity of Chinese Civilization

Modern and Contemporary East Asia (6 credits)

ASIA 6145	Modern East Asia
ASIA 6146	Contemporary East Asia

Research and Practicum (9 credits)

ASIA 9111	
or DIPL 6310	Research Methods
DIPL 6311	
or ASIA 9200	Master's Research Project/Thesis
DIPL 7111	Internship
Students requesting faculty recommendations for Ph.D. studies are required to write a thesis.	

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East Asian Language Component (12 credits)

Note: Students must demonstrate intermediate level proficiency before enrolling in these courses. Students with language fluency may be exempt from these courses and substitute free electives.

CHIN 6111-6114	Graduate Chinese Conversation and Composition I-IV
CHIN 6117-6118	Graduate Readings in Modern Chinese I-II
CHIN 6120-6121	Graduate Chinese Newspaper Readings I-II
JAPN 6111-6112	Graduate Modern Japanese I and II
JAPN 6113-6114	Graduate Newspaper Readings I and II

Total Credits Required 60

Course Descriptions

DIPL 6000 International Relations Theory

Acquaints students with the key theoretical debates in international relations scholarship, and introduces students to the practice of diplomacy. Taken during the first semester of the program to strengthen writing and analytical skills. *3 credits*

DIPL 6001 Politics of Cultural and Ethnic Pluralism

Surveys cultural diversity manifested in the concepts of ethnicity, national identity and nationalism. Includes study of political and sociological theory and case studies. *3 credits*

DIPL 6002 International Organizations

Provides a historical and contemporary perspective on the role of intergovernmental and nongovernmental organizations in drafting public policy at the regional and global levels. *3 credits*

DIPL 6003 Sustainable Development

Explores concepts of sustainable development in social, economic and political frameworks. *3 credits*

DIPL 6004 Peacemaking and Peacekeeping

Examines theories and research concerning the nature and causes of conflict at both the domestic and international levels, as well as methods for avoiding, managing or resolving such conflicts. *3 credits*

DIPL 6005 Public International Law

Explores the nature and content of international law governing relations between states and relations between states and nonstate actors. The first part of the course examines the building blocks of international law; the second part applies this framework to particular topics, such as the use of force, human rights and international environmental law. *3 credits*

DIPL 6007 UN: Insider's 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 substantive issues of current concern to the United Nations. *3 credits*

DIPL 6008 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 6015 Human Resources Management in International Organizations

Provides a comprehensive review of human resources management policies and practices in international organizations. It is designed to develop both analytical and practical skills for dealing with complex personnel management issues in a multicultural and political environment. *3 credits*

DIPL 6019 Women, World Religions and Human Rights

Examines what sacred sources in religion say about women and how those scriptures have been interpreted and used in society (by men and women), in traditional religious societies (including actual cultural expressions of beliefs and practices related to gender, gender relations, sexuality, family and the role of women in the public sphere). It examines contemporary women's work that criticizes, affirms or amends traditional religious views and roles about women, especially how contemporary women (and men) working through human rights organizations address the questions raised by modernity and the quest for universal human rights. A cross-cultural perspective is particularly critical in this era of globalization and the emergence of an international women's rights movement. *3 credits*

DIPL 6031 International Environmental Policy

Applies an interdisciplinary set of analytical tools to understand international environmental problems, especially those affecting the global commons, including climate change, ozone depletion and biodiversity. Surveys and analyzes the actual and potential institutions the international community employs to address these issues. *3 credits*

DIPL 6032 International Trade Law

This course examines the law of international trade, focusing on the law of the World Trade Organization, the General Agreement on Tariffs and Trade, and the trade law of the United States. The course will address the rules that restrain national restrictions on trade, as well as the negotiation practices and dispute settlement processes of the world trade law system. Among other things, the course will explore how that system manages the relationship between trade and other values and areas of regulatory control, such as environmental protection, health and other product standards, human rights, and intellectual property protection. *3 credits*

DIPL 6103 Concepts and Applications for Leadership in the Global Community

Analysis of traits and behaviors essential in leading organizations and in managing organizational stakeholders. *3 credits*

DIPL 6104 Art and Science of International Negotiation

International negotiations take place in the shadow of conflicts, crises and wars. Selected theories of international cooperation, as well as insights from other disciplines have contributed to our understanding of the dynamics of international negotiation. The course provides opportunities for simple and complex negotiation exercises as well as conceptual knowledge needed for analyzing real world cases. *3 credits*

DIPL 6105 International Political Economy

Fundamental concepts of international economics and global financial institutions as a basis for understanding the global political economy. *3 credits*

DIPL 6109 Negotiating International Trade

Provides basic background on reimbursement prices, transparency, standardization and dispute resolution at the federal, state and local level. *3 credits*

DIPL 6110 Globalization: Impact on the State

Examines the major trends leading to the critical and rapidly changing role of the state, and explores how globalization is shaping the world of the 21st Century. *3 credits*

DIPL 6113 International Financial Institutions

Analyzes dynamics of international trade and finance through the structure and work of the international financial institutions. Covers the basics of the international financial system and explores the potential for international cooperation in the field of development. *3 credits*

DIPL 6114 Conflict Prevention

The course will identify the role and function of the principal actors working to prevent international conflict in theory and practice. Particular focus will be on organizations and processes from North America and Europe in a post-September 11 world. *3 credits*

DIPL 6115 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 skills and knowledge for managing the most challenging political, organizational and interpersonal relationships. *3 credits*

DIPL 6116 Palestinian-Israeli Peace Process

The Palestinian-Israeli conflict is generally thought to be intractable. Much journalistic and even scholarly work tends to be partisan, while contributing little to our understanding of how this conflict can be resolved. In fact, there is a significant history of attempts to transform this conflict into coexistence. This instructor will build on his significant field research into the open and secret negotiations between Israel and the PLO, as well as the long history of Arab-Zionist encounters. A major component of the class will be simultaneous conduct of actual negotiations by the students, who will join one of four delegations: a Palestinian or an Israeli negotiation delegation, negotiating with interim or permanent issues. *3 credits*

DIPL 6117 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 6118 Global Conflict Resolution and Peacebuilding

This course is an introduction to the interdisciplinary study of conflict resolution and is intended to provide a solid foundation for further inquiry and application. It aims to present and discuss the major theoretical approaches to conflict and conflict resolution. It examines theories that attempt to explain causes, dynamic, courses, and resolution of conflicts. It surveys theoretical frameworks from different disciplines. It would ground students the basic concepts of conflict resolution and skills of diagnosing social conflict. A second portion of the class focuses on the practice of conflict resolution and the connection between conflict analysis and intervention. It will investigate the dynamics of conflict transformation, post-conflict peacebuilding and reconciliation. This course will include a blend of lectures, class discussions, individual and group exercises, and simulation role plays. *3 credits*

DIPL 6129 Preventing Humanitarian Crisis

Investigates the causes, global responses to, and prevention of complex humanitarian emergencies. Beginning with the fundamental problem of defining what qualifies as a humanitarian crisis, this course further examines significant cases searching for factors to account for successful and unsuccessful international engagement. *3 credits*

DIPL 6130 International Security

International security is a critical component of statecraft and global politics with domestic and international constraints and characteristics. This course is built upon an interdisciplinary approach that combines history, theory and policy regarding the origins of conflict, the uses of force in politics, classic approaches to security, strategies and modes of security, and the emerging security environment. *3 credits*

DIPL 6131 Causes of War

What causes war? What do we need to know to prevent war if possible, and prepare for it when necessary? This course first systematically examines major schools of thoughts on the origins and prevention of war, including power and system-level theories of war and peace, domestic and societal sources of conflict, misperception and miscalculation, and psychological and emotional causes of war. The second part of this course applies these theoretical approaches to a series of important historical and contemporary cases of war and conflict in world politics. It is strongly encouraged that students registering for DIPL 6131 have previously completed DIPL 6130. *3 credits*

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DIPL 6132 American Grand Strategy

Grand strategy is the collection of political and military means and ends with which a state attempts to achieve security. This course examines the formulation, implementation, and outcomes of American grand strategy. It particularly explores the structure, operation, and capacity of American military establishment. It also covers the evolution of American grand strategy beginning with the containment strategy during the Cold War, to nuclear deterrence and arms control policy, followed by post-Cold War debates on American strategies of engagement, humanitarian intervention and democracy promotion to cope with the new security environment. *3 credits*

DIPL 6133 Energy and Resources Security

As a result of increasing global demands for energy, natural resources, and clean environment, serious conflict of interest has emerged among nations and can potentially lead to deadly violence. Using carefully selected case studies, this course addresses these pressing security concerns. Topics covered include international politics of oil, water disputes, environmental conflict, and contention for fishery and other maritime resources. *3 credits*

DIPL 6134 Nuclear Weapons in International Relations

This course provides a background for understanding current international relations in which nuclear weapons play a central role. An historical overview of nuclear weapons and issues, beginning with their development during World War II and continuing through the nuclear arms race between the United States and the Soviet Union, as well as events following the breakup of the Soviet Union are studied. The evolution and future possibilities of nuclear arms control treaties are examined. The spread of nuclear weapons with particular attention to developments in Pakistan, North Korea, India, Iran and Israel, and the potential for nuclear terrorism are reviewed and analyzed. *3 credits*

DIPL 6140 International Human Rights

This course introduces the basic philosophy and principles of human rights and examines the historical development and expansion of human rights norms. The course then focuses on the instruments, institutions, and enforcement of human rights from a multidisciplinary perspective, exploring the major international human rights regimes and treaties. *3 credits*

DIPL 6150 Current Issues and Approaches in International Political Economy

In this course, we will examine a variety of new approaches and new issues in international political economy. We will look at how two level games, second image and second image reversed theories, bargaining approaches, and ideational theories are being used to analyze issues, such as international trade and development. We will also examine how new issues are changing the way we think about international political economy, such as trafficking of humans, international migration, international laws and norms, transnational organizations, and food and safety issues (e.g. genetically modified food). *3 credits*

DIPL 6153 Comparative Political Economy of Development

This course provides and examines concepts and frameworks regarding comparative economic development of nations. The course introduces basic theories of macro-economic growth and examines how institutions structure political, social, and economic incentives. The course also investigates how different rules and conventions in societies can result in differences in incentives, and how those differences shape human interactions. *3 credits*

DIPL 6155 Advanced Economic Aspects of International Relations

This course will familiarize students with the essential concepts required to understand the economic issues associated with globalization. In particular, we will address a set of topics including why and how nations trade, how governments regulate international trade, regionalism and multilateralism, and the international financial architecture. *3 credits*

DIPL 6156 Advanced Financial Aspects of International Relations

This course provides an overview of international financial economics. The course familiarizes students with the theoretical frameworks that economists use in examining controversial contemporary issues in international finance and globalization. Specifically, the course explores issues such as financial integration, determinants of exchange rates, macroeconomic policy (fiscal and monetary policy), exchange rate regime choice, and currency/economic crisis. *3 credits*

DIPL 6170 Advanced 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 6180 Comparative Foreign Policy

Comparison among the attributes of various actors in international politics helps us understand the sources and outcomes of foreign policy-making. This course introduces students to the principal theories on the sources of foreign policy-making, ranging from the psychology and decision making of the individual policy maker, to the domestic and international constraints involved. Historical and current case studies are utilized by students to apply and test theories of policymaking. *3 credits*

DIPL 6181 Statecraft: Designing Foreign Policy

Examines the tools of statecraft available to foreign policy-makers as they attempt to protect national values and attain desired objectives vis-a-vis other international actors. The course first reviews key analytical concepts that underpin the

study of foreign policy-making, such as influence attempts, threats, promises, policy-contingency frameworks and cost-benefit analysis. It then explores the conditions under which various policy instruments such as military power (ground combat, surgical air strikes, naval power, peacekeeping operations), economic statecraft (sanctions, trade, foreign aid) and public diplomacy are likely to achieve national goals. *3 credits*

DIPL 6182 U.S. Foreign Policy

Introduces students to the actors, policy-making processes, and historical themes that influence U.S. foreign policy. The course first reviews the U.S. foreign policy-making process, focusing on key actors such as the president, congress, the bureaucracy, the media and public opinion. It then explores the history of U.S. foreign policy, from Washington's Farewell Address to the present, with primary emphasis on the postwar period. Current foreign policy challenges facing the U.S. are then examined in light of these historical themes and general theories that bear upon them. *3 credits*

DIPL 6190 Seminar in Foreign Policy Analysis

Examines a series of pivotal foreign policy cases in order to assess the relative success or failure of these policies and the lessons they hold for foreign affairs more broadly. Using critical cases chosen from substantive areas such as nuclear proliferation, economic diplomacy, and humanitarian intervention, as well as from all major world regions, this course analyzes them from their initial appearance on the foreign policy agenda to the ultimate policy outcome. Prerequisite: DIPL 6180 and/or 6181 and the instructor's permission. *3 credits*

DIPL 6195 Creating a 21st Century Diplomacy

The profession of diplomacy and the role of the diplomat are rapidly changing. Can diplomacy help meet the challenges of the 21st Century? Students will consider what should constitute the practice of 21st Century diplomacy and then apply these ideas to real world challenges through presentations and role play. *3 credits*

DIPL 6196 Talking with the Enemy

Through a detailed investigation of a series of case studies, this course will take a close look at past efforts of the United States to manage relations with "enemies" or adversaries. The course will examine the different strategies Presidents have used to "talk to the enemy": Roosevelt's 1933 opening of relations with the USSR; the decision at Munich to "appease" Hitler; Nixon's opening to China; the long delayed efforts to cease the war in Vietnam; the decision to invade Iraq in 2003; and the current debate over whether the U.S. should talk directly with Iran and how best to deal with Cuba. The course will conclude with some examination of how the U.S. might deal with groups in the new paradigm of non-state actors such as Taliban, Hamas, and Hezbollah. The course will also seek to explore the various theories connected with decision making in analyzing historical events. *3 credits*

DIPL 6197 U.S. Policy on Stabilization and Reconstruction in Fragile States

This course will deal with the new developments in U.S. policy for dealing with failing or fragile states. Earlier references to "nation-building" have been replaced by the term "stabilization and reconstruction" and both the military and civilian sides of government have developed doctrine for dealing with these situations. These doctrines claim to recognize that efforts to remake societies in our image are doomed due to lack of resources and resistance to change in developing nations, though the steps proposed may be quite far-reaching. While lessons learned in conflict situations such as Bosnia, Iraq and Afghanistan will be considered, primary emphasis will be on states now hovering on the brink of collapse. Attention will be paid to innovative tools such as anthropology, as well as to "rule of law," sustainable development and democracy building. The course will include lectures, class discussions, and case studies. There will be input from practitioners, and information will be provided on opportunities in the field as more civilians are sent abroad as direct hires to carry out programs on the ground. A central issue throughout the semester will be the inherent contradiction between stability and changes which come about as a result of reconstruction and development. *3 credits*

DIPL 6198 Human Rights in U.S. Foreign Policy

This course will examine the evolution of human rights as a policy priority and consider the effectiveness of both international and U.S. policy to date. Through this analysis, students will be encouraged not only to identify factors which aid or impede human rights protection but also to develop recommendations for the improvement of human rights policy. *3 credits*

DIPL 6201 UN Security Council Issues

An in-depth study of the bureaucratic and political factors that shape the policy and process of this key UN institution. Lectures and class sessions will focus on specific topical issues of relevance to the Security Council. *3 credits*

DIPL 6202 Politics at the United Nations: Relevance and Reform

This course will examine how the United Nations seeks to address the growing range of transnational problems that appear on its agenda. This increased demand for action comes at a time when the organization is being subjected to varying interpretations about its structure, role and potential in the international system. The course will explore what the UN does, how it works, and the challenges it faces while also considering the potential for United Nations reform in the name of greater effectiveness and legitimacy. *3 credits*

DIPL 6250 Conflict and Conflict Resolution in Plural Societies

This course aims to present and discuss the major theoretical and empirical approaches to intra-state conflict and conflict resolution. It examines theories that attempt to explain causes and courses of violent ethnic conflicts and civil wars. It discusses the roles played by ethnicity, religion, culture and development in the generation, conduct, and resolution

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of social conflicts. It also investigates the dynamics of post-conflict peace-building and reconstruction in plural societies. It would ground students the basic concepts of conflict resolution and skills of diagnosing social conflict. *3 credits*

DIPL 6251 Justice, Truth, and Reconciliation in Post-Conflict Societies

This course focuses on the ongoing debate between truth and justice in post-conflict societies, and how to maintain balance of the two in order to pave the way for post-conflict state sustainability. The course interrogates rule of law, justice, and truth as they relate to both the victims and perpetrators of serious human rights violations, and examines the question of reconciliation in the aftermath of violence. Also, included in the course are the nature, scope of mandate, and procedures of truth and reconciliation commissions. *3 credits*

DIPL 6252 Institutions of Post-Conflict Governance

This course seeks to answer two basic questions: 1) why have states failed and 2) what can be done to prevent failure and rebuild weak/failed states in the 21st century? To answer these questions, this course focuses on the integral role that institutions play in ensuring the day-to-day stability of nation-states. The course will explore the theory and practice of rebuilding institutions to strengthen states that have undergone failure, and assess strengths and shortcomings of varied interventions at the institutional level. *3 credits*

DIPL 6253 Civil Conflict and Development

One of the central challenges in post-conflict reconstruction is rebuilding a viable economy. This course examines the economic after-effects of civil wars and how states and international organizations have responded to the challenge of rebuilding post-conflict economies. Students will appraise the possible tradeoffs that exist in forming a government that can protect property rights, reconstituting a viable economy, and promoting peace. In evaluating the role of international actors (through foreign aid and the role of the IMF and World Bank), our aim is to develop and propose more optimal policies that mitigate these tradeoffs. *3 credits*

DIPL 6277 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 6278 Global Health Diplomacy

The course's central mission is to introduce a goal-oriented framework used by senior international policymakers and apply them to global health issues. As new forms of global health policy architecture are constantly being created and implemented, the student has many opportunities to examine new ideas and event sequences in real time and think critically about risks and opportunities of such policy

initiatives. By undertaking the framework approach, the course aims to provoke strategic and creative thinking on global health topics of high importance and visibility, and to enable the student to develop practical policy recommendations across an ever-changing landscape of issues and problems. *3 credits*

DIPL 6279 Contagion and Conflict: Global Impact of Infectious Disease

This course examines the role of epidemics as causative agents of historic change, focusing on the global impact of infectious disease. In addition to the demographic and social effects of infectious disease, it examines the impact on political stability, economic development, and international relations. The implications of human response to infectious disease, including the impact on human rights, are also discussed. *3 credits*

DIPL 6280 International Health and Development

This course provides in-depth and multifaceted analyses of issues, problems, and policies in international health and development in the major regions of the world. Issues that are considered include environmental and ecological change, demographic and epidemiological transitions, new and re-emerging diseases, family and reproductive health, and health systems change. Implications for development and policy responses are explored in detail for each issue. *3 credits*

DIPL 6310 Research Methods for Policy Analysis

Facilitates development of the ability to design, execute and critique of research pertinent to policy development and management, at global, regional or national levels, including governmental, inter-governmental or non-governmental organizations. *3 credits*

DIPL 6311 Master's Research Project

Students develop, execute and present a research project as a culminating component of the master's program, in consultation with a faculty mentor. Prerequisite: DIPL 6310. *3 credits*

DIPL 6312 Master's Thesis

Provides an opportunity for certain students to extend the research and writing performed in DIPL 6311 by completion of a formal master's thesis. Registration requires approval from the graduate thesis adviser. The thesis and its defense must conform to standards established by the School of Diplomacy. Prerequisite: DIPL 6311. *3 credits*

DIPL 6401 European Union: Development and Dynamics

An in depth study of the structures, procedures, processes and institutions of the European Union. Both politics and policy are covered. Sessions focus on structural issues such as enlargement and the CAP, as well as on developments of a more political nature including trade issues and trans-Atlantic relations. *3 credits*

DIPL 6402 European Union: Governance and Policy

Readings and seminar discussion on the internal operations of the European Union in light of expansion. *3 credits*

DIPL 6403 European Union: External Relations

Readings and seminar discussion on the emerging role of the European Union as it relates to neighbors and the world.

3 credits

DIPL 6405 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 6406 Eastern European and Post-Soviet Politics

Comprehensive introduction to the politics of the former Soviet Union, Eastern Europe, and post-Soviet Russia, including development of the Soviet Union as a multi-national, planned economy empire and the causes of collapse. It also explores the challenges faced by the new states that emerged from the collapse, 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 6408 Kosovo Study Seminar

This course will examine the transition of Kosovo from its status as an autonomous province of Serbia within Yugoslavia to a subordinate part of Serbia after the dissolution of Yugoslavia to a ward of the UN to a newly independent country recognized by half the member states of the UN. This will be done through a combination of traditional learning and research and a ten day study tour. Students will have the opportunity to consider the role of the UN and NATO in building institutions of governance in a vacuum, the difficulties of building a viable economy where none existed, and the post-independence prospects of the world's newest independent country. On the ground in Kosovo we will meet with representatives of the international organizations and NGOs that continue to play a central role in shaping the society, senior officials of Kosovo, representatives of Serb and Albanian communities and political party leaders. *3 credits*

DIPL 6409 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 6410 European Union Seminar in Luxembourg

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.

3 credits

DIPL 6422 Trans-Atlantic Organizations and World Politics

Examines the changing architecture of contemporary trans-Atlantic relations, and places this relationship within the wider frame of world politics, including NATO, the European Union, Organization for Security and Cooperation in Europe, as well as the changes in the trans-Atlantic relations after the demise of communism in Russia, and in Eastern and Central Europe. Beyond the institutional analysis of international organizations, the course examines and explores Trans-Atlantic diplomacy, European identity, trade tensions and the economic dimension to common security, the treatment of U.S. disengagement in Europe and the impact of domestic politics on international relations.

3 credits

DIPL 6500 The Modern Middle East: History, Challenges and Opportunities

Commences with an overview of the historical events of the Middle East that are crucial to understanding the emergence of the modern period beginning in 1832, and concluding with current issues and opportunities. *3 credits*

DIPL 6501 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 6502 Islamic Religion and Culture

Comprehensive introduction to history and contemporary themes of Islam as a world religion developing in diverse cultural settings. *3 credits*

DIPL 6503 Women/Gender in Islam

Exploration of the historical and contemporary interpretations of Islamic teaching and practice. *3 credits*

DIPL 6505 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*

DIPL 6506 Energy Policies of the 21st Century

This course explores energy options, analyzing the economic, political, environmental and technical constraints upon them, in light of major current imperatives – climate change and the deregulation of nuclear power. *3 credits*

DIPL 6507 Water Politics of the 21st Century

This course analyzes the water resources in critical areas and their role in shaping the future patterns of international relations. *3 credits*

DIPL 6508 Dialogue Among Civilizations

In past centuries the world has experienced great physical, human, and emotional devastation due to the mindset that going to war is the best and easiest option for achieving peace. A new doctrine presented to the United Nations and approved by the international community calls for conflict and hostility to be resolved through dialogue among nations,

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cultures, and civilizations. This course aims to help students better understand the dimensions of cultural differences among people as well as various strategies for achieving peace and prosperity through dialogue. *3 credits*

DIPL 6509 EU and Cyprus Seminar

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 6510 The Persian Gulf in the 21st Century

Examines the communities and economics of the region, historical background and causes of conflict both at the domestic and international levels, as well as U.S. policies to manage or resolve such conflicts. After addressing the present problems of the region and its importance in international relations, the course examines case studies and issues which present significant challenges to global peace and security in the 21st Century. *3 credits*

DIPL 6520 Politics of Terrorism in the Middle East

This course takes an in-depth look at terrorism in its contemporary political incarnation. Areas covered include the connections between fundamentalism, religion and terrorism; the abilities of security services and intelligence organizations to effectively monitor and combat terrorism; use of the internet by extremist groups; cooperation between and among terrorist networks; and the drug trade, arms trafficking, and terrorism. *3 credits*

DIPL 6601 Sino-U.S. 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 6602 Islam and Southeast Asia

This course focuses on the history and politics of Islamic religion and culture and their impact on the countries and cultures of South and East Asia. *3 credits*

DIPL 6610 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*

DIPL 6611 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 6622 China’s Foreign Relations

This course analyzes the structures, processes, policies and politics of China’s interactions with the world. *3 credits*

DIPL 6700 International Relations of African States

The course identifies and examines factors that shape interstate relations in Africa, and the relations between African states and other influential actors, including the European Union and the United States. It also explores how globalization has affected the dynamics of the contemporary relationships between African states and international non-governmental organizations. *3 credits*

DIPL 6701 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 global politics. *3 credits*

DIPL 6702 African Political Institutions

An African-centered political system course focused on the salient economic, social and political variables and discussion of specific experiences. Examination of traditional background, colonial experience and the post-independence era. *3 credits*

DIPL 6703 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*

DIPL 6704 Economic Development in Africa

An analysis of the problems associated with economic development in Africa. It investigates trade patterns, trade regimes, and alternate development strategies. *3 credits*

DIPL 6710 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 6717 Africa: Displacement and Conflict

Provides an examination of the nexus of conflicts and forced population displacements in Africa, and thoroughly explores the dynamics of flight, the structure of settlements in exile, and the patterns and processes of repatriation. *3 credits*

DIPL 6801 U.S. Foreign Policy in Latin America and the Caribbean

This seminar examines the major foreign policy doctrines applied by the United States in Latin America from the Monroe Doctrine through the Good Neighbor Policy and the Alliance for Progress until the present agendas combining the “War on Terror” and “Free Trade.” We will ask questions

such as how US policy is shaped, why it has changed over time, which policies are most effective in securing mutually beneficial relationships, and what the options are with regard to key issues such as trade, immigration, drugs, and democracy promotion. *3 credits*

DIPL 6803 Politics and Society in Latin America and the Caribbean

This seminar 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*

DIPL 6806 Political Economy of Latin America and the Caribbean

This seminar provides an overview of major approaches to the study of political economy in Latin America, past and present development trends, and recent debates over economic policy. The course begins with classic questions of the mutual reciprocal relations between politics and economics before covering the major debates between structural and institutional approaches. It proceeds by examining the switch from import-substituting industrialization to export-led growth models in the 1980s and 1990s as well as the effects of and reactions to the rise of neoliberal economic policies. The last several weeks examine new reform efforts in industry, agriculture, finance, and administration. Course readings balance theory and empirics, range across methodologies and academic disciplines, and provide contrasting normative perspectives. *3 credits*

DIPL 6997 Directed Research

Provides the opportunity for selected students to pursue a research project under the direct supervision of a member of the faculty. Details of course content are arranged individually. Departmental permission required. *3 credits*

DIPL 6998 Independent Study 2

Students pursue a course of specialized reading and discussion supervised by a member of the faculty. Departmental permission required. *3 credits*

DIPL 6999 Independent Study

Students pursue a course of specialized reading and discussion supervised by a member of the faculty. Departmental Permission Required. *3 credits*

DIPL 7111, 7112 Internship

Provides students with educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. Departmental permission required. These courses are offered on a (S)atisfactory/(U)nsatisfactory basis. *3 credits each*

DIPL 7113 U.S. Foreign Service

Intensive preparation and individualized review for entry to the U.S. Foreign Service. *1 credit*

DIPL 7411-7413 Journal Editorial Board

Students serve on the editorial board of the Journal of Diplomacy and International Relations with the option to earn credit for this work. *1 credit each semester*

College of Education and Human Services



Jubilee Hall, Fourth Floor
(973) 761-9025

education.shu.edu

Dean: Grace M. May, Ph.D.

Associate Dean for Academic Affairs:
Joseph Martinelli, Ed.D.

Associate Dean of Assessment and Accreditation:
Gerard Babo, Ed.D.

**Assistant Dean of College Engagement and
Community Development:** Omayra Arocho

Director of Budget and Operations: Marianne Greeley

Assessment Coordinator: Angela Caruso

Departments and Chairs

Education Leadership, Management and Policy:
Michael J. Osnato, Ed.D.

Educational Studies: Debra Zinicola, Ed.D.

Professional Psychology and Family Therapy:
Laura Palmer, Ph.D., M.S.C.P., A.B.P.P.

Accreditation

The Counseling Psychology Ph.D. program is accredited by the American Psychological Association. For further information contact:

American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, N.E.
Washington, D.C. 20002-4242
(202) 336-5500

The Marriage and Family Therapy M.S. (candidacy status) and Ed.S. programs are accredited by the Commission on Accreditation for Marriage and Family Therapy Education of

the American Association for Marriage and Family Therapy. For further information, contact:

112 S. Alfred Street
Alexandria, VA 22314
(703) 838-9808

The College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education.

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; and (iii) the ability to practice introspection regarding self-development and practice. An integral step toward achieving these goals is the alignment of our programs with national professional standards and those of the State of New Jersey. When a candidate graduates from the College of Education and Human Services from Seton Hall University, he/she will be recognized for these qualities and future potential.

The College of Education and Human Services offers programs of study leading to the following degrees: Bachelor of Science in Education; Master of Arts, Master of Arts in Education, and Master of Science; Educational Specialist; Doctor of Education; and Doctor of Philosophy. Students prepare for careers in teaching, broaden their knowledge and understanding of the process of education, improve their professional techniques and prepare for leadership positions or careers in the psychological, counseling, and human services professions.

General Information

Application and Admission

Applicants to graduate study in the College of Education and Human Services are expected to meet the general University qualitative requirements for admission and comply with its admission procedures. Department and program descriptions include specific admission requirements.

Admission Examination

Applicants for admission to graduate study in the College of Education and Human Services must take a standardized examination. Most programs require the Miller Analogies Test or the GRE. The catalogue lists test requirements for specific programs.

For information concerning the Miller Analogies Test or the Graduate Record Examination (GRE) and the dates on which they are administered, students should contact The Career Center, (973) 761-9355. Test results must be no more than five years old.

Requirements for Graduate Matriculation

Students and applicants should be familiar with the academic and financial information provided in previous sections of this catalogue.

Master's degree students are expected to maintain a cumulative GPA of 3.0. Doctoral and Ed.S. students must maintain a cumulative GPA of 3.25. Students who fall below these levels are subject to departmental review and action.

Adequate academic performance is necessary but not sufficient for continuation and completion of College of Education and Human Services programs. The College is concerned that the professionals it prepares to work with others in helping relationships, demonstrate technical, ethical and interpersonal competency in their chosen field, particularly through field experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification program continuance and/or for graduation, if, in the judgment of the faculty, they do not demonstrate acceptable ethical, technical and professional behavior. Where possible, the faculty will assist students in remediating deficiencies. See the specific criteria of each program for an elaborated understanding of expected dispositional and professional behaviors.

Master of Arts (M.A.) and Master of Science (M.S.) Programs

- Bilingual/Bicultural Education (Inactive)
- College Student Personnel Administration
- Counseling M.A. (also available online)
- Counseling M.A./Professional Counseling Ed.S. combined program (also available online)
- Education Leadership, Management and Policy (also available online)
- Catholic School Leadership Program

- Educational Partners in Catholic Schools (EPICS)
- Instructional Design and Technology
- Law Enforcement — The Police Graduate Studies Program in Human Resources Training and Development
- Marriage and Family Therapy (M.S.)
- Principal Certification, Executive M.A. for Professional Development for Teachers
- Psychological Studies
- School Counseling (also available online)
- School Library Media Specialist
- School Psychology
- Special Education

Students should consult the appropriate department for specific programs and requirements.

Degree Requirements

In addition to the general University requirements for the degree, the College of Education and Human Services requires the student to:

- complete foundation courses as required;
- complete department course and credit requirements;
- pass the comprehensive examination where required;
- complete all required coursework within six years of initial registration.; and
- complete all program requirements for the Ph.D. in Counseling Psychology within 8 years of admission.

Successful completion of a written comprehensive examination is required in most departments of the College. The examination will reflect both foundation courses and application of specialization coursework. The decision of the readers concerning the quality of the examination is final and not subject to appeal.

The M.A. and M.S. programs require a minimum of 36 graduate credits. Some programs require more than this. Individual programs may accept up to six graduate credits completed at another accredited institution. However, the proposed transfer credits may not have been applied to a prior master's degree. In addition, the currency and relevancy of the courses must be perceived as relevant to the proposed program of study at Seton Hall. Students must speak with the program director to determine whether prior graduate credits meet these criteria and may be accepted. Within the Department of Professional Psychology and Family Therapy, a policy on the transfer and/or waiver of credits details the number of credits that will be considered for transfer/course waivers.

There is no transfer or waiver of assessment, practicum, externship, or internship coursework. Coursework completed as part of an undergraduate degree program will not be accepted for transfer credit. Courses must have been completed within five years of admission to PPFT programs to be considered for transfer credits.

Graduate Teaching Clinical Experience

Candidates whose program of study includes clinical practices are required to apply by December 1 for the following Fall semester and April 1 for the following Spring semester. Candidates need approval from their advisers and department chairs. Transfer students must complete a minimum of 12 credits at Seton Hall before they will be assigned as student teachers. They should adhere to the following procedures:

- secure an application from the Director of Field Placement and Supervision; and,
- return the completed application and a receipt from the Bursar's Office for \$100 to the Director of Field Placement and Supervision by December 1 for the following Fall semester and April 1 for the following Spring semester.

The culminating clinical experience is one full semester, full time, meaning that the candidate is in his or her school from the start of the school day until the end as well as attending meetings and planning activities with the cooperating teacher. Each student teacher is assigned to an approved accredited school and is guided by a college supervisor and a cooperating teacher who has been appointed by the principal of the school.

The student teacher is required to register for and attend the weekly seminar for the entire semester as well as complete the required Teacher Work Sample as part of that course.

Programs Leading to New Jersey State Certification

The College of Education and Human Services has graduate programs leading to professional certification in a wide variety of areas and specializations. In many programs, degree and certification requirements can be met at the same time. Students should consult the appropriate department for specific programs and requirements.

Post-Master's Professional Diploma in Marriage and Family Therapy

A professional diploma involving a minimum of 18 credits enables professionals with a terminal degree in a related field to enroll in courses in marriage and family therapy, which may satisfy requirements for licensing as marriage and family therapists and/or clinical membership in the American Association for Marriage and Family Therapy.

Post-Master of Arts in School Counseling Certificate

A professional certificate leading to credentialing as a school counselor in the state of New Jersey. While requirements are geared toward New Jersey, the certificate may satisfy requirements in other states.

Post-Master of Arts in Counseling (Only available to Seton Hall M.A. graduates with related counseling degrees)

A professional certificate leading to eligibility for licensure as a professional counselor in New Jersey.

Department of Educational Studies

- Certificate of Eligibility with Advanced Standing (CEAS) School Library Media Specialist
- Associate School Library Media Specialist
- Teacher of Students with Disabilities Endorsement

Programs Leading to Professional and/or New Jersey State Certification

The College of Education and Human Services has graduate programs leading to professional licensure and/or certification in a number of areas. Students should consult the appropriate department for specific programs and requirements which may include national exams such as the Praxis.

Department of Educational Studies

- Certificate of Eligibility with Advanced Standing (Elementary or Secondary Content Instructional Certification)
- Certificate of Eligibility with Advanced Standing (School Library Media Specialist)
- Associate School Library Media Specialist
- Bilingual/Bicultural (Inactive)

Department of Education Leadership, Management, and Policy

- Supervisor Certificate
- Principal Certificate
- School Administrator Certificate

Department of Professional Psychology and Family Therapy

- Marriage and Family Therapy (Professional Diploma)
- Post Master of Arts in Counseling

Programs leading to Seton Hall University Certificates

The College of Education and Human Services has graduate studies within programs that lead to a University issued certificate. The certificate reflects a concentration of study in a specific area such as special education or instructional technology.

- Department of Educational Studies
- Autism Studies
- Transition Studies Information Technology
- Online Course Development and Management

Educational Specialist Programs

General Objectives

The Ed.S. degree is intended for professional educators and those in the helping professions who need preparation beyond the master's degree. The purpose of the degree is to advance and update skills and competencies. Credits earned in the Ed.S. degree may, in some programs, apply to advanced degrees.

The Ed.S. program is of particular interest to school administrators, educational researchers, teachers, department chairs, supervisors, professional counselors, school psychologists, management and training consultants, specialists in learning disabilities, marriage and family therapists, and specialists in pupil personnel services.

Application and Admission

Formal admission to graduate studies is necessary to enter the Ed.S. program. Requests for applications may be directed to the Graduate Admissions Office, College of Education and Human Services at (973) 761-9668.

Admission Requirements

- a master's degree in an appropriate field from an accredited college or university;
- public school teaching certification, if appropriate;
- acceptable scores on the Miller Analogies Test or the Graduate Record Examination (GRE scores required for the combined M.A./Ed.S. in Counseling/Professional Counseling);
- statement of professional goals, including indices of special accomplishments, such as leadership roles in the student's field;
- academic competence with a graduate-level cumulative average of 3.25 or better;
- three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- an interview with the admission committee, if applicable; and
- at least one course in research on the graduate level.

Individual programs may have additional requirements.

Degree Requirements

The Ed.S. programs require a minimum of 12 graduate credits beyond the master's degree. Some Ed.S. programs are significantly larger and may require up to 45 additional credits. It is important to read the requirements of each program. Students must meet the requirements set by their program and/or department in each of the four component areas. These components may include departmental course requirements, interdisciplinary/interdepartmental studies, supervised field experience/internship and culminating experience (a project chaired by a faculty adviser and graded by a faculty committee).

Graduate credits earned in other accredited colleges or universities may be accepted in partial satisfaction of degree requirements, provided they have not been used to fulfill requirements for a previous degree and that the grade is a "B" or higher. The exact number credited depends on the currency and relevancy of the courses to the program pursued. A maximum of 6 credits can be accepted in transfer for some degree programs. The time limit for completion of the Ed.S. program is six years from first registration.

Doctoral Programs

The College of Education and Human Services offers graduate programs leading to the Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) with concentrations in a number of areas and programs:

Department of Education Leadership, Management and Policy (Ed.D./Ph.D.)

- Education Leadership, Management and Policy (Ed.D.)
- Higher Education Leadership, Management and Policy (Ed.D./Ph.D.)

Department of Professional Psychology and Family Therapy (Ph.D.)

- Counseling Psychology (Ph.D.)
- Family Psychology (Ph.D.) (Admissions Suspended for 2013-2014)

General Objective

The doctoral degree is granted upon completion of a program of study at Seton Hall University by which the student achieves mastery in a specialty field and demonstrates the ability to pursue and complete an independent, scholarly investigation. The degree is not awarded automatically after a period of time or on the accumulation of a prescribed number of semester hours. The granting of the degree signifies that the individual has the competency to fill a leadership role in his or her area of specialization and that the College of Education and Human Services and the University attest to this.

Application and Admission

Formal admission to graduate studies is necessary to enter the Ed.D. and Ph.D. programs. Requests for applications may be directed to the Office of Graduate Studies, College of Education and Human Services at (973) 761-9668. Admission requirements for the Ed.D. and Ph.D. are as follows:

- master's degree in an appropriate field; (The Ph.D. program in counseling psychology does accept applicants with a bachelor's degree, as well as those with a master's degree in a related field.)
- superior academic record (two official transcripts of all graduate and undergraduate coursework required);
- submission of a recent score (within three years) on either the Miller Analogies Test or the Graduate Record Examination (GRE scores required for Family Psychology, Counseling Psychology Ph.D.)

- résumé of professional background;
- statement of personal professional goals, addressing accomplishments, goals, clinical training and work, research involvement and interests, and academic experiences, with indication of specialization to be pursued;
- three letters of recommendation for doctoral study; and
- a personal interview.

Individual departments may have additional requirements.

Course of Study

In consultation with an adviser, each doctoral student develops an individualized program consisting of courses and other educational experiences, taking into consideration prior education and experiences, so as to best achieve appropriate professional and personal goals. A minimum of 90 graduate semester hours is required, although some programs may require more. Up to 45 graduate hours may be accepted as transfer credit. The exact number credited depends on the currency and relevancy of the work to the program pursued. The Ph.D. in Counseling Psychology Program will not accept transfer courses that are more than 5 years old.

Completion Requirements

Some programs require doctoral students to apply for permanent matriculation during the semester in which 12-15 credits of doctoral coursework are completed at Seton Hall. Satisfactory completion of a program of at least 90 graduate semester hours (at least 45 of which must be taken at Seton Hall) is required. Many programs require more than 90 total credits to meet specific program requirements. Each doctoral student must demonstrate competency in statistics and computer science. This may be accomplished through coursework and/or by examination.

A residency or period of intensive study is required. The specific conditions are determined in consultation with an adviser. Some programs require doctoral students to take a comprehensive written examination to test their command of integrated knowledge in their field upon completion of all or most of the required coursework. When students have passed this examination and have the positive recommendation of the department concerned, they will be advanced to candidacy for the doctorate.

Preparation and successful defense (oral examination) of an acceptable dissertation are required.

Students must complete all requirements for the degree, including the oral examination on the dissertation and the approval and filing of final copies of the dissertation within four years (two years for Executive Ed.D. students) after being advanced to candidacy or within eight years of their first enrollment, whichever comes first. Time extensions may be granted in unusual cases upon written application. Requests must have the support of the student's adviser and department chair and receive the concurrence of the associate dean. The total of all extension(s) shall not exceed two years. Students granted an extension may have to repeat courses, or take new courses as stipulated by programs.

Students who have been advanced to candidacy must register continuously for dissertation advisement in their major department. Dissertation advisement does not apply to the 90-credit requirement. If continuous matriculation is not maintained, students must reapply for admission.

Department of Professional Psychology and Family Therapy

www.shu.edu/academics/education/professional-psychology

Faculty: Beitin; Brady-Amoon; Cole; Datchi; Farrelly; Hartman; J. Lee; S. Lee; Massarelli; Palmer (*Chair*); Smith; Thompson-Sard

Degree and Certification Programs

The department offers master's degree specialist (Ed.S.), and Ph.D. programs. The School Psychology (Ed.S.) and School Counseling (M.A.) programs and post-master's in School Counseling also are approved for New Jersey State Department of Education certification. The curriculum of the combined M.A./Ed.S. in Professional Counseling is approved by the Professional Counselors Examiners Committee of New Jersey. The Marriage and Family Therapy M.S. (initial status) and Ed.S. (renewal status) programs at Seton Hall University are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838 - 9808. The Ph.D. program in counseling psychology is accredited by the American Psychological Association (APA through its Office of Program Consultation and Accreditation (750 First Street NE, Washington, D.C. 20002-4242; Phone: 202-336-5979) since October 22, 1999).

General Admission

In addition to the general University requirements for admission to graduate studies, the Department of Professional Psychology and Family Therapy requires submission of standardized test scores, either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) for the M.A. degree, the Marriage and Family Therapy M.S. and Ed.S. degrees, and the GRE for the Counseling M.A./Ed.S. and School Counseling M.A., as well as the Ph.D. programs in Counseling Psychology and Family Psychology, and other program specific assessment techniques in addition to the requirements outlined below.

Academic and Competency Standards

The Department of Professional Psychology and Family Therapy follows University graduate policies on Academic Good Standing. In addition to this University policy, students must show continued evidence of academic achievement by maintaining a 3.0 GPA at the master's level and a 3.25 GPA at the Ed.S. and Ph.D. levels. Students who drop below these averages, as measured at semester intervals, are referred to

the academic standards committee for review. The committee decisions range from a warning to dismissal; and, students may not register until a final decision has been rendered by the committee. The Ph.D. program in Counseling Psychology has a separate set of academic standards that are outlined in the program's Doctoral Student Handbook available at: education.shu.edu/academicprograms/profpsych/phd_counsel/index.html

Adequate academic performance is necessary but not sufficient for continuation in a program. Students must demonstrate technical, ethical, interpersonal and effective competence in their chosen fields, particularly through practica and internship experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification or prevented from continuing or graduating if, in the judgment of the faculty, they have not demonstrated particular competencies or have violated the ethical principles of the American Psychological Association (APA), the American Counseling Association (ACA), or the American Association for Marriage and Family Therapy (AAMFT). All students entering programs in the Department of Professional Psychology and Family Therapy are expected to become familiar with Department Policies available at education.shu.edu/academicprograms/profpsych/index.html, particularly the department's policy on Retention and Remediation of Students.

Statement on Student Disclosure of Personal Information

As part of their professional training, students are expected to be reflective in relation to themselves, their own families of origin, and to other systems with which they interact. Further, it is expected that students will engage in appropriate self-disclosure during classes, training, and supervision. This is for the purpose of increasing awareness, knowledge, and skills as family therapists, counselors, and psychologists.

Master's Programs

The Department of Professional Psychology and Family Therapy offers graduate courses leading to the Master of Arts (M.A.) in the following areas:

- Psychological Studies (concentrations in School and Community Psychology, Marriage and Family Therapy, Mind/Body/Spirituality, Sport and Exercise Psychology, and an Individualized Concentration).
 - Counseling
 - School Counseling
- and the Master of Science (M.S.)
- Marriage and Family Therapy (Accredited by COAMFTE)

Application Deadlines

Applications are reviewed once they are complete. Please check with graduate studies (973-761-9668) to be sure all your application materials have been received. The master's programs in Psychological Studies (for all concentrations except School and Community Psychology) has rolling admissions and accepts applicants on a continuing basis. Students can begin their studies in the Fall, Spring, and Summer semesters. The deadlines for the master's programs in Counseling and School Counseling are November 1 (for Spring) and June 1 (for Fall); the deadlines for the master's program in Marriage and Family Therapy are December 1 (for Spring) and July 1 (for Fall); the deadline for the School and Community Psychology concentration is February 1 (for Fall). The online master's programs have rolling admissions and accept students on a continuing basis. Matriculation into these programs is based on learning team start dates. For more information, go to education.shu.edu/academicprograms/profpsych/index.html

Admission

Applicants must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each program applicant for admission to a degree is required to do the following:

- submit a statement relating relevant experience, motivation and career objectives; and
- submit at least three letters of reference attesting to academic potential and personal qualifications for the area of intended concentration for the Counseling and Psychological Studies degree, or intended master's degree.

Additional admission requirements may be listed in the appropriate program descriptions.

Ed.S. and Certificate Programs

The Department of Professional Psychology and Family Therapy offers courses leading to the degree Educational Specialist (Ed.S.) with the following specializations:

- Marriage and Family Therapy (Accredited by COAMFTE)
- School and Community Psychology

The Department of Professional Psychology and Family Therapy offers courses leading to a professional certificate or professional diploma with the following specializations:

- School Counseling
- Marriage and Family Therapy (professional diploma)
- Sports and Exercise Psychology

The department has two professional post-master's programs leading to certificates or a professional diploma in School Counseling, and Marriage and Family Therapy (professional diploma). A post-master's in School Counseling sequence designed to meet the educational requirements for school counseling in the state of New Jersey is offered as an adjunct to a student's current program or for those who already hold a master's in the helping professions.

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A minimum 18-credit post-master's sequence to facilitate license-eligible professionals to meet the requirements for licensure in New Jersey as a marriage and family therapist is also available.

Application Deadline

Applications are reviewed once they are complete. Please check with graduate studies (973) 761-9668 to be sure all your application materials have been received. The certificate programs have rolling admissions and accept applicants on a continuing basis.

Admission

Applicants must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each program applicant for admission to a degree is required to do the following:

- submit a statement relating relevant experience, motivation and career objectives; and
- submit three letters of reference attesting to academic potential and personal qualifications for the area of intended study.

Additional admission requirements may be listed in the appropriate program descriptions.

Combined M.A./Ed.S. Degree Programs

The Department of Professional Psychology and Family Therapy offers courses leading to a combined M.A./Ed.S. degree with the following specialization:

- Counseling/Professional Counseling

Application Deadline

Applications are reviewed once they are complete. Please check with graduate studies (973) 761-9668 to be sure all your application materials have been received. The application deadlines for the combined programs are November 1 (for Spring) and June 1 (for Fall).

Admission

Applicants must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each program applicant for admission to a degree is required to do the following:

- submit a statement relating relevant experience, motivation and career objectives; and
- submit three letters of reference attesting to academic potential and personal qualifications for the area of intended program of study.

Additional admission requirements may be listed in the appropriate program descriptions.

Ph.D. Programs

The Department of Professional Psychology and Family Therapy offers courses leading to the doctoral degree with the following specializations:

- Counseling Psychology (Ph.D.) (Accredited by The American Psychological Association)
- Family Psychology (Ph.D.) (Admissions Suspended for 2013-14)

The Counseling Psychology and Family Psychology Ph.D. programs follow the scientist-practitioner model.

The programs integrate science and practice. Accordingly, research is considered a significant component of the doctoral programs. The development and demonstration of research competency culminating in original research is expected of every student. Applicants should have both an aptitude for research and a willingness to pursue the rigors of research requirements in courses, independent study and in conducting of research.

Admission

Admission to doctoral programs is competitive and is based on a thorough evaluation of each applicant by an admissions committee. Based on committee ratings, selected applicants are interviewed, and final decisions are then made.

In addition to the general admission requirements, each applicant must submit the following to the Office of Graduate Studies, College of Education and Human Services:

- recent (within five years) scores on the Graduate Record Examination (no subject test required for Ph.D. for Counseling Psychology; for Family Psychology, the Ph.D. Psychology subject test is desirable);
- a detailed statement of all relevant professional work experience;
- a personal statement of 2-3 pages addressing accomplishments, goals, clinical training and work, research involvement and interests, and academic experiences;
- three letters of recommendation, including (for the Family Psychology Program) at least one from a former professor and one from a present or former supervisor. Letters of recommendation for the Family Psychology Ph.D. must address three areas: clinical experience, research potential and academic qualifications; and
- other supporting data, such as copies of publications, research reports, newspaper articles or other documentation supporting the student's qualifications and accomplishments (For Family Psychology Ph.D. a graded or published writing sample is required).

Doctoral students are admitted for the Fall semester only. Applications and all supporting material must be submitted no later than January 15 for Counseling Psychology (February 15 for the Family Psychology Ph.D.). Admission decisions are normally made by April 15.

Program Plan

Admitted students are assigned a doctoral adviser and meet with this individual to develop a tentative program based on prior coursework and college and program requirements. Students who have not completed this plan prior to the end of the first semester will not be allowed to enroll for courses in the subsequent semester.

Residency/Intensive Study

The requirements of intensive study vary according to each doctoral program's requisites.

Comprehensive Examination

The passing of the comprehensive examination is considered a prerequisite for doctoral internships. The examination is normally taken after the student has completed at least 60 credits of graduate work, including all coursework in the core and research areas.

Students who fail any part are required to take that part over. A second failure results in dismissal from the program. Students should check individual program requirements, since these policies may vary by program.

Continuous Registration

Students must register continuously for CPSY 9991-9999 Dissertation Advisement, until the thesis is completed and the final oral examination is passed. Students who are not taking courses or those who have failed the comprehensive exams must register for additional research study or maintain registration. Students also should refer to the general catalogue statements on continuity with regard to leaves of absence and continuation. Failure to register without being granted a leave of absence constitutes resignation.

Final Oral Examination

Following completion of the dissertation, a final dissertation defense is conducted. The examining committee is composed of each student's dissertation committee plus two additional faculty members. The final oral examination focuses upon, but is not necessarily limited to, the dissertation. Students who fail this examination may request another examination but not earlier than three months from the time of the original examination. Students should check with the Graduate Admissions Office in the College for deadlines for submission of final copies and defense dates.

Time Limit

Doctoral students in the department's Ph.D. programs must complete their program within eight years of their acceptance dates. Time extensions may be granted in unusual cases upon written application. Requests must originate with the student, and receive the approval of the program faculty. Final approval is from the chair of the department.

Student Responsibility

It is each student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the doctoral programs. It also is each student's responsibility to maintain contact with the adviser and dissertation mentor.

Ph.D. with a Major in Counseling Psychology (Accredited by APA)

The over-arching goal of the program is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. Such members understand the value of science and research for the practice of psychology and the value of applied practice for the science of psychology. These individuals have developed skills, knowledge and self-understanding that allow them to help persons take responsibility for and control of their lives within the context of their development as human beings and the various systems and environments that impact their lives. Because counseling psychologists are working in increasingly diverse settings, the program provides an intensive grounding in psychological theory comparable to that provided to students in other specialties.

The philosophy of training maintains a strong emphasis on the approach to practice that distinguishes counseling psychologists from other professionals, as defined by APA Division 17: a focus on training multiculturally aware and responsive psychologists, a focus on social justice; a lifespan approach to advancing mental health and well-being with individuals, families, systems and communities; a strength-based focus; an emphasis on relatively brief interventions; an emphasis on person-environment interactions rather than an exclusive focus on person or environment; a focus on local as well as global applications of psychological science; a focus on clinical supervision; and an emphasis on educational and career development. All students follow a defined sequence of training in theory, research and practice with a comprehensive generalist focus and select an individual nine-credit minor concentration area in preparation for more specialized training in their internship and/or post-doctoral experiences. Past graduates have chosen careers in a variety of settings, including college and university counseling centers, health care and rehabilitation facilities, academic departments in universities, private practice and consultation, and business and organizational practice.

Consistent with the scientist-practitioner model, students are involved in research projects throughout their training. This begins in the first year, with an assignment as a research assistant to a faculty member, and culminates with the design, data collection and analysis of at least one independent research project in addition to the dissertation. As members of the professional community, students are strongly encouraged to present their work at national and regional conferences, both during their academic career and after graduation.

Admission to the Program

Students are admitted to the Counseling Psychology Ph.D. Program if they have completed a bachelor's degree in psychology or a related field, or with a master's degree in psychology or counseling; transfer credits are evaluated on a case-by-case basis. Admission to the program is competitive. Students are admitted once a year for the Fall semester, with an application deadline of January 15. The following must be submitted to the Graduate Admissions Office, College of Education and Human Services, by all applicants:

- official copies of all previous undergraduate and graduate transcripts;
- official scores from the Graduate Record Examination;
- a completed graduate application form;
- three letters of reference from former teachers, professional colleagues or supervisors at work;
- a statement of career goals;
- a statement of research interests; and
- a sample of work that demonstrates the student's ability to perform at the doctoral level (optional). This may be a research project, publication from a professional journal or a case report on a client. Applicants who believe their standardized test scores are not representative of their true potential are particularly encouraged to submit work samples.

Individuals may be admitted to the Ph.D. program in counseling Psychology with a B.A. in Psychology if they demonstrate strong academic promise (e.g., GPA, GRE scores, research experience, etc.), potential for personal growth (e.g., highly developed interpersonal skills, clinical experience, letters of recommendation, etc.), and a commitment to the profession of counseling psychology (personal statement). Students from historically under represented groups are encouraged to apply.

Admissions decisions are based on all of the above, in addition to a personal interview for a small group of applicants. The program also focuses on students who have demonstrated interests in both research and practice. Further, because of the highly interactive nature of the classroom and practicum experiences, students in the program learn from one another, as well as from their professors and supervisors. Therefore, the program seeks to admit students who bring both well-developed interpersonal skills and a variety of personal backgrounds, perspectives and life experiences that may serve to enhance the professional and personal development of their peers.

Interested individuals are encouraged to read the Counseling Psychology Program doctoral student handbook at [www.shu.edu/academics/education/phd-counseling-psychology/upload/CPSY 2012-2013 HANDBOOK 10-22-12-1.pdf](http://www.shu.edu/academics/education/phd-counseling-psychology/upload/CPSY%2012-2013%20HANDBOOK%2010-22-12-1.pdf)

Degree Requirements (97 credits)

I. Foundation of Professional Practice in Psychology (36 credits)

A. Research and Statistics (12 credits)

- | | |
|-----------|---|
| CPSY 7006 | Statistical Theory and Computer Applications II |
| CPSY 9001 | Univariate Experimental Design |
| CPSY 9002 | Applied Multivariate Statistics |
| CPSY 9004 | Special Topics in Research Evaluation |

B. Psychological Core (24 credits)

Although only one course is listed for each core area, at least one alternative selection is available in each area. To determine the appropriateness of any alternative selections, students must consult with the training director.

1. Biological Bases of Behavior (3 credits)

CPSY 6105	Biological Bases of Behavior
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2. Cognitive-Affective Bases of Behavior (3 credits)

CPSY 6505	Principles of Learning and Behavior Modification
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3. Socio-Cultural Bases of Behavior (3 credits)

CPSY 7515	Social Psychology
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4. Individual Bases of Behavior (3 credits)

CPSY 8520	Seminar in Psychopathology
or	
CPSY 8519	Seminar in Child and Adolescent Psychopathology
5. Systems Bases of Behavior (3 credits)

CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
or	
CPSY 7615	Gender and Ethnicity in Families
6. Ethical and Legal Issues in Professional Psychology (3 credits)

CPSY 8010	Seminar: Ethical and Legal Issues in Counseling and Psychology
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7. History and Systems of Psychology (3 credits)

CPSY 7100	History and Systems of Psychology
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8. Life Span Development (3 credits)

CPSY 6102	Psychology of Human Development
or	
CPSY 8102	Seminar: Child and Adolescent Development in Context
or	
CPSY 8702	Adult Development and Aging
or	
CPSY Seminar:	Adult Development and Aging in Context

II. Specialization Course for a Major in Counseling Psychology (55 credits)

A. Core (18 credits)

- CPSY 8106 Special Topics: Multicultural Competency (1 credit per year for 4 years)
- CPSY 8001-8002 Supervised Research in Counseling: Psychology (1 credit for each course)
- CPSY 8550 Group Psychotherapy with Children and Adolescents
- or
- CPSY 8701 Techniques of Group Counseling
- CPSY 8703 Seminar in Vocational Psychology
- CPSY 8705 Psychoeducational Programming: Planning, Delivery and Evaluation
- CPSY 9774 Theories and Techniques of Counseling and Psychotherapy

B. Assessment (12 credits)

- CPSY 7203 Practicum: Aptitude, Interest and Personality Testing (3 credits with a 1-credit lab)
- CPSY 7502 Individual Cognitive Assessment (3 credits with a 1-credit lab)
- CPSY 8706 Seminar in Clinical Assessment Techniques (3 credits with a 1-credit lab)
- CPSY 8203 Lab - Practicum: Aptitude, Interest and Personality Testing
- CPSY 8502 Lab - Cognitive Assessment
- CPSY 9706 Lab - Seminar in Clinical Assessment Techniques

C. Practicum and Internship (16 credits)

- CPSY 8563 Practicum in Counseling Psychology I (3 credits with a 1-credit lab)
- CPSY 9788-9789 Internship in Counseling Psychology (no credit)
- CPSY 8564 Practicum in Counseling Psychology II
- CPSY 8565 Practicum in Counseling Psychology III
- CPSY 8566 Practicum in Counseling Psychology IV
- CPSY 8568 Practicum in Counseling Psychology V
- CPSY 9563 (1-credit lab for 8563 only)

Students registering for CPSY 9788-9789 will remain enrolled in the University and will pay a per-semester registration fee.

D. Minor Area (9 credits)

The minor area of specialization provides an opportunity for students to develop further expertise in some area of their choosing. This involves taking a 9-credit-hour sequence of related courses, independent readings, and/or research other than the dissertation. Possible minor areas are multicultural counseling, neuropsychological assessment, career counseling, and marriage and family therapy. The minor area is selected by the student in consultation with the director of training. Modifications to the minor area may be made at any time in consultation with the student's mentor.

Up to 3 credits may be double-counted toward degree requirements. For example, a student selecting neuropsychological assessment as a minor area would be allowed to count CPSY 6105:

Biological Bases of Behavior, a psychological core course, as satisfying three of the nine credits for the neuropsychological assessment minor as well as satisfying three of the 21 credits in the psychological core. The course has been double counted because it has satisfied credit hour requirements in two different areas. If a student chooses to double count a course, the total number of credit hours for the Counseling Psychology Ph.D. Program is reduced from 97 to 94 credit hours. Six of the nine credits in the minor area must be taken at Seton Hall.

Please note: Students who select neuropsychological assessment as their minor area will need to take CPSY 6105: Biological Bases of Behavior in the Fall semester of their first year and CPSY 8521: Foundations of Neuropsychology Assessment in the Spring of their first year in the program.

III. Dissertation Advisement (a minimum of 6 credits)

The 6 credit hours for dissertation advisement are counted in the calculation of the 97 total credit hours in the curriculum for the Counseling Psychology Ph.D. program. Dissertation advisement will begin in the Fall semester of the student's second year and continue for a minimum of two semesters (CPSY 9991-9992). Enrolling for additional dissertation advisement credits will be determined in consultation with the student's mentor. In addition, in order to stay continuously enrolled in the University after all courses and the Internship are completed, students must enroll in Dissertation Advisement (CPSY 9993-9994) until the dissertation is completed.

Family Psychology (Ph.D.) (Admission Suspended for 2013-2014)

The Ph.D. program in Family Psychology is designed to prepare professionals who already possess a relevant master's degree to become leaders in understanding, researching, and treating couples, families, and systems. Students engage in advanced study of family psychology (recognized as a specialty by the American Psychological Association) and family therapy. In learning about these sometimes distinctive domains and their vital interrelationships in the lived experiences of individuals, couples and families in their multiple contexts, students obtain a broad and comprehensive grasp of the knowledge base and technical expertise required to address the complex issues of individuals and families in contemporary society. Students obtain the academic training to be license-eligible as psychologists and as marriage and family therapists. The curriculum is based on a systems/relational understanding of human functioning. The curriculum provides the foundations in psychology, assessment, research, and treatment to become a psychologist. Concurrently the curriculum offers the bases in systemic theory, techniques, therapy, research, and supervision to serve as a leader in the practice of couple and family therapy. Students who do not already

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possess a graduate degree in marriage and family therapy earn the Ed.S. in Marriage and Family Therapy enroute. Throughout the curriculum the focus remains on a systems approach to families as they interrelate with other systems including communities, cultures, schools, health care and legal procedures. The comprehensive examinations foster reflective interconnecting of biopsychosocial with systemic processes. Graduates are expected to assume roles as licensed mental-health professionals, supervisors, researchers and systemic thinkers.

Students who pursue this multidimensional and integrated curriculum engage in academic classes, research, and clinical work under supervision throughout the course of studies. The curriculum emphasizes biopsychosocial foundations, human development over the lifespan, gender and culture processes, systemic theories, assessment skills, statistical and research competencies, ethical and effective treatment and therapy. Research occurs in teams and under the guidance of a mentor. Research training includes a two-year sequence in statistics and a course in family-systems research methods. Research ends with the completion of an empirical dissertation. Clinical work takes place in collaboration with an approved supervisor. During their doctoral clinical work students complete 1,000 hours of direct client contact (500 are required for the en-route Ed.S.). At least 50 percent of these hours must be with families or couples. Students are to be supervised by an approved supervisor at a ratio of one hour of supervision for every five hours of client contact. At least 100 hours of the minimum of 200 hours of supervision must include live or taped data with at least 50 hours with live or video-taped data. Students are to receive both individual and group supervision. Students are expected to gain facility in individual and relational diagnoses; cognitive, personality, relational, and systemic assessment; treatment planning and interventions for individuals, couples, families, and larger systems. The full range of assessment training includes cognitive, personality, projectives, and family assessment, with an option for neuropsychology. A clinical comprehensive examination is required. Clinical work culminates in a year-long internship. The internship must meet requirements for psychology (APPIC, APA, New Jersey state licensing).

Degree Requirements (100 credits)

I. Foundations of Professional Practice in Psychology (44 credits)

A. Research and Statistics (17 credits)

CPSY 8004 Supervised Research in Marriage and Family I (1 credit)

CPSY 8005 Supervised Research in Marriage and Family II (1 credit)

CPSY 8101 Family Systems Research Methods

CPSY 7005 Statistical Theory and Computer Applications I

CPSY 7006 Statistical Theory and Computer Applications II

CPSY 9001 Univariate Experimental Design

CPSY 9002 Applied Multivariate Statistics

B. Psychological Core (18 credits)

1. Biological Bases of Human Behavior (3 credits)

CPSY 6105 Biological Bases of Behavior

or

CPSY 8521 Foundations of Neuropsychology (Prerequisite 6105)

2. Cognitive-Affective Bases of Behavior (3 credits)

CPSY 7104 Social Cognition and Human Learning

3. Socio-Cultural Bases of Behavior (3 credits)

CPSY 7515 Social Psychology

4. Psychological Bases of Behavior (6 credits)

CPSY 6101 Personality Theory

CPSY 6103 Abnormal Psychology

or

CPSY 8517 Seminar in Psychopathology and Systemic Diagnoses

or

CPSY8519 Seminar in Child and Adolescent Psychopathology

or

CPSY 8520 Seminar in Psychopathology (adult emphasis)

(Students who need a course in psychopathology take 8517; however, students can transfer in 6103, 8519 or 8520).

5. Ethics (3 credits)

CPSY 8010 Seminar: Ethical and Legal Issues in Professional Psychology and Therapy

(Students transferring credits for this course are expected to read on and be knowledgeable about ethical principles and applications from a relational/systemic perspective.)

or

CPSY 8011 Seminar in Ethical and Legal Issues: A Systemic Approach

(This is the course to be taken by students needing an ethics course.)

C. Systemic Core (9 credits)

1. Theory (3 credits)

CPSY 6601 Couple and Family Dynamics: Systemic Perspectives

or

CPSY 7620 Seminar in Systemic Therapies

2. Practice (6 credits)

CPSY 7621 Couple and Family System Techniques I

CPSY 7622 Couple and Family System Techniques II

II. Specialization Courses for a Major in Family Psychology (56 credits)

A. Core (24 credits)

Theory (15 credits)

CPSY 8620 Seminar: History, Philosophy, and Models of Family Systems

CPSY 8615 Seminar: Gender and Culture in Family Systems

CPSY 8102 Seminar: Childhood and Adolescent Development in Context

CPSY 8103 Seminar: Adult Development and Aging in Context

CPSY 8518 Seminar: Systemic Perspectives on Human Pathology

Clinical (9 credits)

CPSY 7611 Human Sexuality II*

CPSY 9985 Introduction to Child and Adolescent Therapy

CPSY 9080 Practicum in Supervision

* Students who have taken CPSY 7610 can complete this requirement by engaging in the study of treatment approaches to sexual dysfunctions and by submitting a paper on a pertinent topic. Students who have not taken CPSY 7610 can prepare for CPSY 7611 by doing background foundational reading for this area of study.

B. Assessment (16 credits) (all classes are 4 credits)

CPSY 7508 Family Assessment Techniques (Laboratory: CPSY 8508)

CPSY 7502 Individual Cognitive Assessment (Laboratory: CPSY 8502)

CPSY 7503 Introduction to Personality Assessment (Laboratory: CPSY 8503)

or

CPSY 7507 Personality Assessment of Children and Adolescents (Laboratory: CPSY 8507)

CPSY 7504 Introduction to Rorschach Techniques (Laboratory: CPSY 8504)

or

CPSY 8523 Advanced Adult Neuropsychological Assessment (Laboratory: CPSY 9523)

or

CPSY 8525 Neuropsychological Assessment of Children and Adolescents (Laboratory: CPSY 9525)

(CPSY 8521 is a prerequisite for CPSY 8523 and CPSY 8525)

C. Clinical Training (10 credits)

CPSY 9871 Practicum in Systemic Approaches I (3 credits)

CPSY 9872 Practicum in Systemic Approaches II (3 credits)

CPSY 9873 Practicum in Systemic Approaches III (1 credit)

CPSY 9874 Practicum in Systemic Approaches IV (1 credit)

CPSY 9875 Practicum in Systemic Approaches V (1 credit)

CPSY 9876 Practicum in Systemic Approaches VI (1 credit)

CPSY 9884 Doctoral Internship (no credit)

CPSY 9885 Doctoral Internship (no credit)

(CPSY 9884 and 9885 take place under supervision and at a site which meets Psychology standards)

D. Dissertation Advisement (minimum of 6 credits)

Students engage in research throughout the course of studies. Dissertation Advisement is to be taken for a minimum of six credits. Students must be enrolled for Dissertation Advisement before beginning Internship if all other courses have been completed and after finishing Internship until the dissertation is finished. Students who anticipate having a federal loan during Internship are advised that they will need to enroll for Dissertation Advisement while registered for Internship; otherwise, the Dissertation Advisement can be taken earlier under the direction of the mentor.

Electives:

CPSY 8524 Clinical Psychopharmacology

CPSY 9095 Supervised Teaching

Other specialized courses pertinent to the field

Educational Specialist Programs and Combined Programs

Marriage and Family Therapy (Ed.S.) (Accredited by COAMFTE)

This program is intended for those persons who have completed a master's degree in counseling, psychology, social work, pastoral counseling or an allied field, and who wish to pursue a career in marriage and family therapy. All students must complete a minimum of 39 credits at Seton Hall University. If students lack any prerequisite, they may be required to complete additional credits beyond the 39 credit minimum. Prerequisite courses are Abnormal Psychology and Couple and Family Dynamics: Systemic Perspectives.

The purpose of this program is to provide students with the theoretical background and experiential training necessary to develop professional qualifications as couple and family therapists. The program must be completed within six years. It meets the educational requirements for licensure within the State of New Jersey and member status in the American Association for Marriage and Family Therapy. The Marriage and Family Therapy Ed.S. program has renewal accreditation status with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) (Renewal Date: November 1, 2014).

Admission

In addition to university admission regulations, candidates for this program are required to submit the following:

- An official transcript reflecting a master's degree in counseling, psychology, social work, pastoral counseling or an allied field;
- Transcripts of all graduate and undergraduate course work;
- Evidence of relevant experience as a counselor/therapist;
- Recent (within three years) Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores;

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- Three letters of recommendation, including at least one from a former professor and one from a counseling/therapy supervisor;
- Personal statement including professional goals; and
- Appear for a personal interview.

The application deadlines are July 1 for Fall admission and December 1 for Spring admission. Requests for applications may be directed to the Office of Graduate Studies, College of Education and Human Services, (973)761-9668. Any information or questions about the program can be directed to the graduate assistant for the program at (973) 761-9451 or e-mail at ben.beitin@shu.edu

Students who are interested in the program, but have missed the application deadline dates can also take up to 3 master's level courses (a total of 9 credits) as a nonmatriculated student. This option should be discussed with the program director. Taking courses as a nonmatriculated student does not guarantee admission into the program.

Degree Requirements

(Total credits: 39 minimum)

The curriculum for the Ed.S. is as follows:

CPSY 6102	Psychology of Human Development
CPSY 7101	Research Methods
CPSY 7610	Human Sexuality I
CPSY 7615	Gender and Ethnicity in Families
CPSY 7620	Seminar in Systemic Therapies
CPSY 7621	Couple and Family Systems Techniques I
CPSY 7622	Couple and Family Systems Techniques II
CPSY 8011	Seminar on Ethical and Legal Issues: A Systemic Approach
CPSY 8517	Seminar on Psychopathology and Systemic Diagnoses
CPSY 8800	Seminar: Contemporary Issues in Marriage & Family Therapy
CPSY 8801	Foundations of Assessment and Treatment in Systems
CPSY 9880	Internship in Couple and Family Therapy I
CPSY 9881	Internship in Couple and Family Therapy II

The prerequisites for the Ed.S. are CPSY 6601 (Couple and Family Dynamics: Systemic Perspectives) and CPSY 6103 (Abnormal Psychology).

A minimum of 500 hours of supervised client contact (at least 50 percent with families and couples) at an appropriate site with program-approved supervisors is required for completion of the program. There must be one hour of supervision for every five hours of client contact, and the supervision must include at least 50 hours of live or taped cases with at least 25 live or videotaped. Students receive individual and group supervision. Students who have completed all course work but have not completed all the supervised clinical hours for CPSY 9880-9881 will be required to register for CPSY 9886 (one credit) for one

semester, and, if the hours remain unfinished, for CPSY 9880 or 9881. Students will work in a diversity of settings which meet licensing and accreditation standards at sites throughout New Jersey and the metropolitan area. The standards for licensing are available from the New Jersey State Board of Marriage and Family Therapy Examiners and for accreditation from the Commission on Accreditation for Marriage and Family Therapy Education. Successful defense of a written case study and taped clinical interview is the final step toward graduation.

M.A. Program in Psychological Studies (School and Community Psychology Concentration)

Program Overview

The Master's Program in Psychological Studies (School and Community Psychology Concentration) is a 36 credit program that provides the foundation courses for students who are interested in working with school-age children and adolescents within the school setting, in child/adolescent mental health facilities, or those who are preparing for doctoral study. Courses include Abnormal Psychology, Human Development, Multicultural Counseling and Psychology, Statistics, Research Methods, etc. The use of Blackboard on-line technology is used in most courses. The use of email, PowerPoint, and basic computer technology is a requirement for the program.

A Unique Approach

The master's program focuses on the child/adolescent, the school, and the community. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic and cultural contexts shape their feelings, thoughts and actions. The school can usefully be regarded as the second nurturing agent beyond the family and, thus, is intimately involved in the growth and development of society's youngest member.

In addition, the students in the program are considered a "community of learners." The School Psychology Leadership Association of Seton Hall (SPLASH) was established in 2005, and meets twice each semester.

SPLASH represents the interests of graduate school psychology students engaged in the enhancement of Seton Hall University's School and Community Psychology Program. The mission of SPLASH is to heighten the awareness of and advocate for issues relevant to the professional field of school psychology. Members of SPLASH intend to accomplish this through building a strong network of colleagues, remaining informed about current issues that affect our profession, and encouraging others to enter the school psychology profession. It is our goal as future school psychologists to become competent, socially conscious, and reflective professional leaders who advocate for the needs of a diverse society of students, families, and communities.

SPLASH is a recognized student organization of the National Association of School Psychologists (NASP), and Student Affiliates in School Psychology (Division 16, School Psychology) of the American Psychological Association (APA). SPLASH service activities include participating in: hosting the annual Seton Hall School Psychology Conference which draws over 200 school psychologists and students from the tri-state area; the Polar Bear Plunge to raise funds for Special Olympics; and bake sales to support SPLASH activities.

Who Should Apply?

The faculty of the School and Community Psychology Program are seeking applicants who are dedicated to the field of school psychology. This includes being passionate about working with diverse children, families, and staff in schools and within their respective communities. Successful applicants are able to demonstrate their: (1) dependability; (2) respect and empathy for others in thought and action; (3) open-mindedness; (4) ability to identify, admit and learn from their mistakes; (5) problem solving skills; (6) professional and ethical integrity; (7) ability to successfully cope with stress; and (8) self care skills. Experience working with students in schools and other settings is highly valued although it is not a requirement for admission to the program.

The Application Process

All students who are interested in the School and Community Psychology Program are required to apply to the Master's Program in Psychological Studies (School and Community Psychology concentration). Generally, candidates for admission to the Master's program have earned their undergraduate degree in psychology or in a related area (i.e., education) although other undergraduate majors are also considered.

Students who have already earned a master's degree in a related field and/or have completed some graduate level courses would still need to apply to the master's program in order to complete their Seton Hall University master's level required courses and take/pass the master's comprehensive examination. These students would need to have their graduate transcript and college/university course catalogue reviewed to determine if any of their courses are applicable to the program. Courses accepted towards the master's program from other universities must be approved by the program director and/or admissions committee. A maximum of 12 credits can be accepted for advanced standing at the master's level.

An application to the college of Education and Human Services Graduate School can be found online at <http://www.shu.edu/academics/education/graduate-studies.cfm> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Master's in Psychological Studies (School and Community Psychology concentration) program are required to submit the following:

- A completed graduate application and fee;
- Student résumé;
- Official copies of all previous undergraduate and graduate transcripts;
- Three letters of recommendation, including at least two from former professors.
- Recent scores (within three years) from the Graduate Record Examination (GRE) (preferred) (Verbal, Quantitative, and Writing is required: the Psychology Subject test is optional) or scores on the Miller Analogies Test (MAT); and
- A statement of career goals.

Once the application is complete, it will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged with applicants who are considered potential candidates for the program. A writing sample will be requested from candidates during their personal interview. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application is completed in a professional manner.

The application deadline for Fall admission is February 1 of each year. Applicants will be advised of their status by April 1. Students admitted to the masters program complete the courses outlined below. These students will earn the masters degree after successful completion of the 36-credit program, passing the comprehensive exam, and displaying the ethical/professional behaviors required for functioning as a school psychologist.

Students who are interested in the program, but have missed the application deadline dates can also take up to 3 master's courses (a total of 9 credits) as a nonmatriculated student. Please discuss this option with the Program Director. Taking courses as a nonmatriculated student does not guarantee admission into the program.

Three courses (9 credits) a semester is considered full time status at the graduate level. Each class is arranged on one night per week for 130 minutes during the Fall and Spring semesters. Courses are scheduled in the evenings, Mondays through Thursdays, from 4:30 to 6:40 p.m. or 6:50 to 9:00 p.m. There are also 3 Summer Sessions; Intersession, June/July, and July/August. The Summer Session courses are scheduled on various days and times, and some Summer courses are scheduled on weekends. Therefore, students at the masters level can work part-time while obtaining the masters degree. However, students at the Ed.S. level are expected to make a full-time commitment to the program.

Course of Study-Master's Level

		Credits
CPSY6001	Tests and Measurement	3
CPSY6100	Introduction to School Psychology: History, Systems and Foundations	3
CPSY6101	Personality Theory	3
CPSY6102	Psychology of Human Development	3

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CPSY6103	Abnormal Psychology	3
CPSY6105	Biological Bases of Behavior	3
CPSY6303	Counseling and Community Agencies	3
CPSY6505	Principles of Learning & Behavior Modification	3
CPSY7005	Statistical Theory & Computer Applications I	3
CPSY7101	Research Methods	3
CPSY8010	Seminar: Ethical and Legal Issues in Counseling & Psychology	3
CPSY8100	Multicultural Counseling and Psychology	3
Total Credits: 36		

**Passing the Comprehensive Exam is required of all Master's level students to graduate from the program.*

Ed.S. Program in School and Community Psychology

Program Overview

The Ed.S. in School and Community Psychology program, offered through Seton Hall University's College of Education and Human Services, trains students to become "full service" school psychologists. Coursework in intelligence and personality testing, learning disabilities, child and adolescent psychopathology, counseling and consultation, educational leadership, and curriculum development comprise the matrix of the program. There are fieldwork requirements in most of the Ed.S. courses. The program also includes an intensive 300-hour practicum as well as 1,200-hour internship, allowing students to train under the supervision of a licensed school psychologist, which helps to bridge the gap between theory and practice. The use of Blackboard on-line technology is used in most courses. The use of email, PowerPoint, and basic computer technology is a requirement for the program.

A Unique Approach

The Ed.S. in School and Community Psychology program trains "full service" school psychologists to address the psycho-educational and socio-emotional needs of school-age children and adolescents. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic and cultural contexts shape their feelings, thoughts and actions. The school can usefully be regarded as the second nurturing agent beyond the family and, thus, is intimately involved in the growth and development of society's youngest members.

Ed.S. students are encouraged to be leaders in SPLASH, the school psychology student organization (see *A Unique Approach* under the Masters program). This fosters the sense of being part of a "community of learners," developing leadership abilities, and continuing to participate in service activities. Ed.S. students share their experiences and become role models for the students in the Masters program.

Who Should Apply?

The faculty of the School and Community Psychology Program are seeking applicants who are dedicated to becoming school psychologists and display the ethical/professional behaviors and dispositions required to enter this service profession. This includes being passionate about working with diverse children, families, and staff in schools and within their respective communities. Successful applicants are able to demonstrate their: (1) dependability; (2) respect and empathy for others in thought and action; (3) open-mindedness; (4) ability to identify, admit, and learn from their mistakes; (5) problem solving skills; (6) professional and ethical integrity; (7) ability to successfully cope with stress; and (8) self care skills.

The Application Process

Once students successfully complete their master's degree in Psychological Studies (School and Community Psychology concentration) including passing the Comprehensive Examination, they can apply to the Ed.S. Program in School and Community Psychology. Completion of the master's program does not guarantee admission to the Ed.S. program. It is a separate application process. This 45-credit program, including practicum and internship, leads to the specialist degree and licensure in School Psychology.

Students admitted to the Ed.S. program are required to take the Praxis II (School Psychology-10400) as part of their Ed.S. graduation requirements. Please visit the following website: <http://www.ets.org/media/tests?praxis/pdf/0400.pdf>

An application to the College of Education and Human Services Graduate School can be found online at <http://www.shu.edu/grad.html> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Ed.S. program in School and Community Psychology are required to submit the following:

- A completed SHU graduate application and fee;
- Student résumé;
- Official copy of graduate transcripts documenting at least a 3.25 GPA;
- Two letters of recommendation preferably from Seton Hall University full time faculty; and
- An updated statement of career goals.

Once the application is complete, it will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application is completed in a professional manner.

The Program

The Ed.S. program in School and Community Psychology is a 45-credit program leading to the Education Specialist (Ed.S.) degree from Seton /Hall University and licensure as

a school psychologist from the New Jersey Department of Education (NJ DOE). *Please note that licensure as a school psychologist does not enable graduates to practice privately.*

The Ed.S. program builds on the foundations of the Masters course by training students to apply their knowledge and skills and enhance their dispositions. This program takes two and a half years to complete (which includes the practicum and internship). Students in the program take part in a rigorous course of study which requires fieldwork for most of the courses and are therefore expected to make a full-time commitment to the program. They also participate in a 300-hour practicum over the course of one semester (generally 3 to 4 days a week) and a 1,200-hour internship over the course of two semesters (five days a week) under the supervision of a licensed school psychologist. This allows students to train under supervision, which helps to bridge the gap between theory and practice. These supervised hours are required for licensure as a school psychologist in the state of New Jersey.

Following the successful completion of the coursework, practicum and internship, taking the Praxis II Exam in School Psychology, and demonstration of the ethical/professional behaviors required for functioning as a school psychologist, students are granted the Ed.S. degree from Seton Hall University and are eligible for NJDOE license as a school psychologist. The program is acknowledged by the NJDOE as a recognized program in school psychology. State certification is mandatory to practice as a school psychologist in the schools.

More specifically, students in the program will:

- Use data-based decision making to identify strengths and needs, understand programs and measure progress;
- Develop positive interpersonal communication, collaboration and consultative skills;
- Develop and monitor challenging, yet achievable, cognitive, academic, social, behavioral and adaptive goals for school-age children;
- Appreciate and work with individuals and groups with diverse skills and backgrounds;
- Understand the school as a system and work with others to create safe, caring, effective schools;
- Develop and implement prevention and intervention programs;
- Understand family strengths and influences of the student and form partnerships with parents, educators and the community;
- Use research, statistics and evaluation methods; translate research into practice; and evaluate programs to improve services;
- Practice in a manner that meets ethical, professional and legal standards to enhance the quality of services and protect the rights of individuals; and
- Access, evaluate and use information sources and technology to safeguard and enhance the quality of services provided.

Course of Study-Specialist Level		Credits
EDST6001	Comprehensive Approach to Students with Learning Disabilities	3
EDST6108	Educational Interventions for Students with Learning Disabilities	3
ELMP6601	Organization and Administration of Public Education	
ELMP6665	Curriculum Development and Evaluation	3
CPSY6501	Professional Consultation/School Practice <i>(fieldwork required - 3 credits)</i>	
CPSY7501/8501	Introduction to Clinical Skills/Lab <i>(fieldwork required - 4 credits)</i>	
CPSY7502/8502	Individual Cognitive Assessment/Lab <i>(fieldwork required - 4 credits)</i>	
CPSY7503/8503	Introduction to Personality Assessment/Lab <i>(fieldwork required - 4-credits)</i>	
CPSY7506	Individual Educational Assessment <i>(fieldwork required – 3 credits)</i>	
CPSY8519	Seminar in Child & Adolescent Psychopathology (3 credits)	
CPSY9985	Introduction to Child and Adolescent Therapy <i>(fieldwork required – 3 credits)</i>	
CPSY8511	Practicum in School Psychology <i>(300-hour field placement – 3 credits)</i>	
CPSY8580	Internship in School and Community Psychology I <i>(600-hour field placement - 3 credits)</i>	
CPSY8581	Internship in School and Community Psychology II <i>(600-hour field placement – 3 credits)</i>	

Total Credits: 45

*Students admitted to the Ed.S. Program are required to take the Praxis II Exam (School Psychology-10400) as part of their Ed.S. graduation requirements. Please visit the following website: <http://www.ets.org/media/tests/praxis/pdf/0400.pdf>

Career Advancement

Graduates of the Ed.S. program in School and Community Psychology are working in key leadership positions as school psychologists in various educational settings. They work in preschool through twelfth grade public school districts and private schools throughout the tri-state area and the country. They work with parents, school staff and the community to enhance the academic, social, emotional growth of students. Ed.S. graduates function as “full service” school psychologists, who provide consultation, interventions, participate in intervention and referral services, provide both individual and group counseling, conduct psychological assessments, develop Individual Education Programs for classified students, etc.

Some of our Ed.S. graduates go on for advanced degrees (Ph.D., Psy.D., Ed.D.) in school psychology, counseling psychology, school administration/supervision, and other related fields. Students from our program have been accepted to doctoral programs throughout the tri-state area.

Marriage and Family Therapy M.S./M.F.T. (Accredited by COAMFTE)

This program of study is designed for the beginning professional with an area of study in psychology or other relevant field at the undergraduate level, who wishes to specialize in marriage and family therapy. The courses build the foundations in counseling/therapy skills and for completing the standard curriculum as stipulated by the Commission on Accreditation for Marriage and Family Therapy Education. This program takes approximately 3 years to complete if attending full time (which includes the practica and internship).

Applicants for the program who do not have experience in providing counseling/therapy must demonstrate a readiness to do so. Throughout the program, students are expected to combine classroom learning with clinical work under supervision at appropriate sites.

A minimum of 500 hours of supervised client contact (at least 50 percent with families and couples at an appropriate site) with a program-approved supervisor is required. There must be one hour of supervision for every five hours of client contact, and the supervision must include at least 50 hours of live or taped cases with at least 25 live or videotaped. Students receive individual and group supervision. Students who have completed all course work but have not completed all the supervised clinical hours for CPSY 9880-9881 will be required to register for CPSY 9886 (one credit) for one semester, and, if the hours remain unfinished, for CPSY 9880 or 9881. Students will work in a diversity of settings which meet licensing and accreditation standards at sites throughout New Jersey and the metropolitan area. The standards for licensing are available from the New Jersey State Board of Marriage and Family Therapy Examiners and for accreditation from the Commission on Accreditation for Marriage and Family Therapy Education. Successful oral defense of a written case study is the final step toward graduation.

The degree fulfills the current educational requirements for licensing in New Jersey as a marriage and family therapist, and for clinical membership in the American Association for Marriage and Family Therapy. The Marriage and Family Therapy M.S. program achieved accreditation (candidacy status) in July 2008 with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) (Renewal Date: November 1, 2013). All students accepted in Fall 2008 or after enter the program with accreditation.

Admission

In addition to the general University and department requirements for admission to graduate studies, the following guidelines are in force:

- Official undergraduate transcript(s);
- Recent (last 3 years) Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores;
- Three letters of recommendation including at least one from a former professor;
- Personal statement including personal goals;
- Résumé;
- Appear for a personal interview;
- Students are expected to have completed the prerequisites of CPSY 6105 Biological bases of Behavior/Physiological Psychology (or a biology course, including a focus on human anatomy and the nervous system) and CPSY 7515 Social Psychology, or these may be taken during the course of study.

The application deadlines are July 1 for Fall admission and December 1 for Spring admission. Students who are interested in the program, but have missed the application deadline dates can also take up to 3 master's courses (a total of 9 credits) as a nonmatriculated student. This option should be discussed with the program director. Taking courses as a nonmatriculated student does not guarantee admission into the program.

Degree Requirements (Total credits: 60 minimum)

Foundation Courses (18 credits):

CPSY 6001	Tests and Measurements
CPSY 6003	Counseling Skills
CPSY 6101	Personality Theory
CPSY 6103	Abnormal Psychology
CPSY 6316	Group Counseling
CPSY 7005	Statistical Methods

Core Curriculum (42 credits):

CPSY 6102	Psychology of Human Development
CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
CPSY 7101	Research Methods
CPSY 7610	Human Sexuality
CPSY 7615	Gender and Ethnicity in Families
CPSY 7620	Seminar in Systemic Therapies
CPSY 7621	Couples and Family Systems Techniques I
CPSY 7622	Couples and Family Systems Techniques II
CPSY 8011	Seminar on Ethical and Legal Issues: A Systemic Approach
CPSY 8517	Seminar on Psychopathology and Systemic Diagnoses
CPSY 8800	Seminar: Contemporary Issues in Couple and Family Therapy

CPSY 8801	Foundations of Assessment and Treatment in Systems
CPSY 9880	Internship in Couple and Family Therapy I
CPSY 9881	Internship in Couple and Family Therapy II

Professional Counseling (M.A./Ed.S.)

This program is designed for individuals with a bachelor’s degree who wish to pursue a license-eligible degree in Counseling. The Combined program has a 48-credit master’s which provides foundational courses for understanding individual and systems behavior. The Ed.S. program is comprised of an additional 12 credits of advanced-level practice and knowledge courses. The total credits for the Combined M.A./Ed.S. degree is 60, which meets the academic requirements for licensure as a Professional Counselor in New Jersey and most states around the country. A capstone project or the equivalent is required of all students prior to program completion, and is usually completed in the final semester of field placement.

Note: The Ed.S. degree is available only to students who have completed the M.A. requirements for their combined degree at Seton Hall University.

Admission Requirements

Applications are reviewed as they are received. The deadline for admission in the Fall semester is June 1, and the deadline for the Spring semester is November 1. Applicants must submit the following:

- A completed graduate application and fee;
- Three letters of recommendation. At least one letter should be from a professor while the other can be from a person(s) who can attest to your relational abilities, fit with the counseling profession, and capacity for graduate study (e.g., prior clinical supervisor);
- Personal Statement, which includes a description of prior related work experience, qualifications, goals for self in the program, and professional goals;
- Official copies of all previous graduate transcript; and
- Scores from the GRE.

Data obtained from these sources provide information regarding student diversity, interests, and prior academic accomplishments in relation to program goals.

Requests for applications may be directed to the Office of Graduate Studies, College of Education and Human Services, (973) 761-9668.

Curriculum for Combined M.A. with a major in Counseling/Ed.S. in Professional Counseling

		Credits
CPSY 6302	Orientation to Professional Counseling	3
CPSY 6002	Counseling Theory	3
CPSY 6102	Psychology of Human Development	3
CPSY 6103	Abnormal Psychology	3
CPSY 6005	Appraisal and Assessment in Counseling	3

CPSY 7005	Stat Theory and Computer Applications I	3
CPSY 7001	Counselor Ethics in Practice	3
CPSY 8100	Multicultural Counseling and Psychology	3
CPSY 6303	Counseling and Community Agencies	3
CPSY 6003	Counseling Skills	3
CPSY 6301	Career Development and Counseling	3
CPSY 7101	Research Methods	3
CPSY 6316	Group Counseling (prerequisites: CPSY6002 and CPSY6003)	3
CPSY 7310	Practicum in Counseling (prerequisites: CPSY6316 and program approval)	3
CPSY 7380	Internship in Counseling I	3
CPSY 7381	Internship in Counseling II	3

Total Credits: 48

Ed.S. Courses

CPSY 6310	Etiology and Treatment of Addictions	3
CPSY 8520	Seminar in Psychopathology (prerequisite 6103)	3
CPSY 6601	Couple & Family Dynamics: Systemic Perspectives	3
CPSY 7383	Internship in Counseling III	3

Total Credits 12

M.A. and Post-M.A. in Education Programs

Professional Diploma in Marriage and Family Therapy

This is a program for professionals, with a relevant terminal degree (e.g., Ph.D. in Psychology, M.S.W. in clinical social work, M.D. with specialization in psychiatry, M.S.N. in nursing with specialty in psychiatric nursing) who seek to earn a graduate degree in marriage and family therapy.

Admission requirements

- Transcript of terminal degree, granted by an accredited university or professional school;
- Statement of professional experience and goals for professional development;
- Interview with program committee;
- Three letters of recommendation (letters to address academic and clinical qualifications);
- Documentation of supervised clinical work with couples and families (according to New Jersey State statutes and regulations as a Marriage and Family Therapist); and

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- Adherence to the program and departmental requirements for admission.

A minimum of 18 credits are required for the professional diploma. Students must enroll in courses for which they have not earned previous credit.

I. Marriage and Family Studies

CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
CPSY 7610	Human Sexuality I
CPSY 7615	Gender and Ethnicity in the Family
CPSY 7620	Seminar in Systemic Therapies
CPSY 8011	Seminar in Ethical and Legal Issues: A Systemic Approach
CPSY 8517	Seminar on Psychopathology and Systemic Diagnoses

II. Marriage and Family Assessment/Therapy

CPSY 7621	Couple and Family Systems Techniques I
CPSY 7622	Couple and Family Systems Techniques II
CPSY 8801	Foundations of Assessment and Treatment in Systems
CPSY 9880	Internship in Couple and Family Therapy I
CPSY 9881	Internship in Couple and Family Therapy II

Recommended sequence for students without previous background: 6601, 7620, 7610 or 7615, 7621, 7622, 8801.

Throughout the sequence of courses, students are to maintain a minimum GPA of 3.25 as specified in the graduate catalogue and to demonstrate technical, ethical, interpersonal and effective competency as stated in the graduate catalogue. Final granting of a professional diploma depends on fulfillment of these two criteria as well as completing sufficient courses. The professional diploma states that it attests only to the taking of courses. Final determination for practice, licensing or professional membership rests with state licensing boards and the American Association for Marriage and Family Therapy.

Post-M.A. in School Counseling Certificate Program

This program is designed to meet the requirements set forth by the New Jersey Department of Education for certification as a school counselor. The program is designed for those who already have or are receiving a graduate degree in the helping profession but who desire to either re-specialize or dual specialize in school counseling.

Admission

Candidates for admission must have earned their graduate degree from a regionally accredited university. Application requirements and deadlines follow those established for

the on-campus M.A. in School Counseling. Students may begin coursework during Fall, Spring, or Summer terms. A completed graduate application and official transcripts of all graduate and undergraduate work must be received by the Office of Graduate Admissions.

Course of Study

The curriculum for the certificate follows the same curriculum as that for the M.A. in School Counseling (see below). The program director will review each student's transcripts in order to evaluate course equivalencies. Courses where an equivalent course has not been taken will need to be completed in the program.

Certificate in Sport and Exercise Psychology

The interdisciplinary Certificate in Sport and Exercise Psychology consists of 5 courses and 16 credits. In addition to courses in the Department of Professional Psychology and Family, the Certificate includes a course from the School of Graduate Medical Education, Department of Athletic Training and Sport Science. The program provides the student with a knowledge foundation to work with athletes and athletic teams; to work in wellness programs in corporate or medical settings; or in other health promotion areas. It is designed for individuals who aspire to work in the field of counseling, coaching, education, fitness/ wellness, sports medicine, or psychology.

The program is appropriate for: matriculated graduate students pursuing other programs in the department; licensed professionals in psychology, counseling, social work, marriage and family therapy; or nonmatriculated students who wish to pursue study for the certificate. Seton Hall students who take certificate courses as part of another program will be awarded the certificate upon completion of the additional courses.

Requirements

The program requires 5 courses (15 credits). Up to 3 credits may be waived, at department discretion, for equivalent graduate or undergraduate courses taken at Seton Hall University.

The following five courses are required:

CPSY 6105	Biological Bases of Behavior
CPSY 7105	Psychology of Sport and Exercise
CPSY 8007	Mind Body Issues and Interventions
CPSY 8010	Ethical and Legal Issues in Counseling and Psychology
CPSY 8541	Special Topics: Case Studies and Applications in Sport and Exercise Psychology

Psychological Studies (M.A.)

This 36-credit program in basic theory and methods in psychology is recommended for: (1) preparation for the Ed.S. or the doctoral degree in professional psychology, (2) exploration of the field. Upon completion of the master's program, many graduates proceed to obtain post-master's and doctoral-level training in school, counseling, marriage and family, or other areas of psychology. Other graduates function professionally in mental health agencies, clinics, hospitals, youth and family services, residential homes, and forensic settings, or in employee assistance programs or other areas. Students have the opportunity to select a concentration area of 4 elective courses (12 credits). Students may also select an individualized concentration area with adviser approval. With adviser approval, students may undertake independent research or an independent study project.

Degree Requirements (24 credits)

CPSY 6101	Personality Theory*
CPSY 6002	Counseling Theory
CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology
CPSY 7005	Statistical Theory and Computer Applications I
CPSY 6001	Tests and Measurement
CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
CPSY 8010	Seminar: Ethical and Legal Issues in Counseling and Psychology
CPSY 8011	Seminar in Ethical and Legal Issues: A Systemic Approach**
CPSY 8100	Multicultural Counseling and Psychology
CPSY 7615	Gender and Ethnicity in the Family***

* Students pursuing a Marriage & Family concentration will take this course in place of CPSY 6002.

** Students pursuing a Marriage & Family concentration will take this course in place of CPSY 8010.

*** Students pursuing a Marriage & Family concentration will take this course in place of CPSY 8100.

Concentration Areas (12 credits)

School and Community Psychology

CPSY6100	Introduction to School Psychology: History, Systems and Foundations
CPSY 6105	Biological Bases of Behavior
CPSY 6303	Counseling and Community Agencies
CPSY 7101	Research Methods

Marriage & Family Therapy

CPSY 6316	Group Counseling
CPSY 7620	Seminar in Systemic Therapies
CPSY 6003	Counseling Skills
CPSY 7101	Research Methods

Mind/Body/Spirituality

CPSY 8007	Mind/Body Issues and Interventions
CPSY 6105	Biological Bases of Behavior
<i>and a Choice of two of the following with approval of an adviser:</i>	
GMPA 6103	Health Maintenance & Education
NURS 6223	Health Promotion
PTHO 6741	Spirituality and Psychology
<i>Psychology of Sport and Exercise *</i>	
CPSY 7105	Psychology of Sport & Exercise
GMED 6014	Exercise Physiology (with adviser approval) (4 credits)
CPSY 8007	Mind Body Issues and Interventions
CPSY 8010	Ethical and Legal Issues in Psychology and Counseling
CPSY 8541	Special Topics: Case Studies and Applications in Sport Psychology

* Students taking the Sports Psychology concentration will enroll in four courses in consultation with their adviser.

Individualized Concentration

Four courses selected with approval of adviser

Master's in School Counseling

The Master of Arts with a major in School Counseling program is a degree program that trains school counselors for work in ethnically, geographically, and socially diverse K-12 educational settings. The 48 credit program prepares students for certification as school counselors through theoretical, clinical, and professional coursework and experiences including a 9 credit field internship in a school.

Students will develop skills as competent counselors and effective consultants, collaborators, advocates, and leaders in our schools. The overarching program goals are to prepare school counselors to maximize the potential of all students through comprehensive developmental school counseling programs; to advocate for the academic, career and personal-social success of every student through positive systemic school counseling reform; and to empower students and their families as partners in life-long learning and development in an ever changing global world.

The program meets the credentialing requirements set by the NJ State Board of Education.

Master of Arts with a Major in School Counseling

Counseling Core

CPSY 6002	Counseling Theory	3
CPSY 6103	Abnormal Psychology	3
CPSY 6301	Career Development and Counseling	3
CPSY 6316	Group Counseling	3
CPSY 6003	Counseling Skills	3

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Assessment

CPSY 6005 Appraisal and Assessment in Counseling 3

Psychological Foundations

CPSY 6102 Psychology of Human Development 3

CPSY 6505 Principles of Learning and Behavior Modification 3

Sociological Foundations

CPSY 8100 Multicultural Counseling and Psychology 3

CPSY 6303 Counseling and Community Agencies 3

Research

CPSY 7101 Research Methods 3

Supervised Experience

CPSY7310 Practicum in Counseling 3

CPSY7380 Internship in Counseling I 3

CPSY7381 Internship in Counseling II 3

Professional Orientation

CPSY6305 Counseling and Supervision in School Settings 3

CPSY7001 Counselor Ethics in Practice 3

Master of Arts/Ed.S. with a Major in School Counseling - Online

Academic Director: John E. Smith, Ed.D.

The Department of Professional Psychology and Family Therapy offers two online degrees in Counseling: a 48-credit Masters Degree with a major in Counseling and a 48-credit Masters Degree with a major in School Counseling. Students in both programs have the opportunity to apply to an Ed.S. program in Professional Counseling and complete an additional 12 credits online receiving a combined M.A./Ed.S. for 60-credits. The mission of the Master of Arts, Major: Counseling is to provide the student with a comprehensive background and preparation in counseling a wide variety of client populations, while the Master of Arts, Major: School Counseling prepares students to work in K-12 school settings. The program is offered by the Department of Professional Psychology and Family Therapy in the College of Education and Human Services, The Masters, Major: School Counseling is approved by the New Jersey Department of Education.

Residency Requirement

The Online Master of Arts in Counseling and School Counseling programs require students to attend two on-site residencies, with the first residency held at the beginning of the program from Thursday to Sunday, and the second residency taking place during the second year of the program from Friday to Sunday.

Admission Requirements

Admission is based on the following:

- B.A. or equivalent;
- GRE scores within the past five years. This requirement may be waived;
- an official sealed transcript from each college and/or university attended;
- current résumé; and
- three letters of recommendation. *Recommendations from those familiar with your academic and professional qualifications are required.

For additional information about this program, visit the Department of Professional Psychology and Family Therapy, or the Division of Continuing Education and Professional Studies Web site at ceps.shu.edu and/or contact Rosalie Maiorella, M.A., program director, at (973) 313-6239 or e-mail rosalie.maiorella@shu.edu, or contact John Smith, Ed.D., academic director, at john.smith@shu.edu

Courses

CPSY 6002 Counseling Theory

CPSY 6003 Counseling Skills

CPSY 6005 Appraisal and Assessment in Counseling

CPSY 6102 Psychology of Human Development

CPSY 6103 Abnormal Psychology

CPSY 6301 Career Development and Counseling

CPSY 6302 Orientation to Professional Counseling

CPSY 6303 Counseling and Community Agencies

CPSY 6505 Principles of Learning and Behavior Modification

CPSY 6310 Etiology and Treatment of Addictions

CPSY 6316 Group Counseling

CPSY 6601 Couple and Family Dynamics

CPSY 7001 Counselor Ethics in Practice

CPSY 7005 Statistical Theory and Computer Applications I

CPSY 7101 Research Methods

CPSY 7310 Practicum in Counseling

CPSY 7380 Internship in Professional Counseling I

CPSY 7381 Internship in Professional Counseling II

CPSY 7383 Internship in Professional Counseling III

CPSY 8100 Multicultural Counseling and Psychology

CPSY 8520 Seminar in Psychopathology

(Prerequisite CPSY 6103)

Course Descriptions

CPSY 6000 Group Dynamics

Combining theory with application through observation of a group setting, a focus on the dynamics of various types of groups. Study of the small group as a microcosm of the larger society. Requires field observation of groups. Prerequisite: department permission. *3 credits*

CPSY 6001 Tests and Measurement

Rationale and assumptions underlying psychological tests. Consideration and evaluation of the types of tests commonly used in education and psychology. Introduction to theoretical foundations for assessing psychological constructs including methods for estimating reliability/validity and techniques for scale construction. *3 credits*

CPSY 6002 Counseling Theory

Examines in depth the function of theory in counseling; major theories and their contributions to the practice of counseling. Affords opportunity to begin the development of students own theoretical orientation to counseling. *3 credits*

CPSY 6003 Counseling Skills

Skill-building experience in facilitative behaviors (empathy, genuineness, extending client communication) using such techniques as modeling, role-playing, audiotape and videotape feedback, as well as other training methodologies. Extensive research has indicated that certain basic skills, interpersonal in nature, are essential to all helping relationships. *3 credits*

CPSY 6005 Appraisal and Assessment in Counseling

This course provides an introduction to the theory and practice of testing and appraisal of counseling clients. Included are an overview of the major uses of testing in education and counseling, the theoretical foundations of testing and measurement including reliability and validity, and an overview of scale construction. The course further provides an introduction to test administration and interpretation, and integration of test data with other assessment data, including interviews and case histories. *3 credits*

CPSY 6100 Introduction to School Psychology: History, Systems and Foundations

This course is an introduction to the field of school psychology. It will explore the history and development of the profession, including ethics, laws, standards, and credentialing. The evolving roles and functions of school psychologists will be reviewed in context of past and current national and state laws, regulations, and policies. Best practices dealing with multicultural, diversity and bilingual issues as well as current professional issues, advocacy and future trends will be examined. Students will spend some time with a school psychologist in the field. Students are expected to further develop their critical thinking, problem solving, speaking, writing, and research skills in order to learn, integrate and apply the concepts presented. This is an intensive reading, writing and presentation course. The use of APA Publication style, Blackboard, Internet and Email is required. *3 credits*

CPSY 6101 Personality Theory

Overview of major theories of personality, including psychoanalytic, ego psychology, humanistic, learning existential/phenomenological. Emphasis on structure and dynamics of personality, and implications for understanding behavior. Some primary source readings required. Current issues, such as gender identity, included. *3 credits*

CPSY 6102 Psychology of Human Development

Overview of current theories of human development: biological, psychological, social, emotional and cognitive aspects of maturation and growth through the life cycle. *3 credits*

CPSY 6103 Abnormal Psychology

Survey of maladaptations in light of current theory and research, including socio-cultural factors, defense mechanisms, coping with stress. Etiology, diagnosis, treatment of classical syndromes. Understanding individuals within the context of their own environment; epidemiological and community approaches to treatment and prevention. *3 credits*

CPSY 6104 Theories of Cognition

Selected current theories of perception and cognition. Integration and development of perception and cognition in child and adult; issues in assessment and psychological testing; psychopathology. Neisser and Piaget. Includes Gestalt, phenomenological and psychoanalytic perspectives. *3 credits*

CPSY 6105 Biological Bases of Behavior

Essentials of neurology and endocrinology; sensation and perception; brain waves; sleep and arousal; physical aspects of emotions; genetic influences; special topics, such as MBD, aphasia, psycho-chemistry, disorders affecting the learning and cognitive processes, biofeedback, split brain. *3 credits*

CPSY 6301 Career Development and Counseling

Overview of the factors in career development and occupational choices, including theories, sources of information, assessment, diversity issues and the impact of technology. A materials fee will be assessed for each student the first week of class. *3 credits*

CPSY 6302 Orientation to Professional Counseling

This course provides an overview of the counseling profession and the roles of counselors in a variety of mental health and educational settings. Counselor preparation and licensure are examined in depth with attention to career pathways, accreditation, counselor licensure statutes and regulations, and school counseling certification. Professional topics introduced include common factors, empirically supported treatments, counseling specializations, counseling competencies, social and cultural factors, appraisal, and research. *3 credits*

CPSY 6303 Counseling and Community Agencies

Application of community counseling model across diverse community agencies. Review how agencies provide preventative education, outreach, counseling, advocacy, social and public policy, and consultation interventions to clients and communities. Individual and group counseling skills and techniques will be introduced. Attention is given to

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cross-cultural issues, managed health care, service utilization, agency systems and the mental health professional's role. Students prepare and present a portfolio on a community agency by collecting information and interviewing staff. *3 credits*

CPSY 6304 Principles and Administration in School Counseling

Introduction to the specific field of school counseling. Topics include: history, philosophy, and current trends, issues, policies, and educational mandates in school counseling; role and function of the school counselor as collaborators, consultants, and leaders; understanding the context in which school counseling occurs, and educational systems; developing and administering school programs reflecting the ASCA National Model. *3 credits*

CPSY 6305 Counseling and Supervision in School Settings

Introduction to counseling children and adolescents in comprehensive school counseling programs. Topics include history, theory, current trends, and legal and ethical issues in national and state school counseling initiatives and models. Skill development in individual and group counseling, consultation, individual planning, counseling curriculum, and collaboration with families and teachers on multidisciplinary intervention teams. Special attention to diversity and advocacy competencies in the development and implementation of systemic school counseling program initiatives. *3 credits*

CPSY 6310 Etiology and Treatment of Addictions

Survey of characteristics, assessment, intervention, and prevention of addictive behaviors with a primary examination of chemical dependency. Influence of cultural and social variables are explored as they relate to etiology, assessment, treatment, and relapse prevention. *3 credits*

CPSY 6311 Physiology and Pharmacology of Alcoholism and Care Management

Focuses on the chemical alcohol and how it affects some of the major systems of the body. Considers the scope, philosophy and mechanics involved in working as a member of a multidisciplinary, harmonious team in care management of alcoholics. Field experience may be required. Prerequisite: department permission. *3 credits*

CPSY 6315 Advanced Counseling Skills

Enhance basic theoretical development and counseling skills. Didactic methods are used to examine counselor values, theoretical orientation, supervision and counseling interventions. Experiential methods are used to enhance intake assessment skills, psychological report writing skills, and counseling skills. Termination, business of therapy, values and worldviews are examined. Focus on role-playing and audiotapes. Prerequisites: CPSY 6002, 6003 and department permission. *3 credits*

CPSY 6316 Group Counseling

Requires active participation in training group setting. Students learn group process through participation. Factors such as resistance, transference, group climate, norms and

stages of development will be observed, experienced and studied. The format of this course will be experiential, not lecture-discussion. Prerequisites: Department permission required. *3 credits*

CPSY 6317 Group Process: Assessment

Concepts basic to measurement, such as reliability, validity and norms. Emphasis on review of instruments used to measure group process. Development of sociometric questionnaires. Students required to administer appropriate instrument(s) to ongoing groups and to provide interpretation to class. Purchase of assessment materials required. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisite: CPSY 6000 or department permission. *3 credits*

CPSY 6403 Occupations II: Educational Information and College Placement

Opportunities for secondary school counselors to sharpen skills and increase knowledge in the area of pre-college achievement and placement. Hands-on activities, discussions and guest speakers from college admissions and financial aid offices, testing services, and other professionals in college counseling. Issues include: the role of the counselor in college selection; managing stress in college applicants and their parents; ethical dilemmas in college admissions, counseling for special populations, and use of computers in college counseling. *3 credits*

CPSY 6501 Professional Consultation/School Practice

Students will learn collaborative consultation skills in order to assist teachers, school staff, and parents to develop, implement, monitor, and evaluate behavioral and academic interventions with a multicultural diverse population. The selection, accurate scoring, and interpretation of a variety of teacher/parent/student rating scales (social/emotional, speech/language, ADHD, Asperger's, Autism, adaptive behaviors, etc.) will be emphasized in order to develop data based interventions, an effective monitoring system, and advocacy skills. Students will begin the preliminary research to conduct a single (n=1) case study in a school. Co-requisite: Enrollment in CPSY 8511. *3 credits*

CPSY 6505 Principles of Learning and Behavior Modification

Advanced course in learning theory and its application in the classroom and in therapeutic interventions. Theories of Pavlov, Skinner, and Bandura; recent research in behavior therapy, modeling and observational learning. Application and development of skills in behavior modification techniques, including observation of behavior, use of reinforcement, feedback, modeling, and shaping. The use of positive behavior supports and assertive discipline techniques in the classroom are introduced. A behavior modification project is incorporated into the course. *3 credits*

CPSY 6601 Couple and Family Dynamics: Systemic Perspectives

An introduction to various schools of contemporary literary theory, including preliminary exposure to a variety of perspectives on families and couples. Students acquire an understanding of normative family lifecycle patterns

and transitions as well as changing patterns in the family lifecycle. The roles of gender and ethnicity in normative family patterns and in family-based therapeutic interventions are discussed. *3 credits*

CPSY 7000 Psychotherapeutic Process

This course is required for child clinical Ph.D. students prior to the practicum sequence. The focus is on psychodynamic principles and object relations theory, integrating theory and technique. Theorists covered may include Freud, Mahler, Kernberg, Spitz and Pine. Prerequisites: permission of instructor. *3 credits*

CPSY 7001 Counselor Ethics in Practice

This course will focus on ethical standards, professional and licensing regulations, and ethical decision making in the context of counseling practice. In addition, legal issues and other relevant regulations will be covered. Everyday dilemmas faced by counselors in the many settings in which they work, as well as potential ethical and legal problems, will be discussed. Students are expected to become familiar with counselor codes of ethics, their interpretations, and their impact on professional practice. The importance of professional organizations, licensing, and training will also be included. *3 credits*

CPSY 7005 Statistical Theory and Computer Applications I

Students will be taught the interaction between measurement, research design and statistical analysis in sociobehavioral research. Statistical theory will be presented so students gain an insight to modern statistical methods. All students will demonstrate proficiency with current software for data analysis. *3 credits*

CPSY 7006 Statistical Theory and Computer Applications II

Students will learn to use methods of data analysis that apply to experimental and nonexperimental research. Multiple regression and the general linear model will be presented for both univariate and multivariate data analysis problems. Students will conduct univariate and multivariate data analysis using modern computer software. Prerequisite: CPSY 7005 or equivalent. *3 credits*

CPSY 7100 History and Systems of Psychology

Development of an understanding of the history and systems of psychology with which the student can make critical judgments in his/ her own research, place his/her own areas of interest in an integrated and homogenous history of development, communicate with colleagues outside of his/ her own area of interest and identify himself/herself within the discipline of psychology. Lecture, use of PowerPoint film, and research projects make up the matrix of the course. *3 credits*

CPSY 7101 Research Methods

Systematic analysis and clarification of research problems, explanation of relationships between research hypothesis and research procedures and appropriate techniques for analyzing data and evaluating evidence. (Formerly RESH 7101). *3 credits*

CPSY 7102 Seminar in Professional Consultation in Psychology

Theoretical and “hands on” study of consultation services in psychological service settings. Emphasis on the role of the consultant and interpersonal aspects of multidisciplinary relations. Registration is limited to Ph.D. students. *3 credits*

CPSY 7103 Counseling Psychology: Professional Practice and Research

Introduction to the specific discipline of counseling psychology. Topics include: the history of counseling psychology, current definitions of the discipline, current issues in the field, specific areas of focus within counseling psychology (e.g., career counseling, primary prevention, health counseling, remedial therapy, etc.), the structure and leadership in Division 17 of the American Psychological Association, orientation to ethical and standards of professional practice, and current topics (e.g., sports psychology, eco-counseling). *3 credits*

CPSY 7104 Social Cognition and Human Learning

Processes of cognition as they develop in regards to relationships and systems. Human learning capacities focusing on schools and families, maximizing potentials, difficulties requiring intervention and the interphases with assessment. *3 credits*

CPSY 7105 Psychology of Sport & Exercise

Basic theory and applications in Sport Psychology, with an emphasis on enhancing athletic performance, as well as understanding the impact of injuries. Course includes social/psychological aspects of sport and exercise. *3 credits*

CPSY 7203 Practicum: Aptitude, Interest and Personality Testing

Theory and practice of vocational assessment. Supervised practice in administering, scoring and interpreting aptitude, interest and personality tests. Prerequisite: CPSY 6301 or equivalent. Must be taken with associated 1-credit lab CPSY 8203. *3 credits*

CPSY 7301 Group Development: Theory and Observations

Theories of small group development as applied to sensitivity, counseling and therapy groups. Implications for leader. Use and construction of observational instruments. Requires one didactic period and one period of supervised observation for the semester. Culminates in case study of observed group. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisite: CPSY 6000, 6315, 6316 and department permission. *6 credits*

CPSY 7302 Psychology of Change in Small Groups

Theories of planned change relevant for vis-a-vis, problem solving groups. Techniques for the leader of conferences, committees, religious communities. Requires active participation in off-campus programs. Prerequisite: CPSY 6000 or permission of the instructor. *3 credits*

CPSY 7310 Practicum in Counseling

Supervised field work for counselors focusing on intensive counseling skill development, diagnosis and treatment planning, consultation, and program planning. Use of audio and videotape. Students are required to submit exposition of their own counseling theory. One hundred hours minimum of fieldwork experience is required (300 hours for school counseling students). Placements need to be approved by the practicum/internship coordinator at least three months prior to placement. Failure to follow these guidelines will result in denial of registration for the course. Additional credits (maximum of 6) with department permission. Prerequisites: acceptance into M.A. in Counseling program or post-master's licensing sequence; CPSY 6002, 6003, 6102, 6316, 7001, 8001, and other prerequisites specific to the Counseling or School Counseling program; completion of a minimum of 27 credits with no incomplete coursework; and departmental permission. *3 credits*

CPSY 7380 Internship in Counseling I

Supervised fieldwork for counselors, individual and group counseling skills, collaboration, and the development of a personal counseling theoretical orientation focusing on improving case conceptualization. Setting appropriate to area of concentration, including community agencies, hospitals, treatment centers, higher education, and secondary or elementary education. Students are required to complete 300 hours per semester (120 direct hours, 180 indirect hours). Placements need to be approved by the practicum/internship coordinator at least three months prior to placement. Failure to follow these guidelines will result in denial of registration for the course. Prerequisite: Successful completion (B- or better) of CPSY 7310 and department permission. *3 credits*

CPSY 7381 Internship in Counseling II

Continuation of supervised fieldwork for counselors, focusing on advanced individual and group counseling skills, diagnosis and treatment planning, consultation, and advocacy skills. Setting appropriate to area of concentration, including community agencies, hospitals, treatment centers, higher education, and secondary or elementary education. Students are required to complete 300 hours per semester (120 direct hours, 180 indirect hours). Placements need to be approved by the practicum/internship coordinator at least three months prior to placement. Failure to follow these guidelines will result in denial of registration for the course. Prerequisite: Successful completion (B- or better) of CPSY 7381 and department permission. *3 credits*

CPSY 7383 Internship in Counseling III

Continuation of supervised fieldwork for counselors focusing on advanced case conceptualization, intervention and advocacy skills, and principles and practices of supervision, leadership, and program planning. Students will focus on fine tuning their conceptual and intervention skills while learning the basics of supervising and leadership in mental health programs. Students are required to complete 300 hours per semester (120 direct hours, 180 indirect hours), with a minimum of one hour per week of supervision of a beginning counselor in training. Placements need to be approved by the

practicum/internship coordinator at least three months prior to placement. Failure to follow these guidelines will result in denial of registration for the course. Prerequisite: Successful completion (B- or better) of CPSY 7381 and department permission. *3 credits*

CPSY 7501 Introduction to Clinical Skills

Students will learn the theory and practice of clinical skills including: developing rapport, behavioral observations, behavioral interpretations, child/parent/teacher interviewing, developmental history, mental status exam, and genogram with a multicultural diverse population in order to develop accurate DSM-IV-TR diagnoses and NJDOE special education classifications. Students will conduct two clinical interviews using a psychological evaluation report format. Student Liability Insurance, and fieldwork is required. Prerequisite: Successful completion of MA courses in Psychological Studies (School and Community Psychology Concentration) and acceptance into the School and Community Psychology Ed.S. program. Concurrent enrollment in CPSY 8501 and CPSY 9985. *3 credits*

CPSY 7502 Individual Cognitive Assessment

Students will learn the history and concepts of intellectual assessment. Accurate administration, scoring, and interpretation of the Wechsler scales from preschool to adult with a multicultural diverse population will be emphasized, in addition to making accurate DSM diagnoses and NJDOE special education classifications. Students will continue to use the psychological report format in order to integrate their clinical interviews with their cognitive assessment results, and make an oral presentation of one of their cases. Student Liability Insurance and fieldwork are required. Prerequisite: Successful completion of MA courses in Psychological Studies (School and Community Psychology Concentration) and enrollment in the School and Community Psychology Ed.S. program; or enrollment in the Counseling PhD Program; and CPSY 7501 or equivalent. Concurrent enrollment in CPSY 8502 for all students. Concurrent enrollment in CPSY 7503/8503 for school psychology students. *3 credits*

CPSY 7503 Introduction to Personality Assessment

This course will highlight the theory of projective techniques and personality assessment in children, adolescents, and young adults. Training on the administration and interpretation of selected projective techniques and personality measures such as DAP, HTP, TAT, CAT/CAT-H, Incomplete Sentences, and kinetic family drawings, as well as personality inventories, behavior checklists and surveys, and adaptive scales will be emphasized. The administration, scoring, and writing of the Bender Gestalt Test of Visual-Motor Development will also be addressed in this course. Ego psychology as a theoretical framework will be infused into the class work. Observational skills, test administration, scoring, and report writing will be evaluated by both the professor and lab instructor. Student Liability Insurance and fieldwork are required. Prerequisites: CPSY 7501, and permission of instructor/program director. Concurrent enrollment in CPSY 8503 CPSY 7502/8502. *3 credits*

CPSY 7504 Introduction to Rorschach Techniques

Theory, administration, scoring and interpretation of the Rorschach, with special reference to children and adolescents. Discussion of its place in the total diagnostic battery. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisite: CPSY 7501, 7502, 7503; permission of instructor. Must be taken with the associated 1-credit lab. *3 credits*

CPSY 7505 Seminar: Case Studies in Psychology

Review of current literature and research on the use and selection of diagnostic techniques; selection of appropriate techniques for developing a case study; emphasis on the continuous interaction between person and environment and the contextual nature of human behavior; oral and written communication and findings and recommendations; use of consultants and collateral services. Prerequisite: CPSY 7503. *3 credits*

CPSY 7506 Individual Educational Assessment (Elective)

Students will learn to accurately administer, score, analyze and interpret educational testing results, such as the Wechsler Individual Achievement Test, and the Woodcock-Johnson Achievement Test. The development of reading and mathematical skills, error analysis, and recommendations for remediation/interventions will be included. Students will learn to integrate the clinical interview, rating scales, and educational test results into a psychological report which they present orally. Students are required to obtain professional liability insurance. This is an intensive reading, writing, fieldwork and presentation course. The use of Blackboard, Internet and email is required. Prerequisites: CPSY 7502/8502, proficient psychological report writing skills, and permission of instructor. *3 credits*

CPSY 7507 Personality Assessment of Children and Adolescents

Personality assessment with an emphasis on children and adolescents. *4 credits with laboratory*

CPSY 7508 Family Assessment

A thorough exploration of the processes and instruments pertinent to evaluating and diagnosing couples, families, systems and individuals in context. *3 credits*

CPSY 7510 Social and Community Psychology

History of social welfare and the mental health movement in the U.S. Selected topics from social psychology research applied to community mental health. Strategies for social change which promote human welfare. Critical evaluation of research, legislation and mental health programs. An ecological and systems perspective. Requires a field investigation project. *3 credits*

CPSY 7515 Social Psychology

Exploration of the processes of mutual influence between individuals and groups. Topics include self as social, person perception, interpersonal attraction, pro-social behavior, aggression, attitudes and attitude change and inter-group relations. *3 credits*

CPSY 7610 Human Sexuality I

Study of the development of male and female traits. Influence of society, culture and ethnicity in assuming masculinity and femininity. Investigation of issues within this area. *3 credits*

CPSY 7611 Human Sexuality II

Designed to prepare doctoral and post master's students in the methods, strategies and techniques for diagnosis and intervention into problems of human social function. Primary emphasis on use of various proven methods as well as the techniques necessary for intervening into areas where clients have suffered physical and emotional illness. Prerequisite: CPSY 7610, 6601, 6103. *3 credits*

CPSY 7615 Gender and Ethnicity in the Family

Explores the influence of gender and ethnicity on individual development and on family development and dynamics. Social, cultural, educational, economic and behavioral factors are discussed in terms of their influences on men and women within families, and on relational styles among culturally diverse families. Considerations of gender and ethnicity as related to family therapy practice and theory also will be addressed. Prerequisite: CPSY 6601. *3 credits*

CPSY 7620 Seminar in Systematic Therapies

In-depth examination and discussion of current theoretical trends in marriage and family therapy. Comparison of models and formulation of one's own theoretical model. Prerequisite: CPSY 6601. *3 credits*

CPSY 7621 Couple and Family Systems Techniques I

Analysis and applications of specific techniques associated with major theoretical approaches by Palo Alto, Haley, de Shazer, narrative and storying techniques. Attention given to skill development through use of role play, feedback and case examples. Prerequisite: CPSY 7620. *3 credits*

CPSY 7622 Couple and Family Systems Techniques II

Focus on techniques by Bowen, Minuchin, Papp and Madanes for treating couples and families. Classroom used as laboratory for enhancing skill development. Corequisite: CPSY 7621. *3 credits*

CPSY 7910 Practicum in Individual Techniques in Psychotherapy

Close supervision with student who works with client. Setting goals, developing a treatment plan, engaging in effective interaction, critiquing and reporting progress. Ego psychology framework. Pre or Corequisite: CPSY 6102, 6103, 6104, 7501; permission of instructor. *3 credits*

CPSY 8000-8002 Supervised Research in Counseling Psychology

For students, in consultation with a project coordinator, to design and conduct an individual research study. Prerequisite: department permission one semester in advance of anticipated enrollment. CPSY 8000, 3 credits; CPSY 8001 and 8002, 1 credit each. *1-3 credits*

CPSY 8004 Supervised Research on Couples and Families I

Independent study. Doctoral students serve as research assistants for faculty members on projects relevant to marriage and family processes. *1 credit*

CPSY 8005 Supervised Research on Couples and Families II

Independent study. Doctoral students serve as research associates for faculty members on projects relevant to marriage and family processes. *1 credit*

CPSY 8007 Mind Body Issues and Interventions

Course covers performance enhancement techniques, mental imagery, EMDR, meditation, mindfulness, spirituality, stress management, exercise in psychotherapy, and other interventions used in traditional psychotherapy and counseling, as well as in sport psychology, and health and wellness programs. *3 credits*

CPSY 8010 Seminar: Ethical and Legal Issues in Counseling and Psychology

Codes of ethics and their application to professional issues. Current laws and court decisions affecting professional psychologists. Discussion of ethical dilemmas and the process of individual decision-making. *3 credits*

CPSY 8011 Seminar in Ethical and Legal Issues: A Systemic Approach

Exploration of the professional, ethical and legal issues in assessing and treating families, couples and individuals. Includes codes of ethics, laws and court decisions. Focuses on applications and decision-making in practice. *3 credits*

CPSY 8100 Multicultural Counseling and Psychology

Investigates the theoretical backgrounds of all major cultures around the world and applies that knowledge to the psychological functioning of different client populations. Examines in depth different methodologies, issues and research in cross-cultural psychology and counseling. *3 credits*

CPSY 8101 Family Systems Research Methods

An advanced course on research methodology with specific emphasis on systems. Prerequisite: CPSY 7101. *3 credits*

CPSY 8102 Seminar: Child and Adolescent Development in Context

An advanced course on the processes and stages of children's and adolescents' development from a systemic perspective. Prerequisites: CPSY 6102, 6601. *3 credits*

CPSY 8103 Seminar: Adult Development and Aging in Context

An advanced course on the processes and stages of adulthood and aging from a systemic perspective. Prerequisite: CPSY 8102. *3 credits*

CPSY 8203 Lab – Practicum, Aptitude and Personality Testing

To be taken concurrently with CPSY 7203. Experience in selecting, administering and scoring instruments used in career counseling. Under supervision of the instructor, students will complete a full assessment and provide appropriate feedback to a career counseling client. *1 credit*

CPSY 8501 Introduction to Clinical Skills-Lab

This Lab is taken concurrently with the CPSY7501 Introduction to Clinical Skills course. Lab activities will emphasize the writing skills needed for developing a psychological evaluation report that clearly communicates results in the areas of: behavioral observations, behavioral interpretations, child/parent/teacher interviewing, developmental history, mental status exam, and genogram with a multicultural diverse population in order to develop accurate DSM-IV-TR diagnoses and NJDOE special education classifications. Students also critique the Standards for Psychological and Educational Testing. Student Liability Insurance and fieldwork are required. Prerequisite: Completion of M.A. courses and acceptance into the School and Community Psychology Ed.S. Program. Concurrent enrollment in CPSY 7501 and CPSY 9985. *1 credit*

CPSY 8502 Individual Cognitive Assessment-Lab

This Lab is taken concurrently with the CPSY7502 Individual Cognitive Assessment course. Lab activities will emphasize accurate administration, scoring, and interpretation of the Wechsler scales from preschool to adult with a multicultural diverse population in order to make accurate DSM diagnoses and NJDOE special education classifications. Student Liability Insurance and fieldwork are required. Prerequisite: Enrollment in the School and Community Psychology Ed.S. Program or enrollment in the Counseling Ph.D. Program; and CPSY 7501 or equivalent. Concurrent enrollment in CPSY 7502. *1 credit*

CPSY 8503 Introduction to Personality Assessment-Lab

The Personality Assessment lab will provide practice with administration, scoring and interpretation of test protocols reviewed in class. Students will demonstrate competency outside of class administering several projective/personality measures including: Bender Gestalt Visual Motor Test, House-Tree-Person, Projective Drawings and Sentence Completions, Thematic Apperception Test and Children's Apperception Test, Piers Harris Self-Concept Scale, Beck Depression Inventories, Behavior Assessment System Scale for Children, and other various behavior rating scales and self-report measures. Student Liability Insurance and fieldwork are required. *1 credit*

CPSY 8508 Laboratory in Family Assessment

A laboratory taken concurrently with CPSY 7508. Materials fee will be assessed for each student during the first week of class. This is in addition to the lab fee. *1 credit*

CPSY 8511 Practicum in School Psychology

This School and Community Psychology Practicum requires 300 clock hours of field based work experience under the supervision of a qualified school psychologist in public schools, concurrently with on campus supervision in this course. Students will be required to gain experiences with a multicultural diverse population in psychological assessment to include clinical interviewing and cognitive evaluations; individual and/or group counseling; intervention and referral services; advocacy knowledge and skills; etc. in order to become prepared for their internship experience. Students will keep a structured journal documenting their

hours and experiences using NASP Domains of Practice. Student Liability Insurance and fieldwork are required. Prerequisite: Enrollment in the School and Community Psychology Ed.S. Program; and CPSY 7501/8501, CPSY 9985, CPSY 7502/8502, and CPSY 7503/8503. *3 credits*

CPSY 8517 Seminar in Psychopathology and Systemic Diagnoses

Exploration of etiology, dynamics and diagnosis of the range of physiological, psychological, interpersonal, family-systems and larger-systems pathologies affecting individual and group living. Instruction in differential and comprehensive diagnoses with attention to contextual and relational processes in dysfunctional development and coping. Prerequisites: CPSY 6103, 6601. *3 credits*

CPSY 8518 Seminar on Systemic Perspectives on Human Pathologies

Exploration of clinical paradigms for psycho-social dysfunctions in family systems. In-depth discussion of symptoms, including dynamics of alcoholism and drug abuse; eating disorders; psychosomatic disorders; psychosis; AIDS; violence and abuse; depression; and the injured self in relationship. Examination of these syndromes in family, culture and gender contexts. Evaluation of appropriate personal and systemic therapeutic interventions. Prerequisites: CPSY 6103, 6601, 8517, 8519 or 8520. *3 credits*

CPSY 8519 Seminar in Child and Adolescent Psychopathology

This course will examine the etiology, symptomatology, assessment, and treatment of child and adolescent psychopathology. The matrix of factors (i.e., constitutional, environmental, cultural) that may lead to the derailment of the child's/adolescent's progressive maturational trajectory will be explored. Preventative and therapeutic approaches that provide an overall environmental response to the maturational needs of children/adolescents with varying clinical disorders will be discussed using case studies. A thorough understanding of the DSM is required for this course. Prerequisite: CPSY 6102, CPSY 6103, Permission of instructor. *3 credits*

CPSY 8520 Seminar in Psychopathology

In-depth study of the etiology, symptomatology and treatment of the major mental health disorders. Special topics, such as shame, guilt, suicide. Additional focus will be on the integration of psychological assessment information into diagnosis and treatment planning. Prerequisites: CPSY 6103 or department permission. *3 credits*

CPSY 8521 Foundations of Neuropsychology

Brain function correlates in cognition and behavior, basic concepts in neurology and psychology. Examination procedures and diagnostic issues. Specific functions, such as verbal, perceptual, practice, memory, concept formation, attention. Prerequisite: CPSY 6105. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. *3 credits*

CPSY 8523 Advanced Adult Neuropsychological Assessment

Neuropsychological assessment of the adult will be reviewed across the following domains - sensorimotor, attention, visuoperceptual, memory, language and executive functions. Additionally, assessment approaches for various clinical presentations will be reviewed. Lecture content includes discussion of specific-functional-neuroanatomic models of behavior, cognitive functions, neurobehavioral syndromes, indications and limitations of corresponding neuropsychometric measures, review of test administration procedures and interpretation of test findings using clinical case data. Each lecture covers a particular domain of neuropsychological assessment. A required one-hour lab will provide practice with administration, scoring and interpretation of test protocols reviewed in class. Prerequisites: CPSY 6105, 8521, 7502, 6001. (Lab-CPSY 9523). *3 credits*

CPSY 8524 Clinical Psychopharmacology

Familiarizes students with basic theories of psychopharmacology. Student learns how and when to make medication referrals and for whom. Classes of psychopharmacologic agents will be reviewed and their therapeutic actions depicted. Differential therapeutics, medication triggers and contraindications will be emphasized for all classes of drugs and pathologies. Prerequisite: CPSY 6105. *3 credits*

CPSY 8525 Neuropsychological Assessment of Children and Adolescents

Neuropsychological assessment of the child and adolescent across the following domains will be studied: sensorimotor, attention, memory, language, perceptual and executive function. Class will utilize lecture, computer instruction materials and demonstration of relevant assessment procedures. A required one-hour lab will provide practice with administration, scoring and interpretation of test protocols reviewed in class. Materials fee will be assessed for each student the first week of class. This fee is in addition to the lab fee. Prerequisites: CPSY 6105, 8521. (Lab-CPSY 9525). *3 credits*

CPSY 8529 Advanced Assessment and Interventions with Couples and Families

An integrative seminar to facilitate students' synthesizing theory, techniques, assessment, treatment and professional practice from a systemic perspective. Prerequisites: CPSY 8103, 8518, 8615, 8620, 9876, assessment sequence. *3 credits*

CPSY 8530 Practicum in Family Therapy

Supervised work in case study, diagnosis and intervention strategies from a family systems perspective. Presentation of cases for critique and review. Use of audiovisual aids. Emphasis on developing a framework for observing and facilitating growth using a systems model. Field placement. Prerequisite: permission of instructor. *3 credits*

CPSY 8540 Special Topic I: Seminar in Clinical Psychology

Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of clinical psychology. Prerequisite: permission of instructor. *3 credits*

CPSY 8541 Special Topic II: Case Studies and Applications in Sport and Exercise Psychology

This course will cover in depth applications and case studies in sport psychology. Topics may include: sport and exercise Interventions and performance enhancement; consulting to sports teams, athletes, and corporate fitness and wellness programs; incorporating exercise into a mental health practice; diversity and gender issues; counseling athletes; team and leadership issues. *3 credits*

CPSY 8550 Group Psychotherapy with Children and Adolescents

Group psychotherapy in the resolution of the psychological difficulties of children and adolescents. The history of group psychotherapy movement, the use of groups to resolve resistances to maturational growth, the relationship between psychopathology and group process, the role of gender and ethnicity in group life, setting up and offering groups for children/adolescents, and group therapist characteristics and training. *3 credits*

CPSY 8563 Practicum in Counseling Psychology I

The first of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 8 hours per week at an approved site. Placements will commence on or about January 15 and end on or about May 15 for the Spring semester, thereby allowing for approximately 16 weeks and 140 hours onsite practicum experience. Prerequisites: Counseling Theory; Counseling Skills; Group Dynamics; Tests and Measurements; Statistical Methods; Psychology of Human Development; Abnormal Psychology; Career Development and Information, and at least one semester of practicum at the master's level. Lab-CPSY 9563. *4 credits*

CPSY 8564 Practicum in Counseling Psychology II

The second of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements for the Fall semester, will commence on or about September 1 and end on or about December 15 thereby allowing approximately 15 weeks and 300 hours on-site practicum experience. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisite: CPSY 8563. *3 credits*

CPSY 8565 Practicum in Counseling Psychology III

The third of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements will commence on or about January 15 and end on or about May 15 for the Spring semester, thereby allowing for approximately 15 weeks and 300 hours on-site practicum experience. Prerequisite: CPSY 8564. *3 credits*

CPSY 8566 Practicum in Counseling Psychology IV

The fourth of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements for the Fall semester will commence on or about September 1 and end on or about December 15, thereby allowing approximately 15 weeks and 300 hours on-site practicum experience. Prerequisites: CPSY 8563, 8564, 8565. *3 credits*

CPSY 8567 Practicum in Counseling Psychology V

This is the last of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements for the Spring semester will commence on or about September 1 and end on or about December 15, thereby allowing for approximately 15 weeks and 300 hours on-site practicum experience. Prerequisites: CPSY 8563, 8564, 8565, 8566. *3 credits*

CPSY 8580-8581 Internship in School and Community Psychology I and II

This School and Community Psychology Internship requires 1200 clock hours of field based work experience under the supervision of a qualified school psychologist in public schools, concurrently with on campus supervision in this course. A minimum of 600 clock hours must be completed in a school setting with school age students. The remaining 600 clock hours may be completed in a school or clinical setting. Students will be required to gain a variety of experiences with a multicultural diverse population to meet professional standards. Students will keep a structured journal documenting their hours and experiences using NASP Domains of Practice. Seminar/lecture method of instruction designed to highlight special topics in the field of school psychology. Student Liability Insurance and fieldwork are required. Prerequisite: Successful completion of all Ed.S. program coursework prior to starting internship is required including CPSY 8511. *3 credits each*

CPSY 8615 Seminar: Gender and Culture in Family Systems

In-depth consideration and discussion of gender and cultural influences on family development and family dynamics. Prerequisite: CPSY 7615. *3 credits*

CPSY 8620 Seminar on History, Philosophy and Models of Family Systems

In-depth examination of original sources of systems thinking. Exploration of history, philosophical premises and treatment considerations of systemic perspectives on individuals, couples and families. Study of systemic approaches in relation to development of psychology and family therapy. Prerequisite: CPSY 7620. *3 credits*

CPSY 8701 Techniques of Group Counseling

The essential focus of this course will be students' actual participation in a training group. Primarily through that vehicle the course will identify the principles of group process and dynamics toward the application of facilitative group counseling techniques. Focus on the rationale and use

of appropriate group intervention strategies. Prerequisite: 3 credits in group course. *3 credits*

CPSY 8702 Adult Development and Aging

Investigates the critical life stages of men and women in a variety of lifestyles from marriage to cohabitation and single life. Changing roles experienced by adults as they reach their peak experiences as well as when they face older age viewed through psychological, sociological, physiological and economic factors. *3 credits*

CPSY 8703 Seminar in Vocational Psychology

Review and evaluate traditional, emerging, and group-specific theories of career development. Discuss issues in career counseling practice and career assessment. Special topics in vocational psychology are explored. Students develop their own career development portfolio and present on topic of interest. Prerequisite: CPSY 6301 or 7203. *3 credits*

CPSY 8705 Psychoeducational Programming: Planning, Delivery and Evaluation

Extending the life skills approach; an emphasis on interpersonal and self-control skills, such as assertiveness training, diet control, parenting, crises management, conflict resolution and stress management. *3 credits*

CPSY 8706 Seminar in Clinical Assessment Techniques

Attempt to develop a model for understanding and identifying psychopathology and other psychological traits that may interfere with adjustment to daily living. Effective use of the psychological interview, the case history, and standardized personality measures including the MMPI, Rorschach and TAT. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisites: CPSY 6001, 6103; 3 additional credits in testing; concurrent enrollment in 1 credit lab-CPSY 9706. *3 credits*

CPSY 8800 Seminar: Contemporary Issues in Couples and Family Therapy

Analysis of recent trends and issues in professional issues of marriage and family therapy. Presumes a working knowledge of systems thought. Prerequisite: CPSY 7622. *3 credits*

CPSY 8801 Foundations of Assessment and Treatment in Systems

Continued exposure to systems theories, writings, and techniques, including Boszormenyi-Nagy. Minimum 50 supervised client contact hours at approved site with approved supervisor. Case consultation. Prerequisite: CPSY 7622. *3 credits*

CPSY 9001 Univariate Experimental Design

Design of experiments and related statistical analysis in education and psychology. Analysis of variance for factorial designs, randomized block, hierarchical and split plot factorial designs, as well as the general linear approach to ANOVA. (Formerly RESH 9001). Prerequisite: CPSY 7005, 7006 or equivalent. *3 credits*

CPSY 9002 Applied Multivariate Statistics

Provides a working familiarity with a variety of multivariate statistical techniques as they apply to education and psychology. Techniques include multiple regression, path analysis, factor analysis, analysis of covariance, multivariate analysis of variance, discriminate function analysis and canonical correlation. Prerequisite: CPSY 9001. *3 credits*

CPSY 9004 Special Topics in Research and Evaluation

Provides students with the opportunity to learn methodologically diverse approaches to studying human behavior using current or special topics in research and evaluation. Prerequisites: CPSY 9001, 9002, 9003. *3 credits*

CPSY 9080 Practicum in Supervision

Models and methods of professional consultation and supervision in a variety of clinical settings. Topics include role and function of supervision in counseling therapy, the effective supervisor, facilitating professional development in those supervised and accountability. Students critique their own methods of supervision. Field placement is required. Prerequisite: permission of instructor. *3 credits*

CPSY 9090 Thesis Seminar I

Focuses on the completion of a tentative research proposal for the doctoral dissertation, including selection of topic, literature search, investigation of relevant theories, and development of hypotheses relevant to the research proposal. Prerequisites: CPSY 7002, 9001, 9002; successful completion of Part I of Comprehensive exams. *3 credits*

CPSY 9091 Thesis Seminar II

Focuses on the design of the proposed study. Provides the mechanism for presentation of the dissertation proposal, defense of the proposal and its ultimate acceptance. *3 credits*

CPSY 9095 Supervised Teaching in Counseling and Psychology

Arrangements to take this course must be made six weeks prior to the semester of intended enrollment. Supervised teaching experience in content area under mentorship of an experienced professor. Study of instructional methods. Students must demonstrate competence in the content area to be taught. *3 credits*

CPSY 9706 Seminar in Clinical Assessment Techniques-Lab

This lab course will provide students with introduction and practice with the administration, scoring, and interpretation of the test protocols used in CPSY 8706. *1 credit*

CPSY 9774 Theories and Techniques of Counseling and Psychotherapy

This course is designed to introduce students to the theories and techniques of counseling and psychotherapy. In addition to the "traditional" psychotherapy, emerging paradigms will be introduced. There will be a particular focus on providing a well rounded exposure to the theories and techniques of counseling and psychotherapy, including non-Western and feminist approaches to psychotherapy. Moreover, professional and ethical issues in the field of counseling psychotherapy will be discussed. *3 credits*

CPSY 9788-9789 Internship in Counseling Psychology

Places student interns in a field setting such as a community mental health center, or hospital, rehabilitation or a setting appropriate to the counseling psychologist for one year. Supervision supplied by appropriate agency, staff personnel and faculty. Prerequisite: successful completion of all doctoral coursework and comprehensive examination. Apply one year in advance. *No credit*

CPSY 9871 Practicum in Systemic Approaches I

A first-semester doctoral course focused on supervised clinical experience. Emphasis on foundational skills in assessment and treatment from a systemic perspective. *3 credits*

CPSY 9872 Practicum in Systemic Approaches II

A second-semester doctoral course connected with supervised clinical experience. Focus on use of self in assessment and treatment from a systemic perspective. *3 credits*

CPSY 9873 Practicum in Systemic Approaches III

Second-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Attention is given to cultural, gender and clinical issues as they emerge in cases. *1 credit*

CPSY 9874 Practicum in Systemic Approaches IV

Second-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Attention is given to cultural, gender and clinical issues as they emerge in cases. *1 credit*

CPSY 9875 Practicum in Systemic Approaches V

Third-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Advanced understanding and planning regarding assessment and treatment of systemic, interpersonal, personal and larger systems dynamics in cases, with particular emphasis on therapist's theoretical perspective. *1 credit*

CPSY 9876 Practicum in Systemic Approaches VI

Third-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Advanced understanding and planning regarding assessment and treatment of systemic, interpersonal, personal and larger systems dynamics in cases, with particular emphasis on therapist's use of self. *1 credit*

CPSY 9877-9878 Doctoral Internship

A nine-month internship with a relational-systemic focus fulfilling the accreditation standards set by the Commission on Accreditation for Marriage and Family Therapy Education under the guidance of an AAMFT Approved Supervisor. May be taken concurrently with or separately from CPSY 9884-9885. *No credit*

CPSY 9880-9881 Internship in Couple and Family Therapy (Ed.S., M.S.)

A 6-credit, two-semester class for case consultation in marriage and family therapy. Clinical work occurs in on-site placement in an agency, clinic, or appropriate treatment facility. Successful completion of the internship requires that a minimum of 500 client-contact hours (at least half with couples and families) be finished with satisfactory evaluations by an approved supervisor. There must be at least one hour of supervision for every five hours of client contact and will include at least 50 hours of live or taped content, and at least 25 hours of live or videotaped data. Prerequisites: completion of required course work and CPSY 8801. *3 credits*

CPSY 9882-9883 Doctoral Internship

A 6-credit internship in clinical work including couples and families; a full-time, two-semester, on-site placement in an agency, clinic or appropriate treatment facility that provides students with approved supervision. Placement is approved by the full-time faculty clinical coordinator. The internship should be arranged only after all other curricular requirements have been satisfied. Prerequisites: completion of all course work and comprehensive examinations. *3 credits each*

CPSY 9884-9885 Doctoral Internship

A 6-credit, yearlong clinical internship including assessment and treatment of families under supervision of a psychologist. Same conditions as CPSY 9882-9883. *No credit*

CPSY 9886 Pre-doctoral Internship

For students who need to continue an internship experience because of not fully satisfying the requirements for CPSY 9881. *1 credit*

CPSY 9970-9971 Internship in Clinical Psychology

A full-year, full-time (2,000 hours) internship in an APPIC- or APA-approved internship setting, including hospitals and clinics. Ph.D. students must submit applications to program faculty one full year prior to the beginning of the proposed internship. All course work and comprehensive examinations must be successfully completed. Documentation required by program faculty must be submitted. Permission of faculty is required. *3 credits*

CPSY 9985 Introduction to Child and Adolescent Therapy

Students will learn individual, group and crisis intervention therapy techniques from a broad spectrum of approaches including cognitive, behavioral, psychodynamic, ecological/systems, etc. Students will learn about school crisis plans and teams, bullying/harassment policies, and abuse/neglect referrals to the Division of Youth and Family Services. Students will use clinical interviewing and data based assessment skills to make an accurate DSM-IV-TR diagnosis, develop and monitor treatment plans, and complete progress notes with a multicultural diverse population. Students will need to obtain a field placement to observe/participate in individual and/or group counseling experiences. Student Liability Insurance and fieldwork are required. Prerequisite:

Enrollment in the School and Community Ed.S. Program; and concurrent enrollment in CPSY 7501/8501. *3 credits*

CPSY 9986 Practicum in Treating Sexual Disorders

Designed to provide students with faculty supervision in the treatment of sexual dysfunction. Students are required to present case studies and tapes for presentation in a small group seminar. Prerequisites: CPSY 7610, 7611, 6601, 6103 or department permission. *3 credits*

CPSY 9991-9999 Dissertation Advisement

Students in the dissertation phase must register continuously for this course until completion of the thesis. Students must maintain contact with their mentor and be involved in the research and writing process. *No credit*

Department of Education Leadership, Management and Policy

Jubilee Hall

(973) 761-9397

www.shu.edu/academics/education/elmp

Faculty: Babo; Caulfield; Chen; Colella; Cox; Finkelstein; Furman; Gutmore; Kelchen; Kim; Osnato (*Chair*); Sattin-Bajaj; Starratt (*Visiting Professor*); Stedrak; Stetar; Strobert; Tienken; Walker

The Department of Education Leadership, Management and Policy is dedicated to serving students seeking leadership roles in elementary and secondary schools, higher education, state and federal organizations and in other public and private schools and institutions. Programs of study leading to the degrees Master of Arts, Educational Specialist, Doctor of Education and Doctor of Philosophy are individualized to meet student needs. Candidates may broaden their knowledge and understanding of the process of education, improve their professional techniques or prepare for leadership positions or careers in the human service professions. Academic excellence, service, managerial competence, ethics, diversity, values and visionary leadership are department programmatic goals.

The department is at home in a state-of-the-art facility on the Seton Hall campus, yet it also takes its programs to many other educational, government and corporate sites that offer the technology to keep pace with current training requirements. Many courses are available in the evening and on weekends to meet the needs of working professionals.

The Department of Education, Leadership, Management and Policy offers programs of study to the following degrees:

Master of Arts (M.A.)

Educational Specialist (Ed.S.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

Academic Integrity Policy

The Department of Education Leadership, Management and Policy will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized; students should understand that suspension or expulsion from the University is a possible result. Refer to the Education Leadership, Management and Policy Graduate Student Handbook for further clarification.

Writing Policy and Guide

1. All candidates in the Masters, Educational Specialist and Doctoral Program should complete an “in seat” writing sample as part of the admission process or present evidence of writing competency within the taking of the GRE.
2. Students who may be eligible for admission in all other areas except the writing sample, will be required to register in the writing lab for a period of time that ensures quality writing products.
3. The Department should adopt a writing guide (similar to our APA standard) that will be used as the foundation for writing activities such as *Strategies for Successful Writing* by Reinking and von der Osten or other suitable writing guides.
4. Faculty are encouraged to provide opportunities in their respective classes for students to demonstrate writing proficiency (perhaps even mandatory).

Master of Arts

The Department of Education Leadership, Management and Policy offers graduate courses leading to the degrees Master of Arts in Education, Master of Arts in College Student Personnel Administration, and Master of Arts in Human Resource Training and Development, with specializations qualifying graduates to serve in the following capacities:

School Administrator K-12

Principal/Supervisor K-12

School Business Administrator K-12

The programs of study align and correlate with the Interstate School Leaders Licensure Consortium (ISLLC) standards for Education Leadership. The standards are:

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

M.A. for Certification in Education Leadership, Management and Policy

These programs of study may lead to New Jersey state supervisory or administrative certification. In addition, graduates meet requirements for the Master of Arts degree. If students are not seeking certification, their programs can be individually tailored to meet their needs and interests by permitting an option of a variety of administration electives. There are three education specializations: School Business Administrator, Principal/Supervisor Certificate, Supervisor Certificate, and School Administrator (Superintendent).

The M.A. for Principal/Supervisor Certification is also offered online through the Department of Education Leadership, Management and Policy www.shu.edu/academics/education/cert-k-12-supervisor.cfm

Admission and Program Requirements

In addition to the general University requirements for the degree, candidates in this program must do the following:

- fulfill matriculation requirements;
- submit recent (within five years) satisfactory scores on the Miller Analogies Test or Graduate Record Examination (General). This requirement must be satisfied prior to admission;
- give evidence of sound communication and research skills;
- successfully complete the departmental comprehensive examination;

- successfully complete a portfolio assessment review; and
- complete the following:
 - 1) 15 credits in foundation courses such as ELMP 7768, ELMP 8891, EDST 6336, EDST 7310;
 - 2) 24 credits in concentration courses selected to meet certification requirements, for a total of 39 credits.

Programs are tailored to the needs of individual students, the State Department of Education regulations, and standards. Concentration and elective courses are selected in consultation with a department adviser. Students are advised that, beginning with the Fall 2003 semester, the required internship is a 6-credit, 600 hour experience.

M.A., Principal/Supervisor Degree Requirements

(New Jersey Principal/Supervisor Certificate)

The master's degree offered by the Department of Education Leadership, Management and Policy addresses the changing New Jersey State Department of Education requirements for certification as principal, as well as the rigorous Educational Leadership Constituent Council (ELCC) standards. Ethical, psychological and research foundations, microcomputers for administrators, and leadership/management assessment and internship are requirements for the master's degree.

Admission Requirements for Principal/Supervisor Certificate

In addition to the general University requirements for admission to graduate studies, applicants to this program must present:

- official transcripts reflecting a bachelor's degree from an accredited institution;
- three letters of recommendation;
- Miller Analogies Test score or Graduate Record Exam;
- departmental interview; and
- writing sample.

Degree Requirements

Complete 36 credits in the following components:

A. Foundations (12 credits)

Ethical/Psychological Foundations (6 credits)

In this module, students will be exposed to a variety of philosophical and ethical problems as they relate to organizations and on examining human behavior and its impact on organizational functioning.

EDST 6336 Psychological Issues and Implications
EDST 7310 Ethical Issues

Research and Microcomputers for Administrators (6 credits)

In this module, students will focus on classroom and supervisory/management/leadership action research and explore database management systems.

ELMP 7768 Microcomputers for Administrators
ELMP 8891 Directed Research in Administration and Supervision

B. Leadership/Management (12 credits)

- ELMP 6601 Organization and Administration of Education
- ELMP 6761 Finance in Administration
- ELMP 8983 Leadership and Management Assessment
- ELECTIVE (3 credits - selected with adviser assistance)

C. Curriculum and Supervision (6 credits)

In this module, students will focus on curriculum development and the assessment process as they relate to instructional supervision. These two courses must be taken concurrently.

- ELMP 6665 Curriculum Development and Evaluation
- ELMP 6666 Supervision of Instruction and Evaluation

D. New Jersey School Law (3 credits)

- ELMP 7763 School Law: State of New Jersey/Constitutional Law (3 credits)

E. Internship (6 credits)

- ELMP 8981 Administrative Internship I & II (prerequisite EDAS 8983)

Total: 36

Executive M.A. or Ed.S. in Education Leadership, Management and Policy for Principal/Supervisor Certification

The Department of Education Leadership, Management and Policy offers an accelerated master's degree ideal for educators who want to be eligible for school principal and school supervisor certification. Offered on a convenient weekend and online schedule, this rigorous, 39-credit accelerated program meets the needs of working educators and may be completed in two years. Eighteen credits are offered on weekends, 15 credits are offered online and 6 credits are earned through an administrative internship program. Classes meet on campus two weekends per semester (Friday - in the evening, Saturday and Sunday -during the day) for the Fall, Spring and Summer semesters. This program is a cohort-based program, starting once a year.

Each module (course) will be presented in a manner focused on both theory and practical application. In addition to outstanding Seton Hall professors, students will learn from accomplished practitioners and special visiting faculty, including Tom Sergiovanni, Terry Deal, Alan November and Carol Shakeshaft.

The Cohort

Cohort members represent suburban, urban and rural districts. Team members complete projects and assignments pursued through library and Internet searches while on campus and from home. Sharing of resources through computer conferencing is encouraged. Individual and group assignments, tests and examinations also contribute to the assessment of each student's progress.

Admission Policy

Candidates are admitted to the program annually after careful screening of application documents and personal interviews with the finalists. This cohort remains together for the duration of the program. A collegial study environment allows ample time for professional sharing and cooperative activity. The seminar format, study teams and computer conferencing among the members and with the instructors further this goal of collegiality.

Degree Requirements

The courses for this program are as follows:

- ELMP 6666 Supervision of Instruction and Evaluation*
- ELMP 7768 Microcomputers for Administrators
- ELMP 7772 Leadership Dynamics*
- ELMP 8891 Directed Research (M.A.)
- or
- ELMP 6005 Statistical Methods (Ed.S.)
- ELMP 6665 Curriculum Development and Evaluation*
- ELMP 6761 Finance in Administration
- ELMP 6601 Organization and Administration of Education
- ELMP 8981 Administrative Internship I
- ELMP 8982 Administrative Internship II
- ELMP 7776 Curriculum Design and Engineering*
- ELMP 7310 Ethical Foundations
- ELMP 8983 Leadership and Management Assessment
- ELMP 7763 School Law: State of New Jersey and Constitutional Law

Comprehensive Examination

Total Credits: 39

**Courses required by the State of New Jersey for the Supervisor Certification. Candidates must also hold a Masters Degree, a New Jersey Teacher's Certificate, and have three years of successful teaching experience.*

Financial Aid

Since students take 6 credits per semester, they are eligible to receive guaranteed federal Stafford loans covering the complete cost of the two-year program.

For More Information:

James A. Corino, Ed.D., Director
(973) 313-6334
james.corino@shu.edu

M.A., Education Leadership, Management and Policy Focusing on Catholic School Leadership

The College of Education and Human Services offers a cohort master's or educational specialist degree for Catholic school educators and administrators through its Department of Education Leadership, Management and Policy. Seton

Hall's College of Education and Human Services is the contemporary embodiment of nearly one and one half centuries of history of educating the educators and ministers of New Jersey and beyond. Seton Hall's Master of Arts or Educational Specialist degree in Education Leadership, Management and Policy, with a focus on Catholic School Leadership, is today's expression of the University's commitment to meeting the needs of Catholic education for the new millennium.

This program culminates in the Master of Arts or Educational Specialist degree as well as satisfying all course requirements for the New Jersey Principal Certification eligibility and the New Jersey Supervisor Certification eligibility. It is designed to equip participants for Catholic school leadership with particular focus on the mission of the school and the formation of Catholic educators. Applicants have the option of choosing the full 45-credit dual certification program or the 39-credit principal only certification program.

Courses draw upon both the secular field of educational and spiritual tradition, with attention to contemporary issues in the life of the Catholic Church and schools. Faculty come from the College of Education and Human Services and recognized local and national Catholic school leaders. Seton Hall, as the Catholic university of New Jersey, wants to express its gratitude to those who minister to the Catholic education and spiritual growth of children and adults throughout the Garden State and beyond. In recognition of their efforts the University awards a 50-percent tuition discount to program participants.

The Cohort

The cohort will form a community of learners. Teams of members form and reform, completing projects and assignments pursued through library and Internet searches while on campus and from home. Sharing of resources through computer conferencing is encouraged. This cohort remains together for the duration of the program. A collegial study environment allows ample opportunity for professional sharing and cooperative activity. Campus seminars, study teams and computer conferencing among the cohort and faculty further this goal.

Format

Offered on a convenient schedule (weekends and Summers), this two-year program meets the needs of working educators. During Fall and Spring semesters, classes meet Friday evenings from 5 to 10 p.m., Saturdays from 8 a.m. to 6 p.m. and Sundays from 8 a.m. to 1 p.m. In the Summer, students benefit from a spiritual retreat and academic experiences. The master's program culminates in a comprehensive examination while the educational specialist degree requires completion of a culminating research project. In addition, if a student decides to apply for the New Jersey Principal's certification, he/she must adhere to the New Jersey Department of Education rules concerning certificates for principals. Students would be required to pass the Praxis

Examination in Educational Leadership and complete the approved Assessment Center experience. Courses are taught by full-time professors and experienced practitioners who provide the cohort members with a balance of sound theory and practical application.

Admission Policy

Candidates are admitted after careful screening of application documents by the selection committee and a possible personal interview.

Applicants for admission to this graduate program must take the Miller Analogies Test or the Graduate Record Examination taken within the last five years. In addition, applicants need to provide official transcripts of all their academic performance in an undergraduate degree program, résumé, a statement of their goals and three letters of recommendation, which must include a letter from the school office of their diocese.

Degree Requirements

Program of Study - Year One

ELMP 6870	Catholic Leadership: Yesterday, Today and Tomorrow (M.A.)
ELMP 6005	Statistical Methods (Ed.S.)
ELMP 7768	Microcomputers for Administrators
ELMP 6666	Supervision of Instruction
ELMP 8983	Leadership and Management Assessment
ELMP 8891	Directed Research in Administration and Supervision
ELMP 6871	Principal as Catholic School Servant Leader

Program of Study - Year Two

ELMP 8981	Administrative Internship I
ELMP 8982	Administrative Internship II
ELMP 6761	Finance in Administration
ELMP 6601	Organization and Administration
ELMP 7763	School Law: State of New Jersey/ Constitutional Law
ELMP 6665	Curriculum Development and Evaluation
ELMP 6872	Catholic Leadership and Identity, Ethos and Culture and Leadership Dynamics

Optional courses for Supervisor Certification:

ELMP 7772	Leadership Dynamics (offered on-line or on campus)
EDAS 7776	Curriculum: Design and Engineering (offered on-line or on campus)

Degree requirements for the M.A. culminate with a comprehensive examination and a portfolio review, and for the Ed.S. with a culminating research project.

Master of Arts in Education Leadership, Management and Policy – Online

Academic Director: James A. Corino, Ed.D.

The online Master of Arts in Education, with a specialization in Education Leadership, Management and Policy, is offered by Seton Hall University's College of Education and Human Services. It is designed to provide students throughout the United States with an extensive preparation in educational administration, covering a myriad of theoretical approaches and real-world applications. Students may broaden their knowledge and understanding of the process of education, improve their professional techniques, and prepare for leadership positions or careers in education. Academic excellence, service, managerial competence, ethics, diversity, values and visionary leadership are the programmatic goals of the online M.A. in Education Leadership, Management and Policy.

Our national online program shares the same philosophy as our traditional and Executive Cohort "blended" programs. All programs focus on four central pillars: academic rigor, practical application, technology and ethical standards. The curriculum and instruction reflect the latest research and applications of effective educational administration and supervision.

Programs also emphasize the need for ethical standards and strength of character. Students, through case study and other interactive methods, are exposed to potential situations and concerns, which challenge today's educational leaders. The degree requires 39 semester hours of coursework. Six modules comprised of two courses (6 semester hours) are delivered online every four months. This degree program concludes with a culminating project or internship, depending on the student's specific career goals.

This degree can lead to certification with the New Jersey State Education Department and most other states. For more information on how to be certified in your state, contact The College of Education and Human Services or visit the website at www.shu.edu/academics/education/ma-elmp-online/index.cfm

Admission Requirements

The admission process focuses on academic qualifications and prerequisites rather than the applicant's particular undergraduate major. Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. An admissions committee composed of full-time faculty in the Department will evaluate each applicant based on the following criteria:

- undergraduate GPA 3.0 (or equivalent);
- three letters of recommendation from academic and/or professional references;
- letter of intent;
- current résumé;
- results of recent (within last 5 years) test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE);

- a master's degree in an appropriate field from an accredited college or university;
- certified school teaching experience, if supervisory certification is desired;
- personal telephone interview; and
- professional vision statement.

For information about this program, please visit the College of Education and Human Services web site at <http://www.shu.edu/academics/education/ma-elmp-online/index> or contact: Mel Katz, Ed.D., Assistant Program Director, at (973) 275-2469 or e-mail melvin.katz@shu.edu or contact Al Galloway, Ph.D., Associate Program Director, at (973) 275-2417 or e-mail albert.galloway@shu.edu

Courses

EDST 7310	Ethical Foundations of Professional Helping Relationships
ELMP 6601	Organization and Administration of Education
ELMP 6665	Curriculum Development and Evaluation
ELMP 6666	Supervision of Instruction and Evaluation
ELMP 6761	Finance in Administration
ELMP 7763	School Law
ELMP 7768	Microcomputers for Administration
ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behavior
ELMP 7776	Curriculum Design and Engineering
ELMP 8891	Directed Research in Administration and Supervision
ELMP 8981	Administrative Internship I
ELMP 8982	Administrative Internship II
ELMP 8983	Leadership and Management Assessment
ELMP 9999	Culminating Research Seminar
or	
ELMP 8981	Administrative Internship

M.A. in Education – College Student Personnel Administration (CSPA)

The M.A. program of College Student Personnel Administration (CSPA) at Seton Hall University is committed to the preparation of practitioners for positions in student affairs administration at the post-secondary level. The program offers a balance of classroom-based academic learning and field-based experiential learning opportunities. Students are introduced to theory, research, policy, and practice related to higher education administration in general and student affairs administration in particular. Graduates from the CSPA program will be well equipped to pursue careers in administration and management positions in student affairs in postsecondary institutions and/or to continue doctoral education in higher education administration, policy, and research.

Admission Policy

In addition to the general University requirements for admission to graduate studies, applicants to this program must present:

- Transcripts of course work for the baccalaureate degree and other graduate programs;
- Scores on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE) taken within five years;
- Statement of personal and professional goals;
- Résumé of professional background;
- Two letters of recommendation.

Program Requirements

Students must complete a minimum of 36 credit hours, including the following:

I. Major (21 credits)

ELMP 6101	Introduction to Higher Education
ELMP 9997	Historical Development of American Higher Education
ELMP 6102	American College Student
ELMP 6103	College Student Affairs Administration
ELMP 9993	Organization and Governance in Higher Education
ELMP 8981	Administrative Internship I
ELMP 7763	School Law

II. Foundations (9 credits)

Choose three courses from the following:

ELMP 7765	Education Policy Analysis
CPSY 6003	Counseling Skills
ELMP 8982	Administrative Internship II
CPSY 6102	Psychology of Human Development
ELMP 7777	Diversity in Higher Education
ELMP 8801	Interdisciplinary Studies
ELMP 8984	Leadership Institute
ELMP 9995	Financial Administration of Higher Education Institutions
ELMP 9996	Organization and Administration of Junior/Community Colleges

III. Research (3 credits)

ELMP 8891	Directed Research
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IV. Electives (3 credits)

Comprehensive examination is not required.

Police Graduate Studies Program

Courses of Study

- Master of Arts in Human Resources Training and Development
- Certificate in Human Resources Training and Development

- Certificate in Leadership and Management
- Educational Specialist Degree (Ed.S.)

For more than a quarter century, Seton Hall University has offered public and private sector managers the opportunity to earn a Master of Arts degree in Human Resources Training and Development (HRTD). This program emphasizes the development of leadership, management and policy skills. The Program has graduated over three thousand students, and these students hold or aspire to executive positions in private and public sector organizations throughout the United States. At present, there are students from nineteen states enrolled in the Program.

Off-Campus Locations in New Jersey

Buena Vista	New Jersey State Police Troop “A” Headquarters
Ewing	Ewing Police Department
Fort Lee	Port Authority of NY and NJ – G.W. Bridge
Jersey City	Hyatt Hotel Waterfront
Newark	Newark Liberty International Airport
N. Brunswick	North Brunswick Police Department
Totowa	New Jersey State Police Troop “B” Headquarters
Sea Girt	New Jersey State Police Training Facility

Degree Requirements

Candidates for these programs are required to complete 18 foundation credits and 18 concentration credits for a total of 36 credits as follows:

A. Foundation (18 credits)

Required:

EDST 7310	Ethical Foundations for the Helping Profession
HRTD 6501	Introduction to Human Resources Training and Development
HRTD 6502	Adult Learning
HRTD 6503	Design and Evaluation of HRTD Programs
HRTD 7100	Selected Topics (Final Research/Case Study)
HRTD 8891	Directed Research
Select two of the following courses: (6 credits)	
HRTD 6504	Performance Analysis
HRTD 6505	Performance Improvement Strategies
HRTD 6506	Consulting Skills

Select two of the following courses: (6 credits)

EDST 6306	Instructional Design
ELMP 6665	Curriculum Development and Evaluation
ELMP 6666	Supervision of Instruction
ELMP 7776	Curriculum Design and Engineering

B. Electives (6 credits)

Select two of the following courses:

EDST 6323	Community Relations
EDST 6324	Human Relations
ELMP 6664	Current Legal Issues of Public Policies at State and Federal Levels
ELMP 6667	Personnel Administration
ELMP 6761	Finance in Administration
ELMP 6764	Principles of Public Sector Bargaining
ELMP 6765	Policy Analysis in Administration
ELMP 7762	Public Relations in Administration
ELMP 7770	Microcomputers for Administrators
ELMP 7772	Leadership Dynamics
ELMP 8801	Interdisciplinary Studies for Administrators
ELMP 8891	Independent Study in Administration
ELMP 8892	Independent Study in Human Resources Training and Development

Police Graduate Studies Program

Master of Arts in Human Resources Training and Development – Online

For more than a quarter century, Seton Hall University has offered public and private sector managers the opportunity to earn a Master of Arts degree in Human Resources Training and Development (HRTD). This program emphasizes the development of leadership, management and policy skills. The Program has graduated over three thousand students, and these students hold or aspire to executive positions in private and public sector organizations throughout the United States. At present, there are students from nineteen states enrolled in the Program. The online M.A. program in Human Resources Training and Development is delivered through internet based courses by nationally recognized scholars and practitioners.

Admission Requirements

The Master of Arts in Human Resources Training and Development program candidate has significant professional experience in the field of law enforcement or criminal justice. An admissions committee, comprised of faculty in the HRTD program, will evaluate each applicant on the following criteria:

- one-page statement of goals and professional interests;
- baccalaureate degree from an accredited college or university;
- official transcripts from all institutions which have conferred a degree or certificate award; and
- two letters of recommendation, one from a current colleague (preferably a supervisor) and one from a former colleague or supervisor.

For information about this program, please call Sean McGee, Ed.S., Academic Director at (973) 761-9389.

The Master of Arts program in Human Resources Training and Development provides a challenging and unique curriculum, delivered online sequentially, and is completed over 36 credit hours (6 semesters). It embraces theoretical, as well as contemporary practical applications of dynamic law enforcement leadership in each of the following areas:

Courses

EDST 7310	Ethical Foundations of Professional Helping Relationships
ELMP 6664	Current Legal Issues of Public Policies at Local, State and Federal Level
ELMP 6667	Personnel Administration
ELMP 6764	Principles of Public Sector Bargaining
ELMP 6765	Policy Analysis in Administration
ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behavior
HRTD 6501	Introduction to Human Resources Development
HRTD 6502	Adult Learning for Human Resources Development Professionals
HRTD 6503	Design and Evaluation of Human Resources Development Programs
HRTD 6505	Performance Improvement Strategies
HRTD 7100	Selected Topics in Human Resources Training and Development
HRTD 8891	Directed Research

Total: 36 credits

Certificate in Human Resources Training and Development (12 credits)

Select four of the following six courses:

HRTD 6501	Introduction to Human Resources Development
HRTD 6502	Adult Learning
HRTD 6503	Design and Evaluation of Human Resources Development Programs
HRTD 6504	Performance Analysis
HRTD 6505	Performance Improvement Strategies
HRTD 6506	Consulting Skills

Certificate in Leadership and Management (12 credits)

Required:

(Additional courses from the College of Education and Human Services may be selected with the approval of your adviser.)

ELMP 6667	Personnel Administration
ELMP 7762	Public Relations in Administration

200 College of Education and Human Services

ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behavior
ELMP 8983	Leadership and Management Assessment

Educational Specialist Degree (Law Enforcement Track)

The Educational Specialist degree, police track, was designed for law enforcement and public sector executives, whom having completed the Master of Arts required preparation beyond the master's degree in specific areas of management and leadership. The curriculum of this degree permits these students to acquire the necessary skills to be prepared for positions of leadership and responsibility in their respective agencies. The design of each course enables these students to attend classroom instruction and participate in structured exercises focusing on the practical application of leadership, management, and policy theories.

Admission

Admission requirements for the Ed.S. are as follows:

- master's degree in an appropriate field from an accredited college or university;
- submission of recent (within five years) Miller Analogies Test score or Graduate Record Exam;
- statement of professional goals;
- superior academic record;
- three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- interview with the admission committee; and
- at least one course in research on the graduate level.

Ed.S. Degree Requirements (36 Credits)

Interdepartmental/Interdisciplinary Studies:

(Select one course in this group for 3 credits)

EDST 9301	History of Education in America
EDST 9302	Psychological Domain of Education
EDST 9304	Philosophical Perspective in Society

Concentration Studies

With advisement, select 30 credits from the courses listed under Sections A, B and/or C:

Section A (6 credits)

Required courses

ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behavior
ELMP 7773	Organizational Structures and Processes in Administration

Section B

Select a minimum of 21 credits

ELMP 6764	Principles of Public Sector Bargaining
ELMP 7761	Management of Fiscal Affairs in Administration
ELMP 7762	Public Relations in Administration

ELMP 7765	Policy Analysis in Administration: Political and Constitutional Law Economic Aspects
ELMP 7767	Advanced Study in Personnel Administration
ELMP 7768	Microcomputers for Administrators
ELMP 7770	Cybernetic Research for Administrators
ELMP 7771	Organizational Decision Making
ELMP 7774	Comparative Study of International Educational Systems
ELMP 7776	Curriculum Design and Engineering
ELMP 8984	Leadership Institute I: Workshop for Administrators and Supervisors
ELMP 8985	Leadership Institute II: Workshop for Administrators and Supervisors

(With approval of the department chair or advisers, students may take graduate courses "up to a maximum of 9 credits" in the College of Arts and Sciences, Stillman School, and other departments in the College of Education and Human Services.)

Section C (3 credits)

Required

ELMP 6005	Statistical Methods
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Culminating Experience (3 credits)

Required

ELMP 9999	Culminating Research Seminar
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Candidates for the Ed.S. degree complete a project under advisement which, is reviewed by a faculty panel. The project should reflect the educational and professional experiences provided in the Ed.S. program. For more information, contact Sean McGee, Ed.S., Academic Director, at (973) 761-9389.

Executive Educational Specialist (Ed.S.)

Education Leadership, Management and Policy for Principal/ Supervisor Certification

Program Overview

The Ed.S. degree is intended for educators and those in the helping professions who need preparation beyond the master's degree, such as: school administrators, educational researchers, teachers, department chairs, supervisors, counselors, school psychologists, management and training consultants, government employees, specialists in learning disabilities, marriage and family therapists and specialists in pupil personnel services.

The Cohort

Offered on a convenient weekend and online schedule, this 39-credit accelerated program meets the needs of working educators and may be completed in just two years. Eighteen credits are offered on weekends, and 15 credits are offered online. There is a 6-credit internship of 600 hours completed in your school. Classes meet on campus and/or at satellite locations two weekends per semester. The program begins at various times during the year.

Admission Requirements

- A master's degree in an appropriate field from an accredited college or university;
- Certified teaching, if supervisory certificate is desired;
- Acceptable scores on the Miller Analogies Test, or the Graduate Record Examination (within the past five years);
- Statement of professional goals, including evidence of special accomplishments;
- Academic competence with a graduate level cumulative GPA of 3.25 or better;
- Three letters of recommendation from graduate faculty and professional associates;
- An interview with the admission committee; and
- At least one course in research on the graduate level.

Degree Requirements

The courses for this program are as follows:

ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 7768 Microcomputers for Administrators
 ELMP 7772 Leadership Dynamics
 ELMP 6665 Curriculum Development and Evaluation
 ELMP 6761 Finance in Administration
 ELMP 6601 Organization and Administration of Education
 ELMP 8981 Administrative Internship I
 ELMP 8982 Administrative Internship II
 ELMP 7776 Curriculum Design and Engineering
 ELMP 7310 Ethical Foundations
 ELMP 8983 Leadership and Management Assessment
 ELMP 7763 School Law: State of New Jersey
 ELMP 6005 Statistics

For More Information:

James A. Corino, Director
 (973) 275.2356
james.corino@shu.edu

Doctor of Education

The department offers the Doctor of Education (Ed.D.) in several areas of concentration, including general administration, school business administration, administration of higher education and a minor track in college teaching.

The doctoral degree is designed to provide administrative and supervisory skills for potential and practicing administrators in elementary, secondary, and higher education institutions, as well as New Jersey and other State Department of Education settings. The program focuses on training informed leaders through the utilization of scholarly research and of theoretical models, which are applied to experiential situations.

Admission

All application materials must be received by February 1 for the Fall semester and by October 1 for the Spring semester.

The minimum requirements include:

- a master's degree in an appropriate field with a minimum of 3.0 GPA;
- a superior academic record (two official transcripts of all undergraduate and graduate coursework required);
- recent (within five years) scores on the Miller Analogies Test or Graduate Record Exam, which is representative of a minimum of 50 percentile;
- résumé of professional background;
- statement of personal and professional goals, with an indication of the specialization to be pursued; and
- three letters of recommendation regarding one's potential for doctoral study.

Graduate Assistantships

A limited number of graduate assistantships, both in the department and across the University, may be available each year to full-time students exhibiting high academic and professional potential. Graduate assistants are assigned 20 hours of work per week in support of academic and or administrative work. The graduate assistantships generally consist of a 10-month appointment with a modest stipend and partial or full tuition remission. Interested students are encouraged to consult the GA Database at www.shu.edu/applying/graduate/grad-finaid.cfm for information on openings and application procedures.

Doctor of Education (Ed.D.) Matriculation K-12

Doctoral students will be considered for matriculation after completing 15 core course credits and by demonstrating competence in the core by successfully passing a qualifying written examination. The core courses are:

ELMP 6005	Statistical Methods
ELMP 7765	Policy Analysis in Administration
ELMP 7773	Organizational Structures and Processes
ELMP 7776	Curriculum: Design and Engineering
ELMP 8891	Directed Research

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Students are prohibited from taking additional credits until successfully passing the qualifying written examination and will have only two opportunities to pass the qualifying written examination.

Scoring Criteria for the Qualifying Examination

All students admitted into the doctoral program shall meet the following criteria for passing the Qualifying Examination; (1) a total minimum score of 80; and (2) a minimum score of 16 in each of the five sections shall be achieved regardless of the total score.

If a total score of 80 is not achieved, the student shall retake the entire Qualifying Examination.

If a student achieves the minimum score of 80, but fails to score a minimum of 16 on any section of the examination, the student shall retake the sections in which he or she scores below 16.

Advancement to Candidacy

In order to advance to candidacy, that is, receive formal approval to work on the dissertation doctoral students must pass a Comprehensive Evaluation consisting of a choice between either a Comprehensive Examination or a Comprehensive Assessment.

The Comprehensive Examination

The Comprehensive Examination is generally administered twice a year. A student shall be successful on this exam to continue in the program. In all cases the decision of the Committee is final. Students shall answer two of the three content questions along with Research and Statistics questions. Students shall retake the entire exam if they fail Research and Statistics or fail both content questions. Students shall receive a grade of Pass, Conditional Pass or Fail.

The Comprehensive Assessment

Students shall have the option of selecting a Field-Bases Analysis of an actual problem or practice thereby assessing the candidate's academic and scholarly ideas to a practical problem or selecting a Case Study thereby assessing the candidate's ability to critique, analyze, and apply possible solutions.

Policy on Failure

If a student fails both the "initial" and "retake" of the Qualifying or Comprehensive Examination or the Comprehensive Assessment he or she shall be dismissed from the program. An appeal process is available under ELMP Department guidelines.

Matriculation – (New Procedures) Higher Education Advancement to Candidacy (Comprehensive)

In order to advance to candidacy, doctoral students must pass a comprehensive performance-based assessment upon completion of most of the required coursework. The doctoral student, with departmental approval, will determine the

form the assessment will take, i.e., portfolio assessment, case studies, written examination, etc. The more authentic, performance-based assessment will tie the knowledge and understanding, what the student knows; with performance, what the student can do. Upon successful completion of the comprehensive performance-based assessment, the student will be advanced to candidacy.

Ed.D. (K-12) Completion Requirements

These requirements include:

- admission to the program;
- achievement of matriculation;
- advancement to candidacy;
- successful completion of a minimum of 90 graduate credits in consultation with one's adviser. 45 of these credits must be taken at Seton Hall University, following admission to the program;
- successful completion of an internship experience, where required;
- successful completion of a portfolio review; and
- successful oral defense of a doctoral-level dissertation.

Executive Ed.D. in Education Leadership, Management and Policy (K-12)

Offered on a convenient schedule, weekends and Summers, this rigorous, 54 credit accelerated program meets the needs of working K-12 school administrators. Classes meet on 10 weekends (Friday evenings, Saturdays, and Sundays during the Fall and Spring over two years. There are two 16 day Summer Sessions during the month of July. The dissertation topic is chosen prior to the first Summer Session and work begins immediately. A cohort of thirty candidates is admitted to the program annually after careful screening of application documents and personal interviews with the finalists. The cohort model encourages collegiality and a cooperative study environment.

Doctor of Education (Ed.D. in Higher Education)

All students in the Higher Education (Ed.D.) programs must complete the following requirements for matriculation.

Matriculation

Doctoral students will be considered for matriculation after completing 18 core course credits and by demonstrating competence in the core courses by successfully passing a qualifying written examination. The core courses are:

ELMP 6005	Statistical Methods
ELMP 6101	Introduction to Higher Education as a Field of Study
ELMP 7765	Policy Analysis in Administration
ELMP 8891	Directed Research
ELMP 9993	Organization and Governance in Higher Education
ELMP 9997	Historical Development of American Education

Students are prohibited from taking additional credits until successfully passing the qualifying written examination and will have only two opportunities to pass the qualifying written examination.

I. Foundations/Interdisciplinary Studies (3 credits)

Select one:

- EDST 9301 The History of Education in America
or
- EDST 9302 Social Psychological Domain of Education
or
- EDST 9304 Philosophic Perspective in School and Society

II. Professional Core: Elementary/Secondary Administration (27 credits)

- ELMP 6664 Current Legal Issues of Public Policies at Local, State and Federal Levels
- ELMP 6764 Principles of Public Sector Bargaining
- ELMP 6861 School Building Planning and Plant Management
- ELMP 7000 Data Analysis
- ELMP 7100 Selected Topics
- ELMP 7761 Management of Fiscal Affairs in Administration
- ELMP 7762 Public Relations in Administration
- ELMP 7763 School Law: State of New Jersey/Constitutional Law
- ELMP 7765 Policy Analysis in Administration: Political and Economic Aspects
- ELMP 7767 Advanced Study in Personnel Administration
- ELMP 7768 Microcomputers for Administrators
- ELMP 7770 Cybernetic Research for Administrators
- ELMP 7771 Organizational Decision Making
- ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior
- ELMP 7773 Organizational Structures and Processes in Administration
- ELMP 7774 Comparative Study of International Educational Systems
- ELMP 7776 Curriculum: Design and Engineering
- ELMP 8801 Interdisciplinary Studies for Administrators: Issues and Theories
- ELMP 8981-8982 Administrative Internship Parts I-II (required)
- ELMP 8983 Leadership and Management Assessment
- ELMP 8984 Leadership Institute I: Workshop for Administrators and Supervisors
- ELMP 8985 Leadership Institute II: Workshop for Administrators and Supervisors
- ELMP 9993 Organization and Governance of Higher Education (required: higher education students)

- ELMP 9994 Faculty Personnel Policies of Higher Education
- ELMP 9995 Financial Administration of Higher Education Institutions
- ELMP 9996 Organization and Administration of Junior Community Colleges
- ELMP 9997 Historical Development of American Higher Education (required: higher education students)
- ELMP 9998 Curriculum and Instruction in Higher Education

III. Research Requirement (minimum 15 credits)

- CPSY 9002 Seminar in Applied Multivariate Statistics
- ELMP 6005* Statistical Methods
- ELMP 7770 Cybernetic Research
- ELMP 8616* Intermediate Statistical Methods
- ELMP 8890 Survey Research
- ELMP 8891 Directed Research in Administration and Supervision
- ELMP 8892 Independent Study in Administration
- ELMP 8986 Qualitative Research Seminar in Administration
- ELMP 8987 Dissertation Seminar in Administration I
- ELMP 8988 Dissertation Seminar in Administration II
- ELMP 9979 Dissertation Seminar in Higher Education I
- ELMP 9980 Dissertation Seminar in Higher Education II

**Required courses in 15 credit minimum*

Ed.D. (Minor) Track for Teaching

A minor track in college teaching is available within the Ed.D. Program in Higher Education. This track draws on the coursework in the Departments of Education Leadership, Management and Policy, Educational Studies, and Professional Psychology and Family Therapy. The program is intended to provide an in-depth orientation to college students and college teaching with a particular emphasis instructional design and implementation for practicing or prospective college teachers.

In addition to matriculation requirements for the Ed.D. in Higher Education, the program requires a minimum 24 credits distributed over the three sponsoring departments as follows:

Theories of Learning, Curriculum, and Student Development (6 credits)		Credits
CPSY 6104	Theories of Cognition	3
CPSY 6505	Theories of Learning and Behavior Modification	3
CPSY 7104	Social Cognition and Human Learning	3
ELMP 9997	Curriculum and Instruction in Higher Education	3
ELMP 6102	American College Student	3

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Ethics and Values (3 credits)

EDST 7310	Ethical Foundations of Professional Helping Relationships	3
EDST 7312	Current Issues in School and Society	3
EDST 9504	Problems and Issues in Postsecondary Teaching	3
EDST 6344	Seminar: Social, Ethical, Legal Issues in Technology	3

Skill Development (9 credits)

Assessment, Counseling, Instructional Design and Instructional Technology

CPSY 6000	Group Dynamics	3
CPSY 6003	Counseling Skills	3
CPSY 6316	Group Counseling	3
EDST 6306	Instructional Design (Prerequisite permission of instructor or EDST 6307)	3
EDST 6307	Integrating Technology and Education	3

Electives (6 credits)

Representative examples may include:

CPSY 6302	Orientation to Counseling: Theory and Observation	3
ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behavior	3
ELMP 7773	Organizational Structures and Processes in Administration	3

Doctor of Philosophy

The Ph.D. with a major in Higher Education Leadership, Management and Policy is designed to provide students with a broad understanding of the interrelated societal and organizational dimensions of higher education, and prepare students for senior administrative and policy development and management posts in colleges and universities, government agencies, foundations, as well as careers in teaching and research. This program offers students the opportunity to focus in areas, such as administration and policy analysis, international and comparative higher education, organizational culture and change and the academic profession. Degree requirements for the Ph.D. in Higher Education Leadership, Management and Policy, which is a research-oriented degree, differ from those required by the Ed.D. in Higher Education Leadership, Management and Policy, which is a practice oriented degree. A student in the Ph.D. program will be expected to prepare a dissertation that represents a significant contribution to knowledge; the student also must orally present the dissertation in a scholarly manner, which will reveal an ability on the part the candidate to do independent research of high-quality, as well as indicate an expertise in using appropriate research techniques.

Admission

All application materials must be received by February 1 for the Fall semester and October 1 for the Spring semester. The minimum requirements also include:

- master's degree in appropriate field;
- superior academic record (two official transcripts of all undergraduate and graduate course work required);
- recent (within five years) scores on the Miller Analogies Test, or Graduate Record Exam, which indicate the potential for success doctoral-level work;
- résumé of professional background;
- statement of personal and professional goals; and
- three letters of recommendation regarding one's potential for doctoral study.

Doctor of Philosophy Program with a Major in Higher Education Leadership, Management and Policy

Matriculation

Doctoral students will be considered for matriculation after completing 18 core course credits and by demonstrating competence in the core courses by successfully passing a qualifying written examination. The core courses are:

ELMP 6005	Statistical Methods
ELMP 6101	Introduction to Higher Education as a Field of Study
ELMP 7765	Policy Analysis in Administration
ELMP 8891	Directed Research
ELMP 9993	Organization and Governance in Higher Education
ELMP 9997	Historical Development of American Education

Students are prohibited from taking additional credits until successfully passing the qualifying written examination and will have only two opportunities to pass the qualifying written examination.

Qualifying Examination

The Qualifying Examination (QE) for both the Ed.D. and Ph.D. in Higher Education is based on the six (6) core courses, and it focuses on the integration of knowledge from across the six core courses and the application of such knowledge to a significant broadly based question rooted in research, policy or practice.

General Guidelines:

- Qualifying Examination will consist of one or more broad, conceptual question(s). Students will have 7 days to complete examination. QE will have three possible grades: Passing with Distinction (PD), Passing (P) or Failed (F). Students receiving grade of "Failed" will be required to retake examination.

- Any student who has achieved grade of “A” (not A-) in each of the six core courses will be exempted from the Qualifying Examination. Students seeking this exemption must submit written request, along with a copy of their Seton Hall University transcript to the Higher Education Program Director at least 20 days prior to the posted examination date.

QE Grading

All QE’s will be graded anonymously. If a student fails both the “initial” and “retake” of the Qualifying Examination, he or she will be dismissed from the program. An appeal process is available under University guidelines. Grade of “Failure” will require the concurrence of at least two faculty members.

Grading Criteria

- Answering the Question: The response clearly and directly answers the question, including all components of the question.
- Support/Evidence: Claims are supported by/based in scholarly literature and/or empirical research evidence.
- Synthesis and Analysis: The response illustrates competence gained across more than one core course/topic area (synthesis) while providing a coherent and well-elaborated analysis.
- Writing: The response is logically organized and precise in thought and expression. The response follows the APA style manual in use of grammar, citation/references, etc.

Advancement to Candidacy

In order to advance to candidacy, that is, receive formal approval to work on the dissertation, doctoral students must pass a comprehensive, performance-based assessment upon completion of most required coursework. The doctoral student, with departmental approval, will determine the form the assessment will take: i.e., portfolio assessment, case studies, written examination, etc. Upon successful completion of the comprehensive performance-based assessment, the student will be advanced to candidacy and permitted to enroll in dissertation seminar.

Policy on Failure

If a student fails both the “initial” and “retake” of the Qualifying or Comprehensive Performance-Based Assessment, he or she shall be dismissed from the program. An appeal process is available under University guidelines.

Completion Requirements

- admission to the program;
- achievement of matriculation;
- advancement to candidacy;
- successful completion of a minimum of 90 graduate credits in consultation with an adviser. 45 of these credits must be taken at Seton Hall University following admission to the program; and
- successful oral defense of doctoral-level dissertation.

Curriculum

I. Foundations/Interdisciplinary Studies (3 credits)

Select one:

EDST 9301	The History of Education in America
EDST 9302	Social Psychological Domain of Education
EDST 9304	Philosophic Perspective in School and Society

II. Professional Core (33 credits)

Required courses:

ELMP 7765	Policy Analysis in Administration: Political and Economic Aspects
ELMP 7774	Comparative Study of International Educational Systems
ELMP 9993	Organization and Governance of Higher Education
ELMP 9994	Faculty Personnel Policies in Higher Education
ELMP 9995	Financial Administration of Higher Education Institutions
ELMP 9997	Historical Development of American Higher Education
ELMP 9998	Curriculum and Instruction in Higher Education

12 additional credits are determined under advisement.

III. Research Requirement (18 credits)

Required courses:

ELMP 6005	Statistical Methods
ELMP 8616	Intermediate Statistical Methods
ELMP 8891	Directed Research in Administration and Supervision
ELMP 9979	Dissertation Seminar in Higher Education I
ELMP 9980	Dissertation Seminar in Higher Education II

3 additional credits are determined under advisement.

Ph.D. (Minor) Track in Education Research, Assessment, and Program Evaluation

A minor track in education research, assessment, and program evaluation is available within the Ph.D. Program in Higher Education. This concentration is intended to produce graduates with a range of competencies, including the ability to implement an academic or applied research program from start to finish; assess the effectiveness of educational policies, practices, and programs; and integrate research findings into practical initiatives designed to improve the performance of students and organizations.

In addition to the 18-credit matriculation requirements for the Ph.D. in Higher Education, the program requires that a minimum of 36 credits be taken at Seton Hall University as follows:

I. Higher Education Core Courses (required for all Higher Education Doctoral Students)

ELMP 6005 Statistical Methods

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 7765 Policy Analysis in Administration

ELMP 8891 Directed Research

ELMP 9993 Organization and Governance in Higher Education

ELMP 9997 Historical Development of American Higher Education

II. Advanced Content (12 credits)

Choose from ELMP course offerings in consultation with adviser. Courses not listed here may be selected in consultation with adviser.

Research Requirement (18 credits)*

ELMP 8616 Intermediate Statistical Methods

ELMP 8986 Qualitative Research Methods

ELMP 8890 Survey Research

ELMP 8894 Applied Quantitative Research

ELMP 8895 Program Evaluation

ELMP 8896 Multivariate Statistics

ELMP 9962 Advanced Qualitative Research

**The research requirements includes a 3-credit research practicum.*

Dissertation Seminar (6 credits)

ELMP9979 Dissertation Seminar in Higher Education I

ELMP9980 Dissertation Seminar in Higher Education II

Skills and Competencies That Constitute Outcomes of the Doctoral Programs in Higher Education Leadership, Management and Policy

Knowledge:

- 1) familiarity with basic trends in American higher education enrollment, staffing, degree production, institutional types, financial resources, etc., since World War II;
- 2) familiarity with the historical antecedents of contemporary higher education forms and practices;
- 3) familiarity with how American forms and practices compare with those of other nations;
- 4) a broad familiarity with current policy issues in American higher education (i.e. the capacity to “list” the ten most critical policy issues and the capacity to describe current debate on those issues);
- 5) familiarity with the classics of higher education research and theory in the basic areas of curriculum and instruction, history, organization and governance, faculty and student issues, government policy and finance issues, and comparative higher education (reading list to be distributed);

- 6) familiarity with basic data resources related to higher education, e.g. federal databases, including HEGIS/IPEDS, NCES surveys, etc., major independent data sources, including Carnegie Foundation for the Advancement of Teaching, the National Research Council, etc;
- 7) familiarity with the non-campus organizational matrix of American higher education, including the increasing number of membership and advocacy organizations representing various constituencies, including, e.g., ACE, AAHE, AGB, AACU, AAU, etc.;
- 8) familiarity with basic methodology and method of social science research, including the process of finding and adequately describing research problems, statistical estimation and inference, hypothesis testing and basic research reporting;
- 9) familiarity with the basic techniques of qualitative research and survey research;
- 10) familiarity with basic organization and leadership theory;
- 11) familiarity with theory and research on reflective professional practice, presented in the work of Schon and Argyris;
- 12) familiarity with basic learning theory and pedagogy (at the individual and organizational level); and
- 13) familiarity with ethical issues in organizational life and frameworks for the analysis of ethical dilemmas in practice.

Skills/Competencies:

- 1) demonstrate basic skills in performing literature reviews, including (a) capacity to identify goals and objectives for defining parameters of review; and (b) capability of integrating the results of previous research studies in a given topical area via analysis of patterns in the findings by methodological characteristics of the studies;
- 2) demonstrate skills in defining a policy issue (a “should” question), summarizing pro and con arguments and taking a “reasoned” position;
- 3) demonstrate skills in defining and describing a research problem, and using available data to define the scope and magnitude of the problem in the state, national or international higher education context;
- 4) demonstrate skills in applying social science theories and concepts to the analysis of research problems in higher education;
- 5) demonstrate capacity to assess the strengths and weaknesses of individual research studies, including conceptual frameworks, use of theory and previous research, sampling, research methods, analytical procedures and generalizability;
- 6) demonstrate capacity to design tables, charts and other figures that display data in the most cogent way possible;
- 7) demonstrate the capacity to identify and present evidence in writing that supports a cogent line or argument;

- 8) demonstrate skills in the quantitative and qualitative analysis of policy alternatives at the national, state and institutional level;
- 9) demonstrate skill in the design and implementation of instruction;
- 10) demonstrate skill in the design of professional development experiences for administrators and/or faculty;
- 11) demonstrate skill in the public presentation of research results;
- 12) demonstrate skill in the public presentation of a position paper;
- 13) demonstrate skill in the application of information technology to instruction; and
- 14) demonstrate skill in the application of information technology to research and data analysis.

Course Descriptions

Education Leadership, Management and Policy

ELMP 6005 Statistical Methods

Introduction to statistical methods needed for basic data analysis in educational administration. Included frequency distribution, graphic presentation of data, measures of central tendency, variability and linear regression/correlation. (Formerly CPSY 6004). *3 credits*

ELMP 6101 Introduction to Higher Education as a Field of Study

Designed for newly admitted students to the doctoral program in higher education administration or students who are considering applying to the program. Seminar has two principal goals: (1) to introduce students to higher education as a field of study, and (2) to address issues and concerns that arise as part of the students' doctoral experience. *3 credits*

ELMP 6102 American College Student

Provides an overview of the literature and research on American college students. After reviewing the literature on student transition to college, student collegiate experiences, student development in college, and college impact on students, focus is on effective institutional policies and practices in enhancing positive student college experiences, learning and other desirable outcomes. *3 credits*

ELMP 6103 College Student Affairs Administration

This course is designed to provide graduate students with an introduction, as well as a broad understanding of the professional field of student affairs administration in higher education. The student affairs professional has the important responsibility of fostering students' academic success, personal/social development, and career/professional development, while improving students' chances of becoming engaged citizens and life-long learners. *3 credits*

ELMP 6601 Organization and Administration of Education

Comprehensive principles, historical background and future perspectives. Innovative curricula, individualization and other new organizational patterns; general and clinical supervisory techniques and practices; human, technological and conceptual skills for effective school administrators; leadership patterns and pitfalls; generalist's view of school finances, school law, school business administration; human and public relations, aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6664 Current Legal Issues of Public Policies at Local, State and Federal Level

Current trends in public bargaining; a review of discrimination for reasons of sex, age, disabilities and more; current issues and other current legal issues in funding of public education, teacher, student and parental rights; Sunshine Law issues; insurance issues and other current legal issues in publication, as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6665 Curriculum Development and Evaluation

Evolving concepts of the curriculum. Philosophy of curriculum development, principles and procedures, essential tools, preparation, approaches, direct and indirect influences, as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6666 Supervision of Instruction and Evaluation

Theories, principles and practices that determine effectiveness, efficiency and humane supervision at all levels of education. Emphasis on clinical supervision, general supervision, new research in the field, and better techniques for observation, evaluation and in-service programs, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6667 Personnel Administration

Current perspectives of the personnel administration function, including recruitment, selection, job orientation, appraisal and development processes. Personnel security matters covering employee and administrative compensation; collective bargaining and job continuity extended from the initial selection and development aspects. *3 credits*

ELMP 6761 Finance in Administration

Development of problems of school finance in the United States: sources of revenue, expenditures and indebtedness, fiscal problems, existing and proposed plans for school support, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6764 Principles of Public Sector Bargaining

Introduction to the phenomenon of collective bargaining in the public sector. Broad overview of the fundamentals of the process. *3 credits*

ELMP 6765 Policy Analysis in Administration

Emphasis on the process of educational policy analysis, decision making and implementation. Analysis of alternative explanations of the process of decision making at the local, state and federal levels. Political and economic theory; other core areas incorporated into a multidisciplinary approach to policy analysis, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6861 School Building and Planning and Plant Management

School plant planning for new or modernization of existing facilities. Emphasis on selection of school site, architect, plans and specifications; award of contract; supervision of construction; building maintenance; public relations; financing; and instructional influence on construction. *3 credits*

ELMP 6870 Catholic Leadership: Yesterday, Today and Tomorrow

An overview of the history of the administration in the Christian tradition and Catholic schools in the United States. An examination of the multiple tasks of the school leaders in fostering faith development and an exploration of the norms for the school of the future. The role of the administrators as managers, academic leaders and liaisons to their religious institutions will be explored. *3 credits*

ELMP 6871 Principal as Catholic School Servant Leader

An exploration of the role of the principal with a particular focus on the vocation of servant leadership. Topics include leadership, the school as a parish or order based institution and a community of faith, and the work of formation of faculty, students and program. *3 credits*

ELMP 6872 Catholic Leadership and Identity, Ethos and Culture and Leadership Dynamics

An examination of key aspects of Catholic identity and belief, and an overview of some components of Catholicism, including aspects of Catholic history, doctrine, culture, judicial system, moral teaching and institutional life. This course is geared toward meshing excellent leadership skills and the Catholic mission. *3 credits*

ELMP 7000 Data Analysis

This course will prepare administrators to analyze, manage and utilize the vast array of data that have become commonplace in America's schools. *3 credits*

ELMP 7100-7102 Seminar: Selected Topics in Administration

Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of administration or human resources training and development. May be repeated for up to 12 credits. *3 credits*

ELMP 7761 Management of Fiscal Affairs in Administration

Review of fiscal affairs pertaining to education on a national, state and local level. Problems dealing with sources of revenue, expenditures, indebtedness and existing and proposed plans for school support. *3 credits*

ELMP 7762 Public Relations in Administration

Analysis and understanding through research and study of the agencies, the varied forces and diverse institutions in the community affecting the educational program. Evaluation of trends in public relations in regard to educational administration and supervision. *3 credits*

ELMP 7763 School Law: State of New Jersey/Constitutional Law

Designed to help teachers and school administrators understand their legal status in the school. School Laws of New Jersey. Emphasis on legislation and school decisions regarding contemporary problems, such as students' rights, teachers' rights, academic freedom. *3 credits*

ELMP 7765 Policy Analysis in Administration: Political and Economic Aspects

Examination of the interaction between political/economic theory and the educational policy-making arena. Focus on the process of policy analysis and formulation with antecedent attention to political and economic theory. Various decision making models studied as a means of offering alternative explanations to local, state and federal policy decisions. *3 credits*

ELMP 7766 Administration of Bilingual/Bicultural Education: Policy and Practice

Examination of the administration of bilingual/bicultural education movements in the United States, including an in-depth analysis of the legal and sociopolitical impact. Critical analysis of the research and program design in the administration of bilingual/bicultural education. *3 credits*

ELMP 7767 Advanced Study in Personnel Administration

Total systems approach to the personnel administration function incorporating recruitment and selection techniques; employee orientation, appraisal and development considerations; job security matters such as compensation, collective bargaining and employment continuity. Concentrated study in one topical area as well as a broad spectrum of personnel functions. *3 credits*

ELMP 7768 Microcomputers for Administrators

Introduction to use of microcomputers in school administration, including: computer literacy, computers in the curriculum, managing instruction, budgeting, scheduling, data base management systems and word processing. *3 credits*

ELMP 7770 Cybernetic Research for Educational Administrators

This is a cybernetics-based research course that combines research with currently available technology for educational decision makers. Topics and hands-on activities will include educational administration-specific applications: databases, data mining, Internet resources, search engines, research design issues, and microcomputer software programs. Class will have multiple opportunities to work directly with these applications using campus microcomputer labs. Prerequisite: ELMP 7768 or 7769 or permission of professor. *3 credits*

ELMP 7771 Organizational Decision Making

For students enrolled in the K-12 doctoral program who have completed all the requirements for certification as a principal and are interested in enhancing their leadership and management skills through intensive research and analysis of decision making theory and practice. (Not to be substituted for courses which have been approved for certification)

purposes). The class will emphasize computer simulations and practical applications of theoretical frames to educational issues. *3 credits*

ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

Leadership traits, strategies and techniques used by administrators and supervisors to implement changes in our system of observation and evaluation. Theories, research results, clinical supervisory techniques and methods for humanely observing teaching practice, monitoring supervisory performance and evaluating in-service, internships and field experiences to improve instruction and reduce grievances, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 7773 Organizational Structures and Processes in Administration

Insights into organizational behavior including classical theory, social system theory, open system theory, theory Z and institutional leadership theory. Application of these theories in educational settings. *3 credits*

ELMP 7774 Comparative Study of International Educational Systems

Inquiry into contemporary educational theory and practice, focusing on international similarities, differences and purposes in educational systems. *3 credits*

ELMP 7776 Curriculum Design and Engineering

Advanced course designed to provide program-engineering capability for elementary, secondary and central office managers. Specific strategies for recasting curricula in light of the societal demands for accountability-based education. Innovative organizational patterns that foster learning, instructional interventions, individualization, personalization and mastery learning. *3 credits*

ELMP 7777 Diversity in Higher Education

Introduction to theory, research and practice related to diversity and equity in higher education, focusing on race/ethnicity, class, and gender. Emphasis on historical and contemporary perspectives, the politics of diversity, equal opportunity, access, and campus climate issues in higher education and cultivation of critical thinking and reading. *3 credits*

ELMP 8159 Curriculum Policy, Ideology, and Leadership

This doctoral level course is designed for all students who have passed the qualifying exam and desire an in-depth study of PK-20 curriculum policy, theory, research, ideology, and leadership issues through the lens of some seminal works in the field of curriculum. Topics will include (a) an exploration of theories and philosophies that influence curriculum development and policy; (b) in- depth analysis of some seminal works that have contributed to curriculum policy during the last 75 years; (c) critique of current curriculum policy; and (d) the development of an evidence-based curriculum vision and leadership strategies. *3 credits*

ELMP 8616 Intermediate Statistical Methods

Extension of correlation techniques including multiple correlation and regression, exploration of various complex analysis of variance procedures. Emphasis on application to problems faced by researchers in educational administration. (Formerly CPSY 8616.) Prerequisite: ELMP 6005 or CPSY 6004. *3 credits*

ELMP 8801 Interdisciplinary Studies for Administrators: Issues and Theories

Need for general educational backgrounds of present and future educational administrators is emphasized. Insights into the arts, economics, sociology and futures with implications for educational administration and supervision. *3 credits*

ELMP 8890 Survey Research

Systematic introduction to the logic and skills of survey research. Various aspects of survey designs and analysis are studied, to include sampling questionnaire design and construction, scale construction, interviewing techniques and analytical strategies of survey data. *3 credits*

ELMP 8891 Directed Research in Administration and Supervision

Presents research methodology and procedures in educational administration and supervision. Students develop a research project with the guidance of the professor. *3 credits*

ELMP 8892 Independent Study in Administration

For doctoral students who wish to study selected topics in depth and conduct research. Approval by chair and dean is necessary. *3 credits*

ELMP 8894 Applied Quantitative Analysis

This course provides opportunities for students to conduct an empirical research study using statistical methods and survey data. The course will review quantitative research study design and statistical techniques, introduce major national survey databases available for educational research, help students generate research questions and hypotheses based on the sample data, guide students through the design and execution of their empirical studies, and require students to write up their research results. Prerequisites: Directed Research or other prior research methods course, Statistical Methods, and Intermediate Statistics. *3 credits*

ELMP 8895 Program Evaluation

This course is designed to introduce students to the fundamental logic and methodology of program evaluation as it applies to P-20, non-profit, and private education settings. Topics include (a) an introduction to evaluation theory, (b) design, (c) needs assessment, (d) criterion checklists, (e) setting standards, (f) collecting and synthesizing mixed-method data, (g) drawing evaluative conclusions, and (h) presenting evaluation findings. Prerequisites: Directed Research or other prior research methods course. Statistical Methods, Intermediate Statistics. *3 credits*

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ELMP 8896 Multivariate Statistics

This course introduces students to the foundations of 2-level hierarchical linear modeling (HLM) with an emphasis on the use of these models in K-12 and higher education settings. In addition to HLM, the course will explore the following statistical and research techniques; logistic regression; repeated measures, determining statistical power for cluster designs, and understanding the importance of intra-class correlations. Students taking this course must have earned a grade of B+ or higher in intermediate statistics. *3 credits*

ELMP 8981 Administrative Internship

Administrative internship K-12 or higher education with permission of administrator and Department of Education Leadership, Management and Policy. *3 credits*

ELMP 8981-8982 Administrative Internship

Administrative internship K-12 or higher education with permission of administrator and Department of Education Leadership, Management and Policy. *3 credits each*

ELMP 8983 Leadership and Management Assessment

Diagnostic and prescriptive teaching model covering critical skill areas of leadership and management. *3 credits*

ELMP 8984-8985 Leadership Institute for Administrators and Supervisors

Workshops for all levels of administration. Through techniques including case studies, role play, debate, panel discussions, audiovisual presentations, and group interactions, expert consultants involve participants in the use of effective methods to solve contemporary problems of leadership. Innovative approaches to curriculum design, supervisory practice, business and financial problems, administrative relationships with the board, the general public, the government and outside agencies. *3 credits each*

ELMP 8986 Qualitative Research Seminar in Administration

For doctoral students who wish to review the content, techniques and findings of research in administration and supervision with emphasis on evaluative studies in the field. *3 credits*

ELMP 8987-8988 Dissertation Seminar in Administration

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. *3 credits each*

ELMP 9962 Advanced Qualitative Research Methods

This course provides advanced training in qualitative approaches applicable to the study of education. Students will explore a variety of philosophical and conceptual approaches, as well as practical methods for collecting and analyzing qualitative data. Prerequisites: Directed Research or other prior research methods course, Qualitative Research. *3 credits*

ELMP 9979-9980 Dissertation Seminar in Administration of Higher Education

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. *3 credits each*

ELMP 9981-9992 Dissertation Advisement

Doctoral students who have advanced to candidacy and completed Dissertation Seminars must register continuously for advancement until the dissertation is completed. Credit may be used toward degree upon application to department. *3 credits each*

ELMP 9993 Organization and Governance of Higher Education

Discussion of administrative philosophies and approaches in higher education settings, highlighting the roles of each office, the philosophical questions and options available to institutions; the policy issues that need to be addressed by university administrators. *3 credits*

ELMP 9994 Faculty Personnel Policies of Higher Education

Personnel problems in colleges, including faculty and staff evaluation, recruitment, affirmative action, promotion, tenure, development and leadership management. *3 credits*

ELMP 9995 Financial Administration of Higher Education

Institutions Business principles and their importance for decision making in higher education including budgeting, financial reporting and planning. *3 credits*

ELMP 9996 Organization and Administration of Junior/Community Colleges

Topics include organizational and administrative problems, curriculum instruction, student personnel programs and their relationship to the community. *3 credits*

ELMP 9997 Historical Development of American Higher Education

Study focusing on the period from 1865-1915, when many of the institutions and practices of contemporary higher education were shaped. Secondary sources extensively supplemented by readings of primary documents. Surveys of the national scene supplemented by case studies at specific institutions. *3 credits*

ELMP 9998 Curriculum and Instruction in Higher Education

Current status of the undergraduate curriculum and approaches to instruction in American colleges and universities, including reform efforts. Principal factors/forces shaping undergraduate curriculum and instruction including epistemology and the sociology of knowledge; psychology and developmental status/needs of the contemporary college student, both traditional and nontraditional; socio-cultural, economic and political factors. *3 credits*

ELMP 9999 Culminating Research Seminar

Culminating research seminar designed to synthesize all coursework into a final major research project. *3 credits*

Human Resources Training and Development

HRTD 6501 Introduction to Human Resources Development

Key concepts and principles of human resources training and development field. Topics might include the foundation and evolution of HRTD, the ethical and philosophical issues associated with human resources training and development and the role of the HRTD professional in the organization. *3 credits*

HRTD 6502 Adult Learning for Human Resources Development Professionals

Theories of adult development and learning with emphasis on implications for design and delivery of human resource development programs in organizational environments. *3 credits*

HRTD 6503 Design and Evaluation of Human Resources Development Programs

Theory and practice of program design and evaluation applied to the organization. Special attention to integration of design and evaluation processes, evaluation strategies, measuring results, assessing return on training investment and the role of design and evaluation in securing management support for the HRTD function. *3 credits*

HRTD 6504 Performance Analysis

The knowledge and skills basic to needs assessment, organization, person and task analysis. Data collection methods such as questionnaires, interviews and observation scales are covered, as well as data analysis and selection of appropriate HRTD interventions. *3 credits*

HRTD 6505 Performance Improvement Strategies

Instruction is one means of improving human performance. When performance problems have causes other than skills and knowledge deficiencies, other means are necessary. Students in this course will learn how and when to use non-training and reward systems, work place design and job design. Students should apply design improvement applications of their choice. *3 credits*

HRTD 6506 Consulting Skills

Enables students to function responsibly as new or mid-level practitioners. Includes an examination of the consulting process including an overview of consultant-customer behaviors and dilemmas. Using theory and field experience, students will learn how to apply consulting skills and strategies to their own work situations. *3 credits*

HRTD 8891 Directed Research

Presents research methodology and procedures in educational administration and supervision. Students develop a research project with the guidance of the professor. *3 credits*

HRTD 7100 Selected Topics

Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of administration or human resources training and development. *3 credits*

Department of Educational Studies

Jubilee Hall
(973) 275-2824

www.shu.edu/academics/education/educational-studies

Faculty: Carr; Cobarrubias; Liberty; Martinelli; Ruzicka; Skeelee; Zaccone; Zinicola (*Chair*)

Field Director: Brisini

The Department of Educational Studies offers graduate courses in the following areas:

- Teacher Certification
- Teacher of Students with Disabilities Endorsement
- Professional Development
- Information Technologies
- Online Course Development and Management
- Instructional Design and Technology
- Special Education
- Autism Studies
- Transition Specialist
- School Library Media Specialist Certification
- Bilingual/Bicultural Education (Inactive)

The Department of Graduate Educational Studies in the College of Education and Human Services offers ten concentrations and four certificates. In all concentrations, the standards of national organizations in each field are followed.

The Department of Graduate Educational Studies offerings are designed to enable graduates to assume leadership roles in their professions, to provide critical insights that help solve problems in the workplace, in the larger society, and to exhibit at all times the high ethical, intellectual, and professional ideals that are honored and taught at Seton Hall University.

The Department of Graduate Educational Studies offers two certificate programs, specialized undergraduate courses and nine graduate degree programs for teachers, media specialists, business trainers, IT professionals, health

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professionals, and individuals whose work would be enhanced by knowledge of instructional design, information technologies, educational media, and new pedagogies. Degree and certificate programs enable learners to select courses that complement their professional needs and personal interests.

Specific requirements for admission, the objectives of each program, courses in each program relative to the degree sought and other regulations appropriate to individual programs are described under the heading for each area.

Becoming a Teacher: Certificate of Eligibility with Advanced Standing (CEAS)

Graduate Educational Studies

Director: Diana Minakakis, M.A.

Jubilee Hall Room 414

(973) 275-2824

The Certificate of Eligibility with Advanced Standing (CEAS) program is intended for professionals seeking teacher certification. The purpose of the certificate is to provide skills and competencies to meet changing certification requirements. Students who successfully complete this program will be qualified for an Advanced Certificate of Eligibility for the New Jersey Instructional License as an elementary or secondary teacher. The CEAS program is guided by state and national standards.

Admission

Formal admission to graduate studies is necessary to enter the CEAS program. Applicants must submit the following materials:

- Application
- \$50 Application fee, payable to Seton Hall University
- Official transcripts confirming the completion of an undergraduate degree and, when applicable, a graduate degree in an appropriate field from an accredited college or university
- Transcripts must reflect a cumulative GPA of 2.75 or higher. Seton Hall University offers a unique program to achieve a satisfactory GPA. Candidates must complete 12 graduate credits at Seton Hall prior to beginning the CEAS program with a minimum GPA of 3.0
- Two letters of recommendation from professional and/or academic contacts attesting to the applicant's academic abilities and personal qualifications
- Two page, double spaced, typed statement of goals
- Résumé
- Interview with an admissions adviser
- Students applying for the MA program must also submit satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last 5 years. For full admission, a score in the 30th percentile or above on the MAT or a combined score (math, verbal, writing) of 1400 or above on the GRE is

required. For conditional admission, a score in the 20th percentile on the MAT or a combined score (math, verbal, writing) between 1300 and 1399 on the GRE is required.

- Candidates who already possess an advance degree do not need to submit entrance examination scores. An official transcript from their graduate program is required.

Requirements

A candidate conditionally admitted to the MA program must complete 6 credits with a 3.0 GPA as a nonmatriculated student. Those students who are making up an unsatisfactory GPA must submit MAT or GRE scores after completing 12 graduate credits before they will be able to register for additional courses.

CEAS Courses

EDST 6421	Child and Adolescent Development and Diversity
EDST 6422	Classroom Curriculum, Planning and Organization
EDST 6425	Assessment of Student Learning
EDST 6426	Clinical Practice and Seminar
<i>Select two courses below, based on specialization:</i>	
EDST 6423	Elementary Literacy and Social Studies Methods: Technology and Materials
EDST 6424	Secondary Literacy and Social Studies Methods: Technology and Materials
EDST 6411	Elementary Math and Science Methods: Technology and Materials
EDST 6412	Secondary Math and Science Methods: Technology and Materials

Total Required Credits 18

Academic Standards

Students must maintain at least a "B" in all courses. Students who receive a "C" will be referred to the Academic Standards Committee of the department, which will recommend appropriate action to the chair.

Student Teaching

Students seeking New Jersey state teacher certification must complete a full semester of student teaching. An application fee for student teaching is required. The student should consult with program advisers for specific requirements.

Students must apply in advance for this experience, at which time they will receive a comprehensive review of their academic and experiential record. Applications for field experience are due March 1 for Fall and October 1 for Spring.

The application fee for student teaching is \$100. Completed applications must be received by the Director of Field Placement and Supervision by the posted dates.

Eligibility for Certification

Upon completion of the Post Baccalaureate Certificate program, students are eligible for recommendation to the State of New Jersey for the certificate of eligibility with advanced standing as a classroom teacher. A passing score on the appropriate Praxis examination is also required for the certificate of eligibility with advanced standing. Under current New Jersey state regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard (permanent) certification.

Although there are reciprocal certification agreements among many states, these are subject to change. Students from states other than New Jersey should check with their state's Department of Education for specific requirements. Seton Hall University's average pass rate on the Praxis exam is 93 percent. The New Jersey statewide average is 98 percent. These figures represent the cohort year 2006-2007.

Master's Degree Programs

Students may apply the 18 credits awarded for the CEAS program toward an M.A. in Education. Students may apply for admission to an M.A. program after they have successfully completed the CEAS program. The M.A. programs are 36 credits, reflect current good practice in education, and are guided by National Council for Accreditation of Teacher Education (NCATE) standards. The programs are constantly evolving as new ideas, pedagogies and technologies develop and emerge.

The following M.A. programs are available:

- Instructional Design and Technology (18 credits – includes IT certificate)
- School Library Media Specialist (24 credits – includes NJ certification)
- Special Education (21 credits – includes NJ certification)

M.A. Requirements

- Students applying for the MA program must also submit satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last 5 years. For full admission, a score in the 30th percentile or above is required. For conditional admission, a score in the 20th percentile is required.
- Candidates who already possess an advanced degree do not need to submit entrance exam scores. An official transcript from their graduate program is required.
- A candidate admitted to the M.A. program conditionally must complete 6 credits with a 3.0 GPA as a nonmatriculated student.
- Those students who are making up an unsatisfactory GPA must submit MAT or GRE scores after completing 12 graduate credits before they will be able to register for additional courses.

Advanced Standing (Transfer of Credit)

No credits may be transferred into this program.

Graduate Educational Studies

Master of Arts in Education

There are three degree programs, four licensure programs, and three certificate programs within the Department of Graduate Educational Studies.

Degree Programs

- Instructional Design and Technology - Master of Arts in Education
- School Library Media Specialist - Master of Arts in Education
- Special Education - Master of Arts

Licensure Programs

- Certificate of Eligibility with Advanced Standing
- Teacher of Students with Disabilities Endorsement
- Associate School Library Media Specialist
- School Library Media Specialist

There are special programs for non-teachers and for professional librarians (M.L.S.) to acquire these certificates.

Alternate Route Degree Completion Program

- Graduate Credit for Alternate Route Teaching Experiences (at New Jersey State approved alternate route provisional teacher training programs)
- M.A. in Education Program for Alternate Route Teachers

Seton Hall University Certificate Programs in Graduate Studies and Special Programs

- Seton Hall University Certificate in Information Technologies (Graduate - 15 credits)
- Seton Hall University Certificate in Online Course Development and Management
- Seton Hall University Certificate in Autism Studies
- Seton Hall University Certificate in Transition Studies

Admission

Formal admission to graduate studies is necessary to enter the M.A. programs. In addition to the general University requirements for the degree Master of Arts in Education, applicants for all M.A. programs must submit the following:

- application;
- \$50 application fee, payable to Seton Hall University.
- official transcripts confirming the completion of an undergraduate degree and, when applicable, a graduate degree in an appropriate field from an accredited college or university;
- two letters of reference from professional and/or academic contacts attesting to the applicant's academic abilities and personal qualifications;
- two page, double-spaced, typed statement of goals;
- résumé; and
- conduct an interview with an admissions adviser.

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Students applying for the MA program must also submit satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last 5 years. For full admission, a score in the 30th percentile or above is required. For conditional admission, a score in the 20th percentile is required.

Candidates who already possess an advanced degree do not need to submit entrance exam scores. An official transcript from their graduate program is required.

Degree and Curriculum Requirements

Students admitted to a master's degree program must satisfy all University, College and program requirements for admission and for graduation. Most master's degree programs require a minimum of 36 credits, and a graduate academic record of 3.0. The credits for each master's program consist of foundation courses and concentration courses. Up to six graduate credits earned recently at another accredited college or university may be accepted for some programs in partial satisfaction of graduate degree requirements in the Department of Graduate Educational Studies. The candidate's program adviser must approve the credit transfer.

Master's Degree

Instructional Design and Technology *Nationally Recognized Program-AECT*

The Instructional Design and Technology program assists teachers, technology coaches, technology directors and trainers in many settings to improve their professional performance as educators and instructional and curriculum designers, and to assume instructional leadership roles in their place of employment. Students are accepted from many instructional environments, including K-12, college and adult education as well as from corporate, government and nonprofit environments. The program emphasizes a theoretical base for instructional design and exposure to a broad array of the most current instructional methods, strategies, technologies and materials. Seton Hall University is a recognized leader in the use of variety of modern techniques and computer-based technologies for teaching and learning. The program is NCATE accredited with AECT national accreditation and alignment with ISTE standards.

Instructional Design & Technology M.A. Degree

(Includes Seton Hall University Certificate in Information Technologies)

Course of Study - 36 credits

Required Courses (30 credits)

EDST 7312	Current Issues in School and Society
EDST 6216	Digital Research and Information Literacy*
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom**

EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6214	Emerging Web Technologies**
EDST 6304	Production of Instructional Resources I**
EDST 6344	Seminar: Social, Ethical and Legal Issues in Technology
EDST 6315	Technical Processes for Educational Media and Technology Resources
EDST 6345	Online Course Management and Delivery
EDST 6306	Instructional Design (Capstone final course)***

Concentration Electives - Select 2 courses (6 credits)

EDST 6210	Real World Technologies**
EDST 6215	Production of Instructional Resources III**
EDST 6305	Production of Instructional Resources II**
EDST 6421	Child and Adolescent Development and Diversity
EDST 6440	Behavioral Disorders: Treatment and Classroom Management
EDST 6445	Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools and Materials
EDST 7349	Internship in Information Technologies I
EDST 7350	Internship in Information Technologies II
EDST 6326	Advanced Psychology of Learning
Other****	

* *EDST 6216 should be taken during the first semester of master's courses.*

** *Should not be taken during the same semester as EDST 6306.*

*** *EDST 6306 Capstone Course must be taken during the last semester and may not be combined with more than one course during that semester, including Summer.*

**** *Other courses may be taken with adviser's permission.*

Production of Instructional Resources I, II and III may be taken in any sequence. No prerequisite skills required.

Instructional Design and Technology M.A. Degree with Supervisor's Certificate

Course of Study - 36 credits

Required Courses (24 credits)

EDST 6315	Technical Processes for Educational Media and Technology Resources
EDST 6216	Digital Research and Information Literacy*
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom**
EDST 6308	Organizing and Administering Educational Media and Technology Program
EDST 6304	Production of Instructional Resources I** or
EDST 6305	Production of Instructional Resources II** or
EDST 6215	Production of Instructional Resources III**

EDST 6344	Seminar: Social, Ethical and Legal Issues in Technology
EDST 6214	Emerging Web Technologies**
EDST 6306	Instructional Design (Capstone final course)***

Supervisor's Certificate Requirements (12 credits)

Online program only

ELMP 6665	Curriculum Development and Evaluation
ELMP 6666	Supervision for Instruction and Evaluation
ELMP 7772	Leadership Dynamics
ELMP 7776	Curriculum Design and Engineering
EDST 6326	Advanced Psychology of Learning

**EDST 6216 should be taken during the first semester of master's courses*

***Should not be taken during the same semester as EDST 6306.*

****EDST 6306 Capstone Course must be taken during the last semester and may not be combined with more than one course during that semester, including Summer.*

*****Other courses may be taken with adviser's permission
Production of Instructional Resources I, II, and III may be taken in any sequence. No prerequisite skills required.*

Instructional Design and Technology Master of Arts Degree with a Concentration in Autism Studies

(Includes Seton Hall University Certificate in Information Technologies and Seton Hall University Certificate in Autism Studies)

Course of Study - 36 credits

Required Courses (21 credits)

EDST 7312	Current Issues in School and Society
EDST 6216	Digital Research and Information Literacy*
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom**
EDST 6304	Production of Instructional Resources I** or
EDST 6305	Production of Instructional Resources II** or
EDST 6215	Production of Instructional Resources III**
EDST 6344	Seminar: Social, Ethical and Legal Issues in Technology
EDST 6345	Online Course Management and Delivery
EDST 6306	Instructional Design (Capstone final course)***

Concentration Electives-Select 5 courses (15 credits)

EDST 7447	Autism Spectrum Disorders: Assessment and Intervention
EDST 7448	Applied Behavior Analysis (ABA) for Teachers
EDST 7449	Autism: Behavior Therapy and Classroom Management
EDST 7450	Single Case Design

EDST 7451	Seminar: Research Methods in Special Education
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EDST 6326	Advanced Psychology of Learning
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**EDST 6216 should be taken during the first semester of Master's Degree courses.*

***May not be taken during the same semester as EDST 6306.*

****EDST6306 - Capstone Course - must be taken during the last semester and may not be combined with more than one course during that semester, including Summer.*

*****Other courses may be taken with adviser's permission
Production of Instructional Resources I, II, and III may be taken in any sequence. No prerequisite skills required.*

Master's Degree and NJ Certification School Library Media Specialist

Nationally Recognized Program-NCATE/AECT

Program Director: Vivienne Carr, Ph.D.

Jubilee Hall Room 433

(973) 761-9257.

The School Library Media Specialist (SLMS) program prepares K-12 School Library Media Specialists to be certified by the State of New Jersey. We are the first New Jersey University, approved by the state, to offer a three-track program-one track for certified teachers, a second for students without teacher certification, and a third for professional librarians-that leads to full licensure as a school library media specialist.

The SLMS program provides courses that fulfill the NJ State certification requirements with the technology orientation sought by many school districts today. Graduates are fully certified to administer K through 12 school library media centers. Our program includes the most current courses and technologies in the field to prepare candidates to become school library media specialists who are technology leaders.

Programs are offered at the master's level. The program contains three tracks-track one for candidates with a standard NJ instructional certificate, track two for candidates without a standard NJ instructional certificate and track three for professional librarians who desire to be certified as school library media specialists.

Employment Prospects

Our candidates are in great demand. Every candidate in the SLMS program seeking a position has been hired as a full-time SLMS, most before completing the program and receiving full certification. We are contacted regularly by school districts seeking to hire our candidates. The Graduate Studies Program is service-oriented and includes more technology integration training than traditional programs. Schools seek our candidates for this reason. Their overall performance is highly rated by employers.

School Library Media Specialist, M.A. Degree

For Candidates with a Standard NJ Instructional Certificate

Course of Study - 36 credits

Foundation Courses (6 credits)

- EDST 6344 Seminar: Social, Ethical and Legal Issues in Technology
EDST 7312 Current Issues in School and Society

Concentration Courses (24 credits)

- EDST 6216 Digital Research and Information Literacy*
EDST 6301 Literature for Children and Young Adults
EDST 6304 Production of Instructional Resources I** or
EDST 6305 Production of Instructional Resources II** or
EDST 6215 Production of Instructional Resources III**
EDST 6307 Integrating Curriculum and Technology in the Inclusive Classroom**
EDST 6308 Organizing and Administering Educational Media and Technology Programs
EDST 6310 Practicum in Educational Media Services (150 hours)
EDST 6315 Technical Processes for Educational Media and Technology Resources
EDST 6306 Instructional Design (Capstone final course)***

Production Courses - Select Two (6 credits)

- EDST 6210 Real World Technologies**
EDST 6214 Emerging Web Technologies**
EDST 6304 Production of Instructional Resources I** or
EDST 6305 Production of Instructional Resources II** or
EDST 6215 Production of Instructional Resources III**

*EDST 6216 should be taken during the first semester of Master's Degree courses

**May not be taken during the same semester as EDST 6306

***EDST 6306-Capstone Course-must be taken during the last semester and may not be combined with more than one course during that semester, including Summer.

****Other courses may be taken with advisor's permission
Production of Instructional Resources I, II, and III may be taken in any sequence. No prerequisite skills required

School Library Media Specialist, M.A. Degree

For Candidates WITHOUT a Standard NJ Instructional Certificate

Course of Study - 36 credits

Education Courses (9 credits)

- EDST 6421 Child and Adolescent Development and Diversity
EDST 6440 Behavioral Disorders: Theory, Treatment and Classroom Management
EDST 7312 Current Issues in School and Society

Foundations Course (3 credits)

- EDST 6344 Seminar: Social, Ethical and Legal Issues in Technology

Concentration Courses (24 credits)

- EDST 6216 Digital Research and Information Literacy*
EDST 6301 Literature for Children and Young Adults
EDST 6304 Production of Instructional Resources I** or
EDST 6305 Production of Instructional Resources II** or
EDST 6215 Production of Instructional Resources III**
EDST 6307 Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6308 Organizing & Administering Educational Media Technology Programs
EDST 6310 Practicum in Educational Media Services (One semester)
EDST 6315 Technical Processes for Educational Media and Technology Resources
EDST 6306 Instructional Design (Capstone Final Course)***

*EDST 6216 should be taken during the first semester of Master's Degree courses

**May not be taken during the same semester as EDST 6306

***EDST 6306-Capstone course-must be taken during the last semester and may not be combined with more than one course during that semester, including Summer.

Other courses may be taken with advisor's permission
Production of Instructional Resources I, II and III may be taken in any sequence. No prerequisite skills required

SLMS Certification for Professional Librarians

(Requires M.L.S. or M.A. in Library Science)

Applicants with an M.L.S. or a master's degree in library science will have their transcripts evaluated. A personal plan for acquiring the SLMS licensure will be designed for you based on your previous course work. Students must take at least 15 credits at Seton Hall to receive the state licensure. Students will only take those courses that they have not taken in another program.

School Library Media Specialist

Certification Requirements for Professional Librarians WITHOUT a Standard Instructional Certificate

Course of Study - Minimum 15 credits to be taken at Seton Hall University to receive New Jersey License through Seton Hall

Education Courses (9 credits)

- EDST 6421 Child and Adolescent Development and Diversity
EDST 6440 Behavioral Disorders: Theory, Treatment and Classroom Management
EDST 7312 Current Issues in School and Society

Concentration - Number of credits required is determined by courses transferred from M.L.S or M.A. Library Program.

All topics below must be covered for New Jersey Certification.

EDST 6216	Digital Research and Information Literacy*
EDST 6301	Literature for Children and Young Adults
EDST 6304	Production of Instructional Resources I** or
EDST 6305	Production of Instructional Resources II** or
EDST 6215	Production of Instructional Resources III**
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom**
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum in Educational Media Services (One semester)
EDST 6315	Technical Processes for Educational Media and Technology Resources
EDST 6306	Instructional Design (Capstone final course)

Associate School Library Media Specialist

Candidates in the SLMS program may apply for an associate SLMS (ASLMS) certificate after they have completed the appropriate sequence below. ASLMSs are eligible for full employment as school library media specialists while they complete their M.A. degree.

The ASLMS program contains two tracks: 18 credits for candidates with a standard New Jersey instructional certificate and 27 credits for candidates without a standard New Jersey instructional certificate.

ASLMS Candidates with a Standard New Jersey Instructional Certificate

Course of Study - 18 credits

Concentration Courses (18 credits)

EDST 6216	Digital Research and Information Literacy*
EDST 6301	Literature for Children and Young Adults
EDST 6304	Production of Instructional Resources I** or
EDST 6305	Production of Instructional Resources II** or
EDST 6215	Production of Instructional Resources III
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum in Educational Media Services (150 hours)

**EDST 6216 should be taken during the first semester of Master's Degree courses*

***Production of Instructional Resources I, II and III may be taken in any sequence. No prerequisite skills required.*

ASLMS Candidates WITHOUT a Standard New Jersey Instructional Certificate

Course of Study - 27 Credits

Education Courses (9 Credits)

EDST 6421	Child and Adolescent Development and Diversity
EDST 6440	Behavioral Disorders: Theory, Treatment and Classroom Management
EDST 7312	Current Issues in School and Society

Concentration Courses (18 credits)

EDST 6216	Digital Research and Information Literacy*
EDST 6301	Literature for Children and Young Adults
EDST 6304	Production of Instructional Resources I** or
EDST 6305	Production of Instructional Resources II** or
EDST 6215	Production of Instructional Resources III**
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum in Educational Media Services (One semester)

**EDST 6216 should be taken during the first semester of Master's Degree courses*

***Production of Instructional Resources I, II and III may be taken in any sequence. No prerequisite skills required.*

Master's Degree Special Education M.A. Degree

For Candidates with a Standard Instructional Certificate

If you are a general education teacher, or a special education teacher co-teaching within an inclusive class, you are serving students with a variety of special needs, including students with autism. Both groups of students require different learning strategies and the M.A. will offer the candidate the necessary tools to meet their needs.

Special Education M.A. with a Concentration in Autism Studies

(Includes New Jersey Teacher of Students with Disabilities Endorsement and Seton Hall Certificate in Autism Studies)

Course of study - 36 credits

Required Courses (21 credits)

EDST 6441	Serving Diverse Learners I: Foundations, Special Education Laws & Impact on Schools & Families
EDST 6442	Serving Diverse Learners II: Disabilities Accommodations, Transitions & Community Resources
EDST 6446	Assessment for Special Education & Diverse Learners
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom

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- EDST 6445 Creating an Environment for Diverse Learners: Curriculum Strategies, Tools & Materials
- EDST 6440 Behavioral Disorders: Theory, Treatment & Classroom Management
- EDST 6444 Autism Spectrum Disorders: Theory, Treatment and Practice

Concentration Electives - 15 credits

- EDST 7447 Autism Spectrum Disorders: Assessment & Intervention
- EDST 7448 Applied Behavior Analysis (ABA) for Teachers
- EDST 7449 Autism: Behavior Therapy and Classroom Management
- EDST 7450 Single Case Design
- EDST 7451 Seminar: Research Methods in Special Education

Master's Degree Special Education M.A. with a concentration in Instructional Design and Technology

For candidates with a Standard Instructional Certificate (Includes New Jersey Teacher of Students with Disabilities Endorsement and Seton Hall Certificate in Information Technologies)

If you are currently a general education teacher or a special education teacher, you are teaching students with special needs. This program gives you the tools, strategies, and concepts to integrate computer technologies and assistive technologies throughout the special education curriculum. Modern technologies are the key to motivation, engagement and retention.

Course of Study - 36 credits

Required Courses (21) credits

- EDST 6441 Serving Diverse Learners I: Foundations, Special Education Laws & Impact on Schools & Families
- EDST 6442 Serving Diverse Learners II: Disabilities, Accommodations, Transitions & Community Resources
- EDST 6446 Assessment for Special Education & Diverse Learners
- EDST 6307 Integrating Curriculum & Technology in the Inclusive Classroom
- EDST 6445 Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools & Materials
- EDST 6440 Behavioral Disorders: Theory, Treatment & Classroom Management
- EDST 6444 Autism Spectrum Disorders: Theory Treatment, Practice

Concentration Electives (15 credits)

- EDST 6216 Digital Research & Information Literacy
- EDST 6304 Production of Instructional Resources I
- EDST 6305 Production of Instructional Resources II or
- EDST 6215 Production of Instructional Resources III
- EDST 6344 Seminar: Social, Ethical, Legal Issues in Technology
- EDST 6306 Instructional Design (Capstone final course)

Master's Degree Special Education M.A. Degree with a Supervisor's Certificate

For Candidates with a Standard Instructional Certificate (Includes New Jersey Teacher of Students with Disabilities Endorsement)

Course of Study - 36 credits

Required Courses (21 credits)

- EDST 6441 Serving Diverse Learners I: Foundations, Special Education Laws & Impact on Schools & Families
- EDST 6442 Serving Diverse Learners II: Disabilities, Accommodations, Transitions & Community Resources
- EDST 6446 Assessment for Special Education & Diverse Learners
- EDST 6307 Integrating curriculum & Technology in the Inclusive Classroom
- EDST 6445 Creating an Environment for Diverse Learners: Curriculum Strategies, Tools & Materials
- EDST 6440 Behavioral Disorders: Theory, Treatment & Classroom Management
- EDST 6444 Autism Spectrum Disorders: Theory Treatment Practice
- EDST Elective 3 credits

Supervisor's Certificate Requirements (12 credits)

(Online program only)

- ELMP 6665 Curriculum Development and Evaluation
- ELMP 6666 Supervision for Instruction and Evaluation
- ELMP 7772 Leadership Dynamics
- ELMP 7776 Curriculum Design and Engineering

Teacher of Students with Disabilities Endorsement

For Candidates with a Standard Instructional Certificate

The Teacher of Students with Disabilities Endorsement is designed and developed for New Jersey teachers who hold an initial Certification in another teaching specialty. The major area of the program includes initial New Jersey certification as a Teacher of Students with Disabilities for

certified elementary and secondary teachers. Because of the need for general education teachers to be dually certified in general and special education, Seton Hall's Special Education Endorsement adheres to the New Jersey state law that requires the development of recommendations on awareness of and instructional methods for teaching children with special needs, autism and other developmental disabilities.

Course of study - 21 credits

Required Courses

EDST 6441	Serving Diverse Learners I: Foundations, Special Education Laws & Impact on Schools & Families
EDST 6442	Serving Diverse Learners II: Disabilities, Accommodations, Transitions & Community Resources
EDST 6446	Assessment for Special Education & Diverse Learners
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom
EDST 6445	Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools & Materials
EDST 6440	Behavioral Disorders: Theory, Treatment & Classroom Management
EDST 6444	Autism Spectrum Disorders: Theory Treatment, Practice

Ed.S. in Bilingual/Bicultural Education Program

The purpose of this program is to train bilingual education leaders who will become school managers and administrators. The program assists them to attain the Ed.S. degree in Education Leadership, Management and Policy, with a concentration in Bilingual/Bicultural Education. Seton Hall University has designed a highly effective quality, competency-based Ed.S. program.

The program has received federal funding under the *National Professional Development* from the US Office of Education. Eligible students receive grant support to cover part of the cost of tuition. The program is designed to satisfy the needs of school districts to manage educational programs serving groups of language minority students in target languages such as Chinese, Japanese, Korean, Portuguese, Haitian Creole, and Spanish.

At the end of the program, students will receive the Educational Specialist (Ed.S.) degree and be eligible for New Jersey certification as a supervisor and a school leader. The program offers articulation with various school districts in New Jersey and has a strong track record of placement of former graduates in New Jersey, New York, Connecticut and Pennsylvania. The program incorporates the latest research on best practices and instructional effectiveness. The competencies of the program have been updated every year to comply with state standards and complies with UNESCO guidelines.

Admission Criteria

Candidates must satisfy the following admission criteria:

- 1) MA degree in a relevant area of education.
- 2) Demonstrate native or near-native command of English and the target language (Mandarin, Cantonese, Korean, Japanese, Haitian Creole, Portuguese or Spanish).
- 3) GPA of 3.0 or better.
- 4) Three years of teaching and/or administrative experience in a relevant work setting where bilingual/bicultural skills were used.
- 5) Written examples of previous academic work showing research ability in the field of education and Bilingual/Bicultural education.
- 6) Statement of professional goals and rationale for applying to the program.
- 7) Acceptable score on the Miller Analogy Test or Graduate Record Examination.
- 8) Personal interview showing knowledge of bilingual/bicultural education, and previous record of service and commitment to bilingual/bicultural education, as well as competency in the language considered the target of service.
- 9) Commitment to bilingual/bicultural education as reflected in educational and professional past experience.
- 10) US citizenship or permanent residency status.
- 11) Three letters of recommendation, including one from present employer and two from professors who can evaluate professional competence of the applicant.

Students who want to participate in the *National Professional Development Program* must complete the requirements of the department necessary to receive the Ed.S. degree in Education Leadership, Management and Policy, and take specialized courses to fulfill the competencies in bilingual/bicultural Education.

Educational Partners in Catholic Schools (EPICS)

Mary F. Ruzicka, Ph.D., Academic Director

The program leading to an M.A. in Education with a focus on Catholic helping professions has been offered since Summer 2000. The mission of the program is twofold: to recruit and further train non-certified or already certified teachers to serve in Catholic schools while simultaneously earning a graduate degree; and to offer a M.A. program to professionals working in any Catholic setting. The program is designed to enable beginning teachers with entry level professional knowledge and skill to acquire the advanced competencies needed to become teacher leaders within the Catholic educational community. This program is available for individuals who teach in Catholic schools or work in other church agencies, live together in community housing, and participate in spiritual and ethical development activities while also enrolled in a master's program. The academic program consists of 12 courses (36 credit hours). The courses are organized around four themes:

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- Catholic Heritage (6 credits)
- Information Technology (6 credits)
- Instructional Excellence (15 credits)
- Contemporary Issues (9 credits)

The academic program is organized on a cohort basis. Students will be enrolled in a specially sequenced curriculum that will permit the completion of the degree in two years, and where appropriate state certification. If necessary, course substitutions will be allowed if approved by the academic director of the program. Completion within two years is contingent upon enrollment in all courses scheduled for the cohort group.

For additional information, including the specific list of courses in the program, contact:

Mary F. Ruzicka Ph.D., Academic Director
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
(973) 275-2723

Certificate in Information Technologies

Program Director: Rosemary W. Skeele, Ed.D.

Students in any M.A. program may also apply for and receive the Seton Hall University certificate in Information Technologies. There is no New Jersey State certification for information technology. The Certificate in Information Technology program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any graduate 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 Information Technologies to students who successfully complete five three-credit information technology courses (15 credits). A maximum of 6 credits will be accepted for equivalent courses taken in other divisions of the University, or for courses taken at other colleges. Graduate students may apply the credits earned toward the certificate to a master's degree or an Ed.S. degree in the Educational Media Program.

The Graduate Information Technologies Certificate Program

The following courses may be applied toward the Information Technologies Certificate.

Select five of the following courses: (15 credits)

EDST 6210	Real World Technologies
EDST 6212	Real World Technologies II
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6214	Emerging Web Technologies
EDST 6215	Production of Instructional Resources III:
EDST 6216	Digital Research and Information Literacy

EDST 6304	Production of Instructional Resources I
EDST 6305	Production of Instructional Resources II
EDST 6314	Multimedia Technologies
EDST 6315	Technical Processes for Educational Media and Technology Resources
EDST 6344	Seminar: Social, Ethical, and Legal Issues in Technology
EDST 6345	Online Course Management and Delivery
EDST 6347	Special Projects in Technology
EDST 7348	Online Course Design and Implementation
EDST 7349	Internship in Information Technologies I
EDST 7350	Internship in Information Technologies II

Certificate in Autism Studies

Seton Hall University is meeting the current special education needs of the educational community. If you are a general education teacher with an existing MA in any field other than special education, a special education teacher with an MA in areas other than special education, a school psychologist, a guidance counselor, an occupational therapist, or a speech pathologist, you are faced with teaching or creating behavior plans for students with autism within the general education environment. The Seton Hall University certificate will provide you with the conceptual knowledge, strategies, and assessments that are necessary to serve the special needs of students with autism.

Certificate Requirements

A Seton Hall University Certificate in autism Studies to students will be awarded to students who successfully complete a five course, 15-credit program. A maximum of 6 credits will be accepted for equivalent courses taken in other divisions of the University, or for courses taken at other colleges. Graduate students may apply the 15 credits toward an MA degree in Special Education or Instructional Design and Technology at Seton Hall University. Graduate students need not be certified teachers in order to receive the Autism Studies Certificate.

Autism Studies Certificate Program

Five of the following six courses are required for the Autism Studies Certificate:

EDST 6444	Autism Spectrum Disorders: Theory, Treatment, Practice
EDST 7447	Autism Spectrum Disorders: Assessment & Intervention
EDST 7448	Applied Behavior Analysis (ABA) for Teachers
EDST 7449	Autism: Behavior Therapy and Classroom Management
EDST 7450	Single Case Design
EDST 7451	Seminar: Research Methods in Special Education

Guide to Acquiring Graduate Credit for Alternate Route Provisional Teacher Program Experiences and Options for Graduate Study

Director: Diana Minakakis, M.A.
Jubilee Hall, Room 414
(973) 275-2824

Promoting Professional Practice

The College of Education and Human Services at Seton Hall University is committed to lifelong learning and professional development. We are partners in providing alternative paths to learning and careers in education. We offer a variety of graduate programs in teaching, professional development, technology, educational media, and leadership to meet career goals.

Students may acquire up to 15 graduate credits in the College of Education and Human Services based on their experiences in any New Jersey State approved alternate route provisional teacher training program affiliated with Seton Hall University. For further information and to obtain forms, please call 973-275-2824 or email diana.minakakis@shu.edu

Procedure

- Complete a nonmatriculated student application.
- Complete an application to acquire graduate credit.
- Submit copies of Regional Training Center Reports for each formative Evaluation (Phases I, II, and III) and the Summative Evaluation prepared by your principal. (*Applicants do not need to submit all phases at once.*)
- Payment at 50% of the current graduate tuition rate by check, money order, or credit card (MasterCard, Visa, or Amex) must accompany application for credits. No fees will be charged.
- Seton Hall University will evaluate application materials.
- A grade of “A” or “B” will be posted to the student’s Seton Hall transcript for the related graduate credits. A grade of “A” reflects an outstanding rating and a grade of “B” reflects a satisfactory rating. *No credits will be awarded for unsatisfactory grades.* Courses will appear on the student transcript for the semester in which Seton Hall University receives the applicant’s paperwork and payment. The tuition rate for that semester will apply.
- Credits must be awarded within 3 years of completing the alternate route experience.
- Up to 15 awarded credits may be applied to an M.A. degree at Seton Hall University in Educational Studies.

Conversion of Alternate Route Provisional Teacher Program Hours to Seton Hall University Credit Hours

Students may acquire credits as they complete each phase of the provisional teacher program. Seton Hall University will accept proof of completion of the following experiences toward the awarding of 15 graduate credits:

Phase IA/Phase IB (80 hrs) for

EDST 6407 Foundations of Education (3 Credits)

Phase II (60 hrs) for

EDST 6408 Child and Adolescent Development (3 Credits)

Phase III (60 hrs) for

EDST 6409 Life in the Classroom (3 Credits)

Teaching with mentor (1 Year) for

EDST 6460 Contemporary Assessment Practice (3 Credits) and

EDST 6229 Clinical Practice Seminar (3 Credits)

Master’s Degree Programs

Students may use the 15 credits awarded for the Provisional Teacher Training Program (PTTP) toward a 36-credit Master of Arts in Education. Seton Hall’s M.A. programs reflect current good practice in education and are guided by the National Council for Accreditation of Teacher Education (NCATE) standards. The programs are constantly evolving as new ideas, pedagogies, and technologies develop and emerge. The following M.A. programs are available:

- Instructional Design with supervisor’s certificate (9 credits from PTTP may be applied to this program).
- Instructional Design and Technology (Includes IT certificate; 15 credits from PTTP may be applied to this program.)
- School Library Media Specialist (Includes NJ certification; 12 credits from PTTP may be applied to this program.)
- Special Education (Includes New Jersey Teacher of Students with Disabilities Endorsement: 15 credits from PTTP may be applied to this program.)

Admission to the M.A. Degree Programs

A streamlined admissions process has been designed especially for alternate route teachers. Students will have three years to apply their credits to a degree program at Seton Hall University. To be accepted as a candidate for a graduate degree, complete the following:

- application;
- \$50 application fee, payable to Seton Hall University;
- official transcripts confirming the completion of an undergraduate degree and, when applicable, a graduate degree from an accredited college or university;
- two letters of reference from professional and/or academic contacts attesting to the applicant’s academic abilities and personal qualifications;

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- two page, double-spaced, typed statement of goals;
- résumé; and
- interview with an admissions adviser.

No credits beyond the 15 alternate route training program credits will be accepted in transfer toward the M.A. programs.

Students will be charged at the full tuition rate for credits beyond those 15 awarded for the alternate route training program.

Course Descriptions

EDST 6001 Comprehensive Approach to the Exceptional Learner

This course surveys the physical, emotional, intellectual, and social conditions affecting children with learning problems and necessitating special conditions for success in the educational process. The etiology of learning disabilities, classifications, disability categories assessments, and educational programming for the learning disabled, preschool through adolescent youth, will be discussed. A review of relevant laws and the revised New Jersey Special Education Code will be included. *3 credits*

EDST 6002 Graduate Research Methods

A survey of research principles, methods and practices in education and the helping professions. *3 credits*

EDST 6003 Teachers as Inquirers: Classroom-Based Research

Introduction to classroom-based research to support participants as they prepare to research a designated problem. Participants reflect on their teaching practices, examine examples of classroom research, formulate research questions and hypotheses, study a variety of data-gathering techniques and conduct a classroom based inquiry. Participants are encouraged to publish their findings in professional journals. *3 credits*

EDST 6005 Reading in Content Areas

Provides an overview of the teaching of reading in grades 7-12, college years and adult courses. Emphasizes skills and techniques used when the reading teacher assumes the role of reading supervisor, reading consultant or administrator of reading programs. *3 credits*

EDST 6009 Teaching Strategies for Multicultural Education

Definition of the social foundations and theories of multicultural education. Exploration of past and current issues and directions of multicultural education. Strategies for teaching multicultural education that reflect an understanding and respect for the cognitive, affective and communicative diversity of students. *3 credits*

EDST 6108 Educational Interventions for Students with Learning Disabilities

Introduction to the field of learning disabilities, bringing together theory and practice. The historical background and evolution of the learning disabilities concept and the theoretical foundations that support the evolving field of study, research and practice. The current status of the learning disabilities field, including definition, prevalence, etiology, legislative parameters and diagnosis and treatment. *3 credits*

EDST 6210 Real World Technologies

Introduction to computers and computing, problem solving, changes in technology, and the impact of computers in our lives. Provides a working knowledge of computers and the Windows operating environment with an emphasis on word processing, desktop publishing, spreadsheets, presentation, and Web editing software programs. This course is designed to focus on student computing needs. *3 credits*

EDST 6212 Real World Technologies II

Introduces and develops expertise in database, desktop publishing, photo-editing, and semantic networking software. Presents advanced concepts in word processing, spreadsheet, and presentation graphics. Emphasis is placed on using these programs to their full advantage by use of advanced integration. The terminal goal is to develop computing skills as they apply in appropriate organizational settings. *3 credits*

EDST 6214 Emerging Web Technologies

The theory, creative design, software skills, and practical applications for effective web page development will be presented. A special feature of the course is the development of an ADA compliant website. Real world applications the student will experience are: developing text, graphics, links, tables, styles, layout position, and experiencing numerous on-line web design applications. By the end of the course, students will have completed professionally designed online employment, or personal portfolios and informational sites. *3 credits*

EDST 6215 Production of Instructional Resources III: Digital Video and Animation

This course combines the use of new media tools to create and develop 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*

EDST 6216 Digital Research and Information Literacy

Advanced digital research using computer-based and Internet accessible tools. Students find, evaluate and assemble the best information for individual action research interests and workplace needs; develop research skills and information discrimination techniques using digital resources. Includes research problem development, research methodology, bibliography development, search strategies, digital reference

materials, online newspapers and periodicals, email, wikis, blogs and online surveys. *3 credits*

EDST 6229 Clinical Practice with Seminar

The candidate integrates and connects models of teaching and subject matter in the classroom with the direct supervision of a cooperating teacher, a Seton Hall University supervisor, and a seminar professor. Students are able to fine-tune their teaching skills through instruction, reflection, and responses to feedback from teaching professionals. Portfolio development, career readiness, reflection on practice and professional growth are the primary foci of this course. *3 credits*

EDST 6301 Literature for Children and Young Adults

Evaluating, selecting and using literature in print and electronic formats with children and adolescents. Course emphasis is on strategies for motivating children to read and the integration of literature with lesson plan development throughout the curriculum. *3 credits*

EDST 6304 Production of Instructional Resources I: Visual Communication Design

An introduction to visual communication that provides students with the needed skills to design, produce, practice, and present creative products utilizing a variety of electronic media. The importance of developing visual literacy through practice in interactive media, print, video, digital photography and presentation will be a focus. From typography and layout to color and composition, an array of design elements will be explored in relationship to constructing a clear channel of communication for maximizing student learning. *3 credits*

EDST 6305 Production of Instructional Resources 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 digital techniques 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*

EDST 6306 Instructional Design

Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process. *3 credits*

EDST 6307 Integrating Curriculum and Technology in the Inclusive Classroom

Candidates integrate “best practice” with state and national standards while designing and developing a technology-based instruction for diverse learners. The instructional design/lesson planning process is explored while developing well-supported rationales for the selection of strategies, materials, and tools based on particular student needs, experiences and expectations. A broad range of computer-supported learning tools, projects, assistive technologies, and emerging technologies are examined, developed, and evaluated through an interactive approach. *3 credits*

EDST 6308 Organizing and Administering Educational Media and Technology Programs

Exploration of the roles, functions and responsibilities of the educational media specialist and the instructional technology professional. Philosophical perspectives; the selection and handling of materials and equipment; managing media and technology services; grant writing; facility design; computer-based technologies for management; budgeting; and issues such as professionalism, ethics, public relations and copyright laws are studied. *3 credits*

EDST 6310 Practicum in Educational Media Services

This graduate-level practicum involves a minimum of 150 hours, for certified teachers and a full semester for those non-certified working at an approved school library media center under supervision of a certified school library media specialist and a Seton Hall University SLMS supervisor. This practicum involves observation and participation in all important aspects of school library media administration, including selection and organization of materials; reference and bibliographic services; production of resources; curriculum development; and techniques of teaching lessons, information literacy and other school library media skills. *3 credits*

EDST 6314 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*

EDST 6315 Technical Processes for Educational Media Resources

An analysis of the theory of classification and information systems, techniques for print and non-print cataloging with emphasis on practical application utilizing automated resources, and a survey of developments in information retrieval and other educational media center applications of modern procedures in acquisition, circulation, management and periodical control. *3 credits*

EDST 6324 Human Relations

Theory and practice in the treatment and elimination of destructive human conflicts. Special reference to inter-group and intercultural problems in a period of changing social relations. *3 credits*

EDST 6325 Psychological Foundations of Education

Advanced study of human personality. Cognitive and dynamic factors; learning and transfer, critical and creative thinking, motivation, emotion, volition, attitudes, individuality and sociality. *3 credits*

EDST 6326 Advanced Psychology of Learning

Research in learning, motivation, individual differences, teaching methods and adjustment as applied to the learning process. Survey of major contemporary psychologists. *3 credits*

EDST 6328 Critical Issues in Education

Analysis of specific and experiential problems in education within the context of current philosophical and psychological assumptions. *3 credits*

EDST 6329-6331 Independent Study

For students who wish to design and conduct independent graduate research. Permission must be obtained from the participating faculty. Prerequisite: Approval of department chair. *1-3 credits*

EDST 6336 Educational Psychology

Advanced scientific study of human personality. Cognitive and dynamic factors; learning and transfer, critical and creative thinking, motivation, emotion, volition, attitudes, individuality and sociality. *3 credits*

EDST 6337 Foundations of Contemporary Education

Advanced course in the fundamental concepts of educational thought from primitive society to the present. Emphasis is on significant historical, philosophical and educational movements. *3 credits*

EDST 6344 Seminar: Social, Ethical and Legal Issues in Technology

Social, ethical and legal problems associated with computer-based technologies will be explored, debated and researched, along with the means for reducing problems and coping with their effects. *3 credits*

EDST 6347 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*

EDST 6352-6353 Risk Prevention, Reduction and Intervention

For school personnel to effectively participate in a Coordinated School Health Program, this course addresses issues of resiliency, misuse, and abuse of chemical substances. Educators who aim to meet their responsibilities with regard to school health will be trained in the comprehensive approach toward reducing risks and consequences associated with experimentation, use, misuse, and dependency of chemical substances. Factors that promote resiliency toward chemical abuse are studied with respect to their implications for youth (preschool through grade 12). Effective planning and implementation of substance abuse education for students, staff, and family will be fostered through class projects and activities. *2 and 3 credits, respectively*

EDST 6407 Foundations of Education

This course will introduce the teacher candidate to the challenges and rewards of teaching in today's society. It is designed to assist future teachers in developing a passion for teaching and to explore techniques for putting one's passion to work in the classroom. To do this we explore the roles of a professional educator in today's changing society and the public policy affecting teachers. We will look at learners

and their diverse needs and how to address these needs in a heterogeneous classroom. We will examine the curriculum, effective instruction, and the history of education. *3 credits*

EDST 6408 Child and Adolescent Development

This course is designed to equip teacher candidates with knowledge of human development, cognitive, emotional, physical, social, and moral, across the lifespan. By integrating theory into practice, this knowledge will enable them to understand, from multiple perspectives, how education has been developed, from early childhood through adolescence. Candidates will be empowered to create developmentally appropriate curricula and approaches for students with developmental patterns that fall within the norm as well as those that vary from the norm. Curricular controversies and current issues in development will be explored and debated to enable candidates to think critically in making enlightened decisions that benefit children and their learning experiences. *3 credits*

EDST 6409 Life in the Classroom

This course is designed to assist the teacher candidate in developing the skills, competencies and attitudes needed for teaching and to explore techniques for putting your passion to work in the classroom. We will explore the roles of a professional educator in today's changing society and the public policy affecting teachers. We will look at learners and their diverse needs and how to address these needs in a heterogeneous classroom. We will examine the nature of teaching, overview of the elementary curriculum, strategies for working with diverse learners, planning for effective instruction, and applying instructional theory to practice. *3 credits*

EDST 6411 Elementary Math & Science Methods: Technology & Materials

The purpose of this course is to address critical thinking, problem solving, and inquiry as they relate to the mathematics and science curriculum in elementary schools. Prospective teachers will become acquainted with classroom practice that focuses on both the National and NJ State Core Curriculum Standards. They will become conversant with the contemporary science and math curriculum that emphasizes the application of problem solving concepts and strategies using manipulatives and materials, exploring alternative mental processes, conducting research, collecting, reporting, and analyzing data, implementing a variety of inquiry methods, and utilizing a hands-on, minds-on interactive approach. Teaching for understanding of mathematical and scientific ideas is the goal as well as building classroom communities centered on sharing understandings, developing explanations, and scaffolding the acquisition of new concepts built on foundational knowledge. The focus will be on deep learning and utilizing strategies that teach children how to formulate written and oral explanations to illustrate concepts in multiple contexts. *3 credits*

EDST 6412 Secondary Math & Science Methods: Technology & Materials

The purpose of this course is to address critical thinking, problem solving, and inquiry as they relate to the mathematics and science curriculum in secondary schools. Prospective teachers will become acquainted with classroom practice that focuses on both the National and NJ State Core Curriculum Standards. They will become conversant with the contemporary science and math curriculum that emphasizes the application of problem solving concepts and strategies using manipulatives and materials, exploring alternative mental processes, conducting research, collecting, reporting, and analyzing data, implementing a variety of inquiry methods, and utilizing a hands-on, minds-on interactive approach. Teaching for understanding of mathematical and scientific ideas is the goal as well as building classroom communities centered on sharing understandings, developing explanations, and scaffolding the acquisition of new concepts built on foundational knowledge. The focus will be on deep learning and utilizing strategies that teach students how to formulate written and oral explanations to illustrate concepts in multiple contexts. *3 credits*

EDST 6417 Methods of Teaching Science/Math II

Addresses problem solving as it relates to mathematics and science curriculum in elementary schools. Students become acquainted with classroom practice that focuses on both the national and NJ State Core Curriculum Standards. Students become conversant with contemporary science and math curriculum that emphasizes the application of problem solving concepts and strategies using manipulatives, exploring alternative mental processes, conducting research, collecting and reporting data and utilizing a hands-on, minds-on cooperative, interactive approach. Field experience required. *3 credits*

EDST 6421 Child and Adolescent Development & Diversity

This course is designed as an introduction to child and adolescent development. We will explore the changes in physical, social, emotional, and cognitive development from birth through late adolescence. Unlike psychology courses with similar content, this course will have an added component: the translation of theory into practice for classroom teachers. Educational theorists such as Montessori and Dewey will be discussed alongside developmental psychologists like Piaget and Vygotsky as we explore how children develop and learn. *3 credits*

EDST 6422 Classroom Curriculum, Planning & Organization

Classroom curriculum, planning, and organization in an initial course in curriculum, instruction, and classroom management. It is intended to introduce candidates to the profession of teaching and all that it entails. Candidates will develop knowledge and skills in curriculum and lesson planning. Emphasis will be on effective teaching strategies that are useful across the disciplines as well as their application to specific subject areas in accordance

with NJ Core Curriculum Content Standards. In addition, candidates will develop skills in managing effective learning environments and supporting students through daily classroom routines. Using the knowledge and skills gained in this course, candidates will create their own classroom management plan based on their anticipated grade level/content area. Basic teaching strategies and technological applications designed for contemporary classrooms will be modeled throughout the course. *3 credits*

EDST 6423 Elementary Literacy & Social Studies Methods: Technology and Materials

This course focuses on literacy and social studies methods. For literacy, the goal is to develop effective teachers of literacy who understand how children learn to read and write and use literacy to learn in content areas. For social studies the goal is to develop an understanding of the multi-discipline of the social studies and to explore and implement effective strategies for teaching in social studies. Graduate students will learn to integrate literacy and social studies effectively into the elementary education curriculum. *3 credits*

EDST 6424 Secondary Literacy & Social Studies Methods: Technology and Materials

This course focuses on literacy and social studies methods. For literacy, the goal is to develop effective teachers of literacy who understand how students learn to read and write and use literacy to learn in content areas. For social studies the goal is to develop an understanding of the multi-discipline of the social studies and to explore and implement effective strategies for teaching in the social studies. Graduate students will learn to integrate literacy and social studies effectively into the secondary education curriculum. *3 credits*

EDST 6425 Assessment of Student Learning

In an era of accountability, there exists a high demand for teachers who have a variety of tools in their repertoire to assess students and guide them to increased learning. In addition to the traditional forms of testing and ability to analyze test results, school districts are seeking professionals who are skilled in designing alternative opportunities for students to demonstrate their learning: performance-based tasks, portfolios, exhibitions, inquiry/group investigations, and projects. To help students show what they know through these diverse vehicles, teachers have a variety of instruments and processes to assess the work products of students: rating scales, rubrics, checklists, conferences, focus groups, interviews. Criteria for these assignments are explained in advance, so students understand how their pieces and demonstrations will be judged. Peers, outside judges, other teachers, and family can assist in reviewing student work. *3 credits*

EDST 6426 Clinical Practice and Seminar

The Clinical Practice and Seminar supports post baccalaureate teacher candidates as they integrate and implement their knowledge of teaching and subject matter with the instruction of students in classrooms during their clinical practice internship. The seminar professor, the

cooperating teacher and the university supervisor coordinate their efforts to support, instruct and guide the teacher candidate to demonstrate best practice in classrooms. The weekly seminar is a support system - an avenue for teaching, learning, sharing, reflecting, questioning, discussing and experimenting to inspire and promote personal and professional growth, satisfaction and achievement as candidates embark on a new career. Portfolio development linked to College, New Jersey INTASC, and NCATE Standards, preparation of a teacher work sample, career readiness, preparation for certification, reflection on practice and professional growth are the primary outcomes of this course. *3 credits*

EDST 6440 Behavioral Disorders: Theory, Treatment and Classroom Management

The goal of this course is to introduce students to several different types of disabilities related to behaviors (e.g. emotional and behavioral disorders, attention deficit disorders, developmental disorders, as well as various conduct disorders). Various approaches will be discussed to positively and effectively deal with these challenging behaviors within a general education classroom. Creating environments that support learning and on-task behavior as well as interventions to deal with off-task behavior are studied. *3 credits*

EDST 6441 Serving Diverse Learners I: Foundations, Special Education Laws & Impact on Schools & Families

Introduction to the profession of special education, the laws and legislation associated with the field, and the knowledge and skills to understand special education and become familiar with the Individualized Education Program (IEP). The course prepares candidates to understand the impact of a disability on the student, school, family, and examines family structure and functioning to foster understanding of the interconnection between home, school, and community. *3 credits*

EDST 6442 Serving Diverse Learners II: Disabilities, Accommodations, Transitions & Community Resources

Building upon the foundational knowledge related to special education law and classifications in EDST 6441, five disability categories, Learning Disabled, Other Health Impaired (ADHD), Autism, Traumatic Brain Injury, mild/moderate Mental Retardation, and culturally and linguistically diverse students are examined. This prepares candidates to adapt their classrooms, teaching styles, and learning strategies to better serve diverse students. Woven throughout each module is the importance of integrating the services of community agencies to maximally assist students with disabilities and their families. *3 credits*

EDST 6444 Autism Spectrum Disorders: Theory, Treatment, Practice

This course focuses on children with autism and examines the variety of exceptionalities and special needs of these children emphasizing the collaborative partnerships among educators, clinicians, parents and families. Neurobiological, psychological, educational, social, and emotional factors will

be addressed. Specialized teaching strategies for successful inclusion. Opportunities to observe children with autism will be part of the course experience. *3 credits*

EDST 6445 Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools & Materials

Candidates are introduced to best practices for teaching students with exceptional, diverse and at-risk learning styles in inclusive classrooms for academic, functional, and transitional learning. The multicultural curriculum and instructional accommodations for linguistic diversity and second language acquisition are included. Candidates will write a Response to Intervention (RTI) Action Plan and Individual Education Plan (IEP) using the knowledge and skills acquired in EDST 6446-Assessment. The selection design, development, and modification of instructional strategies, tools and materials using both low tech and computer-based technologies for teaching diverse students will be used within the IEP. *3 credits*

EDST 6446 Assessment for Special Education & Diverse Learners

The process of educational and psycho-educational assessment and its relationship to instructional planning for diverse students is explored. Candidates begin with assessment that directly relates to universal screening and progress monitoring in the general education classroom and progresses toward knowledge of special education (SpEd) measurements, which include intellectual, perceptual and achievement. SpEd eligibility is embedded in informal and formal measurements of assessment. Candidates prepare a Comprehensive Evaluation. Response to Intervention (RTI) action plan and an Individualized Education Program (IEP). *3 credits*

EDST 6450 Inclusive Practices in Educational Settings

Candidates are introduced to the theory and practice of working with students with diverse backgrounds and needs in a single classroom: the inclusive classroom. It includes an exploration of past and current issues and directions in inclusive education. Strategies for teaching students with diverse needs, in the area of cognition, affective development and communicative style will be addressed. Specifically this course will examine these issues in relationship to (i) gender; (ii) race; (iii) culture; (iv) class; (v) disability; and (vi) language use. *3 credits*

EDST 6460 Contemporary Assessment Practices

Theory and practice of educational testing, development of, and use of tests and other methods for assessment, analysis and interpretation of test results. Practice in major test construction in student's area of concentration. Emphasis placed on alternate and authentic forms of assessment. *3 credits*

EDST 6551 Advanced Strategies of Teaching

Teaching techniques for transmitting skills, knowledge and understanding to students: lecture; discussion; heuristic approaches; educational trips; group projects; programmed, individualized, mediated, computer-assisted instruction. Motivation, guidance and classroom management. Evaluation of student programs. *3 credits*

EDST 6555 English Language Arts

Adopts an integrated skills approach to teaching English; presents techniques for teaching various forms of composition; stresses the importance of process writing; develops strategies for teaching literature and applying reader response theory; focuses on computer applications; introduces portfolio and authentic assessment. *3 credits*

EDST 6557 Secondary Science Methods

Examines interrelationships among the sciences, analyzes real world problems in each science field. Classes model essential strategies and practices while students actively engage building knowledge and skills necessary for teaching and learning secondary science, using state and national standards. *3 credits*

EDST 6558 Secondary Mathematics Methods

Examines current curricular trends and practices in the teaching of secondary mathematics using state and national standards. *3 credits*

EDST 6561 World Languages

Presents students with a current picture of modern language teaching and its place in society. Students learn a number of approaches to communicative language instruction and create lessons using these methods. Students practice presenting their lessons and learn to become reflective practitioners of their craft. *3 credits*

EDST 7001 Seminar: Education Research Methods

Review and critical evaluation of selected writings and research in education. Written appraisals concern research design, fundamental concepts, recent data and significant educational issues. (Formerly RESH 7001). Prerequisite: EDST 6002. *3 credits*

EDST 7204 The Gifted Child

Examination of the criteria which identify gifted children. Materials, methods and programs for stimulating these pupils to satisfactory achievement, occasionally offered in special content areas such as reading, mathematics and science. *3 credits*

EDST 7310 Ethical Issues in School and Society

Justice and the universal natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. *3 credits*

EDST 7312 Current Issues in School and Society

This course examines the background and current status of proposals that address a variety of educational controversies. Past and present cycles of reform are considered generally, with specific attention given to issues such as governmental roles in education; financial reform; school choice; multicultural education; teacher education; teacher empowerment; race, class, and gender issues in education; education and work; and the relationship of children's health and learning. *3 credits*

EDST 7313 Catholic Education: Yesterday, Today, and Tomorrow

A history of the development of Catholic educational institutions and the values and circumstances that promoted their existence. The culture and norms of Catholic schooling are examined, as are the social and religious issues that impact their well-being. *3 credits*

EDST 7314 Fostering Moral Development in the Classroom

Examines and evaluates theories and approaches to fostering the moral development of children and young adults. Factors such as school climate, curriculum and instructional methods are analyzed as variables that can promote or inhibit moral development. *3 credits*

EDST 7345 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*

EDST 7348 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*

EDST 7349 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*

EDST 7350 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*

EDST 7447 Autism Spectrum Disorders: Assessment and Intervention

This course examines assessment tools and strategies for use with individuals on the Autism Spectrum. Candidates will explore formal and informal assessment procedures used with children and young adults who manifest learning characteristics of students with Autism Spectrum Disorders (ASD), including Pervasive Development Disorder-Not Otherwise Specified (PDD-NOS), Autism and Asperger's Syndrome. Emphasis is placed on assessment procedures, including formal, informal and environmental practices, which is a component of curricular decision-making. Candidates will become familiar with the types of assessment, such as screening, diagnosis, and identification of skills within the developmental domain, sensory, play, socialization, behavior and communication. Practical

strategies detailing what to teach based on assessment results and an overview of curricula approaches and materials will be taught. The course will further examine both general education and alternative curriculum to assist teachers in planning appropriate formal and informal assessment strategies. *3 credits*

EDST 7448 Applied Behavior Analysis (ABA) for Teachers

This course will present the candidate with an introduction to the basic principles of Applied Behavior Analysis (ABA), learning theory, and the fundamental principles of behavior. The course will also provide an introduction to the process of measuring and recording behavior. The application of behavior analytic principles will be illustrated through readings and projects regarding the treatment of individuals with autism and their behavioral needs. *3 credits*

EDST 7449 Autism: Behavior Therapy and Classroom Management

This course will explore the principles of Applied Behavior Analysis (ABA) and their use in the special education classroom. Areas of focus will include behavioral observation and assessment, data collection and analysis, and behavioral intervention using principles of ABA. Specific reinforcement strategies will be discussed. The course will assist special education teachers to more effectively manage behavior, teach children with behavioral challenges, and manage their classrooms. Ethical concerns in relation to behavior change will be addressed throughout the course. *3 credits*

EDST 7450 Single-Case Design

This course presents an overview of single-case design and applied research design by exploring their characteristics, strengths, and limitations. General procedures in single-case research, single-case experimental designs, and their methodologies will be analyzed. This course will also provide an overview of behavior measurement and assessment, recording, graphing, and the visual analysis of the data investigated while demonstrating experimental controls and intervention effects. Ethics relevant to single-case design research will be applied. *3 credits*

EDST 7451 Seminar: Research Methods in Special Education

Review and critically evaluate selected writings and research in special education. Research design, developing a problem and hypothesis, reviewing literature, collecting data, and making recommendations on significant special education issues will be addressed. A fully documented research paper worthy of publication is required in a specialized area of Special Education. *3 credits*

EDST 7452 Introduction to Transition Education and Services for Students with Disabilities Part 1

This course reviews the major historical programs for educating and preparing students with disabilities. It further discusses the movements, concepts and initiatives that have affected education and transition services. Transition

junctures from early childhood to middle school will be investigated. Topics covered include education and transition services in perspective, legislative foundations, students and families as key participants, assessment for transition education and services, transition in early childhood through middle school and instructional strategies for transition. *3 credits*

EDST 7453 Introduction to Transition Education and Services for Students with Disabilities Part 2

This course reviews the major historical programs for educating and preparing students with disabilities. It further discusses the movements, concepts and initiatives that have affected education and transition services. Transition junctures from high school to employment to living in the community will be investigated. Topics covered include transition to employment, job placement, training and supervision, transition to postsecondary education, transition to living in the community, school-based and community-based resources and transition services in the IEP. *3 credits*

EDST 7501 Human and Intercultural Relations

Race, gender and ethnic relations in the historical perspective of the foundation of the United States as a nation. A critical review of theories of assimilation and the goals of a post-melting pot society for a new social order. *3 credits*

EDST 7502 General Linguistics

Introduction to language and the analysis of some of the basic technical concepts of linguistics. Representative theories of grammar, the nature of grammatical rules, and the process of language standardization and the process of non-standardized varieties. *3 credits*

EDST 7505 Social Psychology of the Bilingual Child

The social psychology of bilingualism and bilingual behavior. Effects of bilingualism on intelligence and cognitive development. The effects of bilingual development and intelligence. The correlation between culture and styles of processing information, with attention to the differentiation of cognitive styles. Alternative learning and cognitive styles in the classroom. Cross-cultural counseling and its impact on strategies for helping the culturally different child. Language attitudes and their impact on academic achievement and intergroup relations. Acculturation stress and the impact on mental health of linguistic minorities. *3 credits*

EDST 7506 Principles of Bilingual/Bicultural Education

The history of bilingualism in the United States. State and federal legislation; court decisions. Vernacular languages in education at the national and international levels. Types of bilingual communities. Models of bilingual instruction. Bilingual education methodology and educational rights of linguistic minorities. Instructional effectiveness of bilingual education programs. Cognitive and socio-cultural effects of becoming bilingual. Evaluation of bilingual education programs and educational policy. *3 credits*

EDST 7507 Bilingual/Bicultural Education: Theory and Practice Teaching Content Areas

Strategies in teaching the content-area subjects bilingually. Student placement and language proficiency; criteria of entry and exit. Lesson planning for the limited English proficient (LEP) student. Curriculum development and adaptation of materials for bilingual instruction in the content areas. Curriculum modules and planning. Career infusion of the bilingual curriculum. Ethnic infusion of bilingual curriculum. Testing in the bilingual content areas. Teacher competencies and training in the content areas. *3 credits*

EDST 7510 Secondary Education Curriculum Design and Implementation

Historical and philosophical foundations of Secondary Education curriculum design, the social forces affecting curriculum decisions and the process of curriculum improvement. The process of curriculum improvement, the different participants involved and the impact of curriculum improvement on staff development and student learning. Strategies used in curriculum development are studied as well as the evaluation of outcomes. *3 credits*

EDST 8214 Group Dynamics

This course provides an in-depth cognitive understanding of dynamics of the processes operating in groups as well as an analysis of leadership in different types of groups. Strategies for effective group processes in instructional, workplace and global settings today are presented so that productive and positive outcomes are enhanced. *3 credits*

EDST 8511 Field Experience in Bilingual/Bicultural Education

Cross-cultural experiences through the bilingual classroom setting. Involvement in learning bilingual teaching strategies and classroom management procedures; specific emphasis on teaching content area subjects bilingually. Introduction to the educational applications of ethnographic interviews. Ethnographic report submitted at the end of the course. *3 credits*

EDST 9301 The History of Education in America

Study of the reciprocal relationship between educational theory and practice and the historical development of American society; special emphasis given to analysis of competing educational perspectives, goals and accomplishments of educational reforms, origin of teaching practices and evolution of educational institutions. *3 credits*

EDST 9306 Culminating Research Seminar/Project

Complete research or a project under the guidance of a University mentor and faculty committee. Completed projects shared for exchange of ideas and information with other degree candidates before final acceptance by the department. Prerequisite: completion of all program requirements. *3 credits*

EDST 9502 Research Seminar

An introduction to ethnographic research methodology. Students investigate how the cultural relations of community work. Case studies are analyzed throughout the course based upon intensive ethnographic interviews of selected informants. Analysis of the various steps of ethnographic research include data gathering, analysis of ethnographic data and interpretation. *3 credits*

EDST 9503 Curriculum and Readings in the Selected Field of Study

Nature of curriculum and the need for curricular synthesis; focus on materials, methods, research and current developments relating to the specialized fields; investigation of curriculum construction and evaluation in the specialized field. *3 credits*

EDST 9504 Problems and Issues in Secondary and Post-Secondary Teaching

Study of pertinent problems of educators. Seminar work relevant to student's selected area of investigation. *3 credits*

EDST 9505 Sociolinguistics and Bicultural Education

Social aspects of speech, problems of variation in language, dialects, bilingualism and diglossia, code-switching, pidginization, creolization and other fundamental sociolinguistic concepts. Some problems of language policy, language planning and sociolinguistic issues of bilingual education. *3 credits*

EDST 9506 Psycholinguistics and Bilingualism

Topics in linguistics and psychology relevant to first and second language acquisition, including reading and writing skills. The interrelationship among language, culture, thought and comprehension. Bilingual and bicognitive development both in children and adults. Prerequisites: (1) Two linguistics courses, including applied linguistics; and (2) TESL II or Foundations of Bilingual Education or a course in cognitive psychology. *3 credits*

EDST 9511 Culminating Research Project

A continuation of EDST 9502 using an expanded research design. The course is intended for students pursuing the Ed.S. Degree. *3 credits*

School of Health and Medical Sciences



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Associate Dean: John W. Sensakovic, M.D., Ph.D.

Associate Dean: Mona Sedrak, Ph.D., PA-C

**Associate Dean for Special Academic Programs and
Projects:** Christopher W. O'Brien, Ph.D., LAT, ATC

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:

Christopher Hanifin, M.S., PA-C, Chair

Speech-Language Pathology:

Vikram N. Dayalu, Ph.D., CCC-SLP, Chair

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Torcivia, Ph.D., OTR; Deborah Welling, AuD, CCC-A/FAA;
Genevieve Pinto Zipp, PT, Ed.D.

The School of Health and Medical Sciences offers two distinct educational programs for healthcare professionals: medical residency and fellowship training for physicians, dentists and pharmacists; 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.

Note: A Master of Science in Jurisprudence in Health Law is offered through Seton Hall University School of Law. For more information about the program, please see the Law School section of this catalogue.

General Information

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 three distinct educational programs: residency and fellowship training, continuing professional development and graduate programs in health sciences.

Residency programs offer training for physicians in specialty areas such as internal medicine, surgery, neurology, orthopedics, 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 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 several innovative graduate programs in the health sciences that prepare healthcare professionals for leadership roles in clinical practice, healthcare management, education and research. These programs are designed to provide healthcare professionals with an enhanced knowledge base through a flexible and diverse curriculum. The school offers a Doctor of Philosophy degree in Health Sciences with specializations in health professions leadership, movement science, and speech-language pathology.

The School of Health and Medical Sciences offers a Master of Science in Occupational Therapy program designed to prepare healthcare practitioners who will: provide a broad range of patient care services to persons of all ages within the scope of occupation-based interventions addressing self-maintenance, self-care, school, work and play/leisure occupations; critically analyze and convey research information to provide a broad range of patient care services; conduct clinical research; and carry out administrative responsibilities.

The Master of Science in Physician Assistant program prepares post-baccalaureate students to perform as certified physician assistants in the broad healthcare arena.

The School offers a Master of Science in Speech-Language Pathology. The program prepares practitioners with the broad-based knowledge and skills to work with the infant-toddler, preschool, school-age, adolescent, adult, and geriatric populations in all settings that employ speech-language pathologists.

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.

Admission Criteria

Admission to the School of Health and Medical Sciences is competitive. Admission decisions are holistic and based on multiple indicators of likely student success; it will not be possible to admit every student who meets minimum qualifications for any one criterion. Program needs and capacities are also factors in the admission decisions.

Repetition of Courses

Students who have completed SHMS courses and received a grade of C or better are not permitted to repeat such courses. However, any student receiving a grade of less than "C" (including a grade of "U" when applicable) shall be required to repeat the course the next time the course

is offered and earn a grade of “B” or better (or “S”, when applicable), in the repeated course and maintain a cumulative grade point average of 3.0 or better. As a result of a course failure, the student shall be placed on academic probation. A student will have only one opportunity to repeat a failed course. Failure to successfully retake and/or pass a failed course shall result in a recommendation of dismissal from the program.

For further information see the SHMS Academic Performance Standards Policy and Student Performance Review Committee (SPRC) Procedures document.

Ph.D. in Health Sciences

The Doctor of Philosophy in Health Sciences (Ph.D. in H.S.) program in the School of Health and Medical Sciences of Seton Hall University is distinguished by its interdisciplinary and intradisciplinary approach to graduate study. The fundamental design of the program is a model of professional education that is broadly based with a core curriculum in health sciences and varied specialization tracks, which permit healthcare professionals to assume leadership roles as advanced practitioners, researchers, managers or health professions educators. The program is designed for health professionals interested in pursuing advanced education at the doctoral level.

A core group of courses provide the basis for an understanding of the healthcare delivery system and an understanding of the role and importance of communication skills within organizations. Additional courses in research methods and scientific writing, taken by students in all tracks, promote the development of critical thinking necessary to achieve career goals. Students select specialized courses designated for each track, which provide them with the opportunity to design an individualized plan of study that meets their needs and interest. The coursework is enhanced through participation in seminars, practica, research projects, independent studies and research forums.

The three tracks in the Doctor of Philosophy program are health professions leadership, movement science, and speech-language pathology. The program is committed to the enhancement of leadership and clinical practice applications by assisting students in the development of basic research skills; the investigation of research questions in the clinical, healthcare services or health professions education environment; and the acquisition and distribution of new information to society. Flexible scheduling allows for full-time and part-time studies.

Specialization in Health Professions Leadership

The health professions leadership specialization track is designed to provide doctoral education for those healthcare professionals seeking leadership roles in a variety of healthcare settings. The leadership track prepares these individuals to design and evaluate methodologies for the delivery of high-quality, cost-effective and integrated healthcare services and health professions education

programs. The specialization also prepares students to apply the theories and functions of healthcare management, strategic planning, finance, budgeting and marketing in the design and delivery of healthcare services and health professions education programs; influence healthcare policies and regulations that effect the delivery of healthcare and the education of health professionals; and utilize tools for managing healthcare and educational information.

Specialization in Movement Science

A trend toward the multidisciplinary study of human movement and motor control has resulted in a restructure and redesign of traditional theories of movement. This has contributed to the need for rehabilitation professionals who read and apply new knowledge and findings for clinical or educational practice, and for educators to alter what is taught at the entry-level of practice. Students specializing in a concentration in movement science develop a coherent view of theory, clinical practice and research in motor learning and control. Study is directed at both normal and dysfunctional movement.

The goal of the specialization is to prepare students for research and teaching careers. This goal is met by the comprehensive educational program, which is complemented by a mentoring model of graduate education emphasizing research under the direction of experienced faculty.

Specialization in Speech-Language Pathology

The specialization track in speech-language pathology offers a flexible program of advanced study tailored to address the individual needs of doctoral students with a primary interest that can range from basic research in speech, voice or language science to applied research and/or clinical applications related to speech and language disorders. Doctoral-level courses are offered in the various areas of communication science and disorders, as well as in a large number of related disciplines. This coursework can be combined with independent study in order to design a program of study that provides an even closer match for the individual's interests and professional goals. Supervised research and teaching experiences further supplement this comprehensive and rigorous training program which culminates in the completion of the doctoral dissertation.

Program Goals, Objectives and Outcomes Goals

The overall goal of the Doctor of Philosophy (Ph.D.) is to prepare healthcare providers, managers, academics and health science researchers to assume leadership roles in professional leadership, research, teaching and practice within the changing healthcare system. To achieve this goal a flexible and diverse curriculum has been designed to develop individuals who:

- exhibit advanced communication, educational and research skills to serve as active contributors to the healthcare system;
- consider ethical values and principles fundamental to the provision and receipt of healthcare services and research;

- use pedagogical and organizational skills necessary to deliver health care in an efficient and effective manner;
- critically appraise health science literature and apply the appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of current issues;
- apply the principles of scientific inquiry to investigate problems at the frontiers of knowledge; and
- demonstrate knowledge and sensitivity of culturally diverse populations and their attitudes toward health and illness.

Objectives

On completion of the Doctor of Philosophy program, graduates should be able to:

- demonstrate proficiency in a chosen area of specialization;
- demonstrate the integration of research methods for scholarly outcomes;
- synthesize concepts, models and theories through the appropriate application of theoretical and empirical knowledge in a chosen area of specialization;
- integrate professional and ethical values and behaviors in research activities;
- engage in analytical research that fosters change in the delivery of health care;
- advance the scientific base within healthcare;
- assume responsibility for learning and professional growth.

Outcomes

Upon completion of the Doctor of Philosophy program, graduates will:

- demonstrate oral and written competency in both scholarly and technical formats;
- conduct and defend original research to generate knowledge in their field;
- design and evaluate methodologies for the delivery of high-quality, cost-effective and integrated health care, research endeavors and health professions education programs; and
- demonstrate knowledge of scientific advances in their field of practice.

Criteria for Admission

The following are prerequisite for admission to the program leading to the Doctor of Philosophy in Health Sciences:

- graduate of an accredited college with a master's degree. For the movement science and speech specializations, proof of eligibility for licensure to practice in New Jersey is also required;
- two letters of recommendation indicating that the applicant possesses the aptitude and ambition to complete a course of doctoral study. Preferably, letters should be from current or previous employers and/or from last school attended;

- statement of goals and research career interests;
- personal interview: this may be accomplished via a telephone conference;
- completion of an application for admission along with official transcripts from all undergraduate or graduate study. Applicants with international degrees must have their academic records evaluated by one of the following agencies:
Evaluation 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 or
World Education Services www.wes.org.
- minimum GPA of 3.0 on a 4.0 scale on all graduate work;
- curriculum vitae; and
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.
- GRE test score within five years of application is preferred.

For program admittance consideration, a completed application should be received by:

November 1 - Spring Semester

April 1 - Summer/Fall Semesters

Curriculum Requirements

This program of study requires a minimum of 66 credits. For students who hold a clinical doctorate, the minimum number of credits is 48. For graduates of the SHMS M.S. in Health Sciences Program, the minimum number of credits is 60. The educational program plan is developed by the student in consultation with and approval by an academic adviser who is assigned to the student upon admission to the program. This adviser serves as the student's academic adviser while the student is pursuing course work and participates in selection of the dissertation committee. All students are required to complete, at a minimum, 12 credits of core courses; 27 credits of specialization courses; 15 credits of research courses; and 12 credits of dissertation. Specific courses for the specialization phase are selected by the student in consultation with the academic adviser to ensure a flexible and creative process of continuing personal and professional development. Substitutions for courses identified as "required" must have the approval of not only the academic advisor but also the Department Chair.

Core (12 credits)

The goal of this portion of the program is to provide the basis for an understanding of the healthcare delivery system, scientific inquiry process, the philosophical basis for research and an understanding of the importance of

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professional communication skills (both oral and written) within an organizational structure.

Research (15 credits)

The goal of this portion of the program is to provide the student with a broad and comprehensive understanding of statistics, qualitative and quantitative research methods and designs, and the methods for communicating those findings to others.

Dissertation Process (12 credits)

Students conduct and defend an original research investigation for the purpose of advancing the body of knowledge in their own field.

Specialization (27 credits)

For this area of study, students with their advisors select specialized coursework designed to provide the student with the content knowledge needed to pursue their area of research interest and achieve their professional goals.

Ph.D. Program Plan Overview

Candidates are required to successfully complete a program plan of 60-66 credits beyond a master's degree.

Core Courses (12 credits - Required)

GMHS 6110	Health Services Issues and Trends
GMHS 7403	Philosophy of Science
GMHS 7503	Scientific Writing
GMHS 7507	Scientific Inquiry

Research (15 credits)

GMHS 7500	Intermediate Statistical Methods (required)
GMHS 7501	Research Methods (required)
GMHS 7502	Research Project I (required)
GMHS 7508	Intermediate Statistical Methods II (required; prerequisite GMHS 7500)
GMHS 7602	Research Project II (required)
RGCN 8000	Research Advisement

Dissertation Process (12 credits - Required)

GMHS 9504	Dissertation I (prerequisite: student must have attained doctoral candidacy)
GMHS 9505	Dissertation II (prerequisite: GMHS 9504)
GMHS 9506	Dissertation Advisement (prerequisite: GMHS 9505)

Specialization (27 credits)

Select one of the three specialization tracks:

Health Professions Leadership

GMHS 6210	Curriculum Development in Health Professions Education (required)
GMHS 6211	Institutional Culture and Human Relationships (required)
GMHS 6212	Finance in Health Care
GMHS 6230	Leadership Theory and Practice (required)

GMHS 6240	Management and Leadership in Health Professions (required)
GMHS 6301-3	Topical Seminar
GMHS 6307	Integrating Technology and Education in Health Professions
GMHS 6409	Styles of Teaching and Learning in Health Professions Education (required)
GMHS 7110	Strategic Planning for Healthcare Professions Education (required)
GMHS 7204	Health Perspectives Topical Seminar
GMHS 7316-18	Independent Study in Health Sciences (required; may register multiple times)
GMHS 7603	Biomedical Ethics and Legal Issues in Healthcare
GMHS 8001	Registration Continuation
GMHS 8400	Government Regulation/Scientific Inquiry and Grantsmanship
GMHS 8508	Practicum

Movement Sciences

GMHS 6301-3	Topical Seminar
GMHS 7202	Issues in Motor Control: Reaching and Manipulation (required)
GMHS 7203	Issues in Motor Control: Gait (required)
GMHS 7306	Investigatory Methods in Electromyography (required)
GMHS 7316-18	Independent Study in Health Sciences (required; may register multiple times)
GMHS 8001	Registration Continuation
GMHS 8113	Principles of Motor Control and Learning (required)
GMHS 8305	Movement Science Topical Seminar (may take multiple times)
GMHS 8402	LabVIEW
GMHS 8508	Practicum
GMHS 9305	Biomechanics of Human Movement (required)

Speech-Language Pathology

GMHS 8001	Registration Continuation
GMHS 8200	Topics in Articulation/Phonological Development and Disorders
GMHS 8201	Topics in Dysphagia
GMHS 8203	Topics in Language Acquisition and Disorders
GMHS 8204	Topics in Neurogenic Disorders of Cognition and Language
GMHS 8205	Topics in Neurogenic Disorders of Speech
GMHS 8206	Topics in Speech Analysis Methods and Instrumentation
GMHS 8207	Topics in Autism Spectrum Disorders
GMHS 8208	Topics in Speech Motor Control
GMHS 9000	Independent Study

Qualifying Examination

All Ph.D. students are required to pass a qualifying examination which assesses the student's understanding of research methodologies. Students are eligible to sit for the exam once they have completed the following research requirements for the program: GMHS 7500, GMHS 7501, GMHS 7502, GMHS 7508. (Note: For students admitted prior to academic year 2009-2010, only GMHS 7500 and 7501 are required.) The examination is a written pass/fail examination given on the Seton Hall University campus in January and September. Students must pass the qualifying exam in order to proceed with the program. If a "pass" is not achieved on the first exam, a student has up to two additional opportunities to re-take the exam in order to achieve a "pass" and remain in the program.

Candidacy Examination

All Ph.D. students are required to pass a candidacy examination. Once students pass the candidacy examination, they are considered doctoral candidates and are eligible to begin the dissertation process. The examination is a written examination given on the Seton Hall University campus in January and September.

Students may apply to prepare to take the candidacy exam when they have completed 48 credits of coursework, including completing the required core courses, research courses and specialization courses (21 credits). Students who have a clinical doctorate may apply to prepare to take the candidacy exam when they have completed 30 credits of coursework. If a "pass" is not achieved on the first candidacy exam, a student has up to two opportunities to remediate (e.g., re-take part or all of the exam, take additional coursework, etc.) in order to achieve a "pass" and remain in the program.

Students must complete a Candidacy Examination Application, and the application must be signed by the faculty adviser. The application may be obtained from the student's adviser or from the program's office or student manual.

Dissertation Guidelines

With input from the academic adviser, students must select a dissertation committee chair prior to initiating the dissertation proposal process. This occurs following successful completion of the candidacy examination. The chair shall hold an earned Doctorate and a full-time faculty appointment at Seton Hall University in the Department of Graduate Programs in Health Sciences. The chair will act as the student's primary research adviser and advocate throughout the dissertation process.

Proposal Hearing

Dissertation I culminates when the candidate orally defends the proposal before the dissertation committee and University community. Candidates must receive written approval of the proposal from the dissertation committee and

the appropriate Institutional Review Board before further progress on the research is allowed. Upon written approval, candidates may register for Dissertation II and undertake the research investigation outlined in the proposal. It is expected that candidates will register for Dissertation Advisement following completion of data collection and completion of the first draft of the Discussion section. Candidates will continue to register for Dissertation Advisement until the dissertation document has been fully approved and accepted by the Dissertation Committee and the document has been defended in the oral dissertation defense. Students must complete a minimum of 12 credits of dissertation.

Dissertation Defense

The candidate must submit to all committee members a "near" complete (i.e., minimal changes expected post-defense) dissertation a minimum of four weeks prior to the scheduled oral defense of the dissertation. Students must submit the application for Dissertation defense three weeks prior to the scheduled defense date. Public notification of the author, title, date and location of the defense will be made to the Office of the Provost, SHMS faculty, students and the University community two weeks prior to the event. A dissertation will not be considered approved until all members of the committee sign the signature page and the appropriate outcome form. A dissertation may be signed only when no revision or only minor revisions are required. Candidates must adhere to all dissertation guidelines as specified by the program.

Information or Application Request

Department of Graduate Programs in Health Sciences
School of Health and Medical Sciences
McQuaid Hall
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
Phone: (973) 275-2076
Fax: (973) 275- 2370
E-mail: shms@shu.edu

M.S. in Physician Assistant

Physician Assistants (PAs) are healthcare professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, order and interpret tests, diagnose illnesses, counsel patients on preventive healthcare issues, 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 physician assistant'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, medical

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sub-specialties (pediatrics, and obstetrics and gynecology) as well as emergency medicine and other medical and surgical subspecialties.

The Master of Science in Physician Assistant (M.S.P.A.) program is designed to develop healthcare practitioners who:

- practice with physicians across all medical disciplines;
- possess a broad base of knowledge with which to serve patients of all ages;
- critically appraise health science literature and apply the appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of current trends; and
- demonstrate knowledge of and sensitivity to culturally diverse populations.

This 96-credit, three-year professional program includes courses specific to physician assistant practice that are intended not only to provide students with the technical skills necessary to perform as certified practitioners, but also provides the foundation for graduates to become critical thinkers, life-long learners, and empathetic clinicians.

Accreditation

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Students who graduate from an accredited program are eligible to sit for the national certification examination administered by the National Commission on the Certification of Physician Assistants.

Admission

The curriculum of the Physician Assistant Program is rigorous, and the admissions process is extremely selective. In reviewing applications, the Admissions Committee considers academic performance, performance on the Graduate Record Examination (GRE), healthcare experience, and letters of recommendation as outlined below. Special admissions consideration is given to students enrolled in the dual-degree program at Seton Hall University and other affiliated programs at the College of Saint Elizabeth, Monmouth University, and St. Peter's College.

Academic Requirements for Admission

Application to the program is open to individuals who:

- possess a baccalaureate degree* from an accredited institution and have a cumulative GPA of 3.2 or greater
- have a 3.2 GPA in the following prerequisite courses, with no grade lower than a "C."

Course	Credits
Chemistry I with Lab	4
Chemistry II with Lab	4
General Biology I with Lab	4
General Biology II with Lab	4
Microbiology with Lab	4
Precalculus, Calculus, or Statistics	3
Psychology	3

Anatomy and Physiology I with Lab	4
Anatomy and Physiology II with Lab	4
or	
Human Anatomy with Lab	4
Human Physiology with Lab	4

As noted above, prerequisite science courses listed above must include a laboratory component and must have been completed within 10 years prior to matriculation. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by June 1st prior to the start of the program.

*Individuals who do not possess a baccalaureate degree should consult the Undergraduate Catalogue for the Dual-Degree program (BS/MS) with the College of Arts and Sciences - Department of Biological Sciences.

Standardized Testing

The Graduate Record Examination (GRE) is required of all applicants. While the program does not use a strict cutoff score, most competitive applicants will have scores at or above the fiftieth percentile in each test area. Candidates who have already earned a graduate degree may request that the GRE be waived. Such requests will be considered on a case-by-case basis.

The Test of English as a Foreign Language (TOEFL) is required of any applicant who is not a native speaker of English. A score report must be forwarded documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. All international transcripts must be evaluated by an agency such as World Education Services, Inc. (www.wes.org)

Letters of Recommendation

Applicants are required to obtain three letters of recommendation from sources able to attest to an applicant's academic ability and character. It is recommended that letters be obtained from course instructors and clinical supervisors. Letters from family members and casual acquaintances are not acceptable.

Healthcare Experience Requirement

Applicants 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. While shadowing a physician assistant or physician will meet this requirement, priority consideration is given to experiences where the applicant has assumed responsibility for patient care. Past experiences that 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 healthcare provider.

Interviews

All applicants being considered for admission will be invited to campus for an interview. The interview is used to assess an applicant's knowledge of the physician assistant profession, their motivation for becoming a physician assistant and communication and interpersonal skills. Meeting the minimum standards for admission does not guarantee that an applicant will be invited for an interview.

Advanced Standing and Transfer Students

Regardless of previous educational or work experience, all students are required to complete the entire physician assistant curriculum. No advanced placement, transfer credit, or credit for experiential learning will be granted.

Application Deadlines

Applicants may apply online at the Seton Hall University website: www.shu.edu. Seton Hall University does not participate in CASPA. Seats fill quickly, and applicants are encouraged to apply as early as possible.

- **Early Review:** Applicants with a superior academic record (GPA>3.4) and who have successfully completed all prerequisite coursework are encouraged to apply by August 15 for an early admissions decision.
- **General Admission:** Applications for general admission are accepted from September 1st through a deadline of March 31st. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by June 1st prior to the start of the program. Applicants may be asked to provide proof of enrollment in any outstanding prerequisite courses. Information regarding application procedures and deadlines may be obtained from the School of Health and Medical Sciences, (973) 275-2596.

Employment During the Academic Year

Training to become a physician assistant demands a full-time commitment. Due to the rigorous nature of the curriculum, it is recommended that students not engage in outside employment. If a student chooses to work during the academic year, the work schedule must not interfere with class performance or clinical rotation schedules.

Curriculum Requirements

Professional Year I

Fall Semester

GMPA 6001	Human Anatomy
GMPA 6111	Human Physiology
GMPA 6104	Psychiatry
GMPA 6108	Health Maintenance and Education
GMPA 6203	Introduction to Clinical Medicine I

Spring Semester

GMED 6102	Neuroscience
GMPA 6107	Pathophysiology
GMPA 6112	Pharmacology and Clinical Therapeutics
GMPA 6204	Clinical and Diagnostic Methods
GMPA 6205	Introduction to Clinical Medicine II

Professional Year II

Fall Semester

GMPA 6211	Clinical Transitions
GMPA 7311	Fundamentals of Clinical Medicine
GMPA 7403	Clinical I
GMPA 8510	Biostatistics

Spring Semester

GMPA 7404	Research Methods I
GMPA 7402	Clinical II

Professional Year III

Fall Semester

GMPA 6102	Principles of Epidemiology
GMPA 7303	Biomedical Ethics
GMPA 8507	Internship I

Spring Semester

GMPA 8509	Research Methods II
GMPA 8602	Internship II
GMPA 8603	Healthcare Policy

Summative Evaluation

As required by the Accreditation Review Commission on Education for the Physician Assistant, the Department conducts summative assessments during the final semester of the program. A variety of measures are used to assess clinical knowledge, patient skills and professional behavior. No student is eligible for graduation until all summative assessments have been successfully completed.

Doctor of Physical Therapy (DPT)

The Doctor of Physical Therapy is the post-baccalaureate degree conferred upon successful completion of a professional entry-level physical therapy educational program. Physical therapy is a dynamic profession with an established theoretical base and widespread clinical application in the preservation, development and restoration of optimal physical function. This Doctor of Physical Therapy program is intended to prepare physical therapists to be employed within the healthcare delivery system. Upon graduation, these practitioners will be able to provide a broad range of patient care services as well as perform research, teaching and administrative responsibilities. The curriculum also provides graduates with the skills to assume leadership roles in rehabilitation services, prevention and health maintenance programs, and professional and community organizations.

The Commission on Accreditation in Physical Therapy Education (CAPTE) grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. CAPTE is listed as a nationally recognized accrediting agency by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). The Doctor of Physical Therapy program at Seton Hall University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; Telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The program's accreditation has been granted for a period of ten (10) years effective November 17, 2010.

Mission

The mission of the program is to educate individuals to become competent and autonomous Doctors of Physical Therapy who possess the depth and breadth of knowledge to support the best practice of Physical Therapy. Through diverse academic and clinical experiences, graduates are prepared to advance the field of physical therapy and assume leadership roles within the profession and health care environment. As a program within a Catholic university, graduates learn to provide care with sensitivity and respect for all individuals within the communities they serve.

The shared missions of physical therapy and the other professional entry programs within the School of Health and Medical Sciences provide opportunities for mutual support, sharing of resources and interactive development of programs.

This is a four-year academic program that includes academic courses and clinical practica and internships in physical therapy. Students develop the skills they need to perform as entry-level practitioners and to grow and adapt to the rapid changes in the profession and the healthcare delivery system. Upon completion, graduates will be thoroughly prepared for the National Physical Therapy Examination.

Admission

The curriculum of the Doctor of Physical Therapy Program is rigorous, and the admissions process is extremely selective. In reviewing applications, the Admissions Committee will determine candidates' eligibility upon review of the following: undergraduate academic performance, performance on the Graduate Record Examination (GRE), and non-quantifiable items such as letters of recommendation, healthcare experiences, professional and community activities, and essay review. Special admissions consideration is given to students enrolled in the dual-degree program at Seton Hall University.

Admission

Admission to the program requires:

- official transcripts from all colleges and universities attended;
- a baccalaureate degree from an accredited institution with a cumulative grade point average (GPA) of 3.0 on a four-point scale;
- completion of the following prerequisite courses with a GPA of 3.0; and a grade of "C" or better in each course;
 - Human Anatomy and Physiology (8 credits);
 - Physics (8 credits);
 - Chemistry (8 credits);
 - College Math or Statistics (3 credits);
 - English/Communication (6 credits);
 - Social and Behavioral Sciences (6 credits);
 - General Psychology (3 credits);
- a minimum of 50 hours of clinical observation with a licensed physical therapist in the delivery of physical therapy services in a clinical environment;
- three letters of recommendation, one from a physical therapist;
- the Graduate Record Examination (GRE);
- a written essay; and
- completion of the essential functions statement.

As noted above, prerequisite science courses listed above must include a laboratory component and must have been completed within 10 years prior to matriculation. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by June 1st prior to the start of the program.

Individuals who do not possess a baccalaureate degree should consult the Undergraduate Catalogue for the Dual Degree program (BS/DPT) with the College of Arts and Sciences - Department of Biological Sciences.

Standardized Testing

The Graduate Record Examination (GRE) is required of all applicants. A minimum of 150 (400 on older version) on the verbal portion and a cumulative score of at least 310 (900 older version) on the verbal and quantitative reasoning portions are required. Candidates who have already earned a graduate degree may request that the GRE be waived. Such requests will be considered on a case-by-case basis.

If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. All international transcripts must be evaluated by an agency such as World Education Services, Inc. (www.wes.org).

Advanced Standing and Transfer Students

Regardless of previous educational or work experience, all students are required to complete the entire doctor of physical therapy curriculum. No advanced placement, transfer credit, or credit for experiential learning will be granted.

Information regarding the application deadline may be obtained from the School of Health and Medical Sciences, (973) 275-2051.

Curriculum Requirements

The Doctor of Physical Therapy Program is a full-time lock-step program. The following courses must be taken in the predetermined sequence.

Professional Year I

GDPT 4030	Clinical Skills I
GDPT 4031	Clinical Skills II
GDPT 6123	Physical Therapy Roles in Health Care
GDPT 6311	Embryology and Genetics
GDPT 6321	Psycho-Social Concepts in Health Care
GDPT 6001	Functional Human Anatomy
GDPT 6009	Surface Anatomy and Palpation
GDPT 6012	Kinesiology
GDPT 6013	Therapeutic Modalities
GDPT 6101	Human Physiology
GDPT 6102	Neuroscience
GDPT 6108	Motor Control Principles

Professional Year II

GDPT 6433	Orthotics and Prosthetics/Functional Assistance
GDPT 6434	Life Span Development
GDPT 6445	Therapeutic Exercise
GDPT 6534	Clinical Integration Seminar I
GDPT 6551	Research Project I
GDPT 6552	Exercise Physiology and Nutrition
GDPT 6659	Clinical Practicum I
GDPT 6660	Clinical Practicum II
GDPT 6661	Clinical Internship I (6 weeks)
GDPT 7134	Clinical Integration Seminar II
GDPT 6007	Research Methods and Biostatistics
GDPT 6015	Pharmacology
GDPT 6016	Orthopedic Clinical Medicine
GDPT 6017	Clinical Imaging
GDPT 6019	Management of Musculoskeletal Problems I: Extremities
GDPT 6020	Management of Musculoskeletal Problems II: Spine
GDPT 6109	Internal Clinical Medicine

Professional Year III

GDPT 6004	Biomedical Ethics
GDPT 6122	Principles of Teaching and Learning
GDPT 7131	Management of Neuromuscular Problems
GDPT 7141	Neurological Clinical Medicine
GDPT 7142	Cardiopulmonary Clinical Medicine
GDPT 7152	Research Project II
GDPT 7231	Management of Pediatric Problems
GDPT 7232	Management of Geriatric Problems
GDPT 7235	Management of Cardiopulmonary Problems
GDPT 7251	Research Project III
GDPT 7359	Clinical Practicum III
GDPT 7360	Clinical Practicum IV
GDPT 7361	Clinical Internship II (6 weeks)
GDPT 7362	Management of Special Problems
GDPT 7562	Clinical Integration Seminar III
GDPT 7563	Clinical Integration Seminar IV
GDPT 7565	Service Learning Seminar

Professional Year IV

GDPT 7421	Health Care Organization and Administration (3 weeks)
GDPT 7461	Clinical Internship III (12 weeks)
GDPT 7522	Curriculum Integration Seminar (3 weeks)
GDPT 7561	Clinical Internship IV (12 weeks)

M.S. in Occupational Therapy

The Master of Science in Occupational Therapy (M.S.O.T.) professional program is designed to develop healthcare practitioners who:

- provide occupation-based services to persons of all ages and varied needs;
- critically analyze current scientific information and use in the delivery of services to patients and clients;
- critically analyze and convey information to clients, colleagues and other healthcare professionals;
- provide interventions addressing self-maintenance, self-care, school, work, play and leisure occupations;
- practice ethically in collaboration with other healthcare professionals in a variety of settings; and
- competently and ethically perform occupational therapy roles in health and wellness, consultation, education, research and administration.

This 84-credit, three-year program, inclusive of fieldwork training, contains courses specific to occupational therapy practice that are intended to provide students with the theoretical knowledge and technical skills necessary to perform as entry-level practitioners in a rapidly changing global society. All students must complete Level II fieldwork within 24 months following completion of academic preparation.

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The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org

Graduates of the program are eligible to take the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification or attain state licensure.

Admission

Admission to the program requires:

- a baccalaureate degree from an accredited institution with a minimum overall GPA of 3.0;
- completion of the following pre-requisite courses with a minimum GPA of 3.0 and a grade of "C" or better in each course; and
- three letters of recommendation, one from a registered occupational therapist (OTR).

Course	Credits
Human Anatomy and Physiology (with Lab)	8
English	3
Statistics	3
Introduction to Sociology	3
Introduction to General Psychology	3
Abnormal Psychology	3
Developmental Psychology (Across the Life Span)	3

Anatomy and Physiology must include a laboratory. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites prior to the start of the program. All prerequisite courses must be completed within 10 years of the application date. CLEP examinations cannot replace the prerequisite courses.

Applicants are required to perform a minimum of 50 hours of volunteer work with an occupational therapist (OTR). One letter of recommendation must be from an occupational therapist (OTR). The Committee on Admissions will determine candidates' eligibility upon review of the following: GPA; non-quantifiable items, including letters of recommendation, occupational therapy volunteer experiences, employment experiences, healthcare experiences, professional and community activities, and a written essay demonstrating understanding of and commitment to the profession. If English is not the native language, a student must submit a Test of English as a

Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above.

Information regarding the application deadline may be obtained from the School of Health and Medical Sciences, (973) 761-7145 or email shms@shu.edu

Curriculum Requirements

Professional Year I

GMOT 6110	Functional Human Anatomy
GMOT 6120	Human Physiology
GMOT 6130	Kinesiology
GMOT 6140	Neuroscience
GMOT 6210	Clinical Medicine in Occupational Therapy I
GMOT 6310	Introduction to Principles of Learning
GMOT 6320	Development Across the Life Span I
GMOT 6330	Development Across the Life Span II
GMOT 6412	Introduction to Occupational Therapy Theory and Practice I/ Level I Fieldwork
GMOT 6415	Seminar: Activity Analysis in Occupational Therapy
GMOT 6417	Seminar: Occupational Therapy Practice Skills
GMOT 6420	Occupational Therapy Theory and Practice II
GMOT 6510	Psychosocial Studies and Group Process in Occupational Therapy
GMOT 6521	Rehabilitation in Occupational Therapy I
GMOT 7110	Clinical Integration Seminar I
GMOT 7210	Ethical and Legal Issues in Occupational Therapy

Professional Year II

GMOT 6222	Clinical Medicine in Occupational Therapy II
GMOT 6232	Orthotics in Occupational Therapy
GMOT 6432	Occupational Therapy Theory and Practice III
GMOT 6531	Rehabilitation in Occupational Therapy II
GMOT 6544	Pediatrics in Occupational Therapy/ Level I Fieldwork
GMOT 6550	Geriatrics in Occupational Therapy
GMOT 7013	Fieldwork Level II, Phase I: 12 Weeks
GMOT 7220	Healthcare Organizations
GMOT 7303	Research Methods I
GMOT 7311	Research Practicum I

Professional Year III

				Credits
GMOT 7023	Fieldwork Level II, Phase II: 12 Weeks	GMSL 5001	Phonetics	3
GMOT 7033	Fieldwork Level II, Phase III: 12 Weeks	GMSL 5003	Introduction to Language Development	3
GMOT 7230	Consultation, Community, and Alternative Models	GMSL 5004	Introduction to Audiology	3
GMOT 7320	Research Methods II	GMSL 5005	Anatomy and Physiology of the Speech and Swallowing Mechanism	3
GMOT 7321	Research Practicum II	GMSL 5006	Fundamentals of Sound and the Auditory System	3
GMOT 7512	Seminars in Advanced Theory and Practice in Occupational Therapy	GMSL 5007	Introduction to Communication Disorders	3
GMOT 7520	Activity Group Process			
GMOT 7530	Advanced Concepts in Adapting Environments			

M.S. in Speech-Language Pathology

The mission of the Master of Science in Speech-Language Pathology program is to prepare students as independent professionals with a broad knowledge base, competency in clinical service delivery, and a strong foundation in the principles of evidence based practice. Aligned with the Catholic mission of Seton Hall University and the School of Health and Medical Sciences, students will be prepared with the skill set to assume servant leadership roles in a global society. The program promotes a culture of life-long learning, collaboration, creation of new knowledge, and contribution to the profession and the community.

This comprehensive 65-credit, five-semester program includes academic courses, experiential learning opportunities, and clinical practica in speech-language pathology that are intended to provide students with the necessary skills to perform as entry-level practitioners and enable students to grow and adapt to the rapid changes in the profession and the health care service delivery system.

Accreditation

The Master of Science in Speech-Language Pathology program received full accreditation for an eight- year period by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) effective May 1, 2006 through April 30, 2014. In order for an individual to be eligible to apply for national certification with ASHA, a student must initiate and complete coursework and clinical practicum at a CAA-accredited institution.

Admission

A baccalaureate degree from an accredited institution with a cumulative GPA of no less than 3.0 on a four-point scale is required for all applicants. Admission to the program is open to individuals who have an undergraduate degree in speech-language pathology or who have completed a minimum of 18 credits of pre-professional coursework in communication sciences and disorders with a grade of “B” or better that must include the six courses listed below. The Department of Speech-Language Pathology offers the following undergraduate pre-professional courses:

The Committee on Admission determines a candidate’s eligibility upon review of all academic transcripts, Graduate Record Examination (GRE) scores within the past five years, a personal statement of professional goals, three letters of recommendation, and 25 hours of observation of a professional holding a certificate of clinical competence (CCC) in Speech-Language Pathology.

In accordance with ASHA’s knowledge and skills acquisition (KASA) guidelines for certification in Speech-Language Pathology, completion of at least one course with a grade of “C” or better in each of the following areas is required for admission:

- English Composition
- Statistics
- Social or Behavioral Science (Typically a course in psychology, sociology, or cultural anthropology)
- Biological Science (Typically a course in biology, general human anatomy, physiology, genetics, or zoology)
- Physical Science (Preferably physics or chemistry)

Please note that pre-professional coursework in Speech-Language Pathology cannot be used to fulfill the course requirements in the above mentioned areas (i.e., English composition, statistics, social or behavioral science, biological and physical science). Further, all prerequisite courses must be completed no more than 10 years prior to the application date. If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) score report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. Information regarding the application process may be obtained from the Department of Speech-Language Pathology at (973) 275-2825 or e-mail shms@shu.edu

Curriculum Requirements

Professional Year I

GMSL 6007	Physiologic and Acoustic Phonetics
GMSL 6009	Diagnostic and Clinical Principles
GMSL 6010	Child Language Development and Disorders
GMSL 6011	Speech Intelligibility and its Disorders in Children
GMSL 6012	School Age Language and Literacy

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GMSL 6022	Biomedical Ethics and Professional Issues in Speech-Language Pathology
GMSL 6141	Neuroscience
GMSL 6518	Acquired Disorders of Language & Cognition
GMSL 6521	Dysphagia
GMSL 6522	Early Intervention
GMSL 6523	Fluency Disorders
GMSL 7001	Audiology and Aural Rehab for the SLP
GMSL 7002	Research Methods I
GMSL 7003	Research Methods II*
GMSL 7039	Research Project I**
GMSL 7041	Clinical Practicum/Clinical Seminar I

Professional Year II

GMSL 6013	Adult Neuromotor Disorders of Communication
GMSL 6524	Augmentative & Alternative Communication
GMSL 6525	Voice Disorders
GMSL 7010	Traumatic Brain Injury
GMSL 7013	Craniofacial Disorders
GMSL 7040	Research Project II **
GMSL 7102	Clinical Practicum/Clinical Seminar II
GMSL 7103	Clinical Externship

* To meet the research requirements of the program, students have the option of enrolling in GMSL 7003 Research Methods II (offered in professional year I) or enrolling in a research project sequence [GMSL 7039 Research Project I (offered in professional year I) & GMSL 7040 Research Project II (offered in professional year II)].

M.S. in Athletic Training

The Master of Science in Athletic Training program (MSAT) 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 in 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.

This is a two year, 64-credit, six-semester Entry-Level Master of Science Degree Program. 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 Examination (BOC) and prepared to enter the profession as entry-level athletic training clinicians. Additionally, the curriculum prepares students for the Strength and Conditioning Specialist (CSCS) 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), maintain educational standards for accredited athletic training education programs.

Admission

- Baccalaureate degree from an accredited institution
- Preferred overall cumulative grade point average (GPA) of 3.0 on a four point scale
- Completion of the following pre-requisite courses with a grade of "C" or better:

Human Anatomy & Physiology*	8 credits
Biological or Exercise Science*	3 credits
Physics*	4 credits
English	3 credits
College Math or Statistics	3 credits
Social Sciences	6 credits

* *Courses must include a laboratory. All prerequisite courses must be completed no longer than ten years prior to application date.*

- Fifty (50) hours of clinical observation with a certified athletic trainer
- Official transcripts from all colleges and universities attended
- Current certifications in CPR/AED for the Professional Rescuer
- Letter of recommendation from a certified athletic trainer
- Two additional letters of recommendation required
- Graduate Record Examination (GRE) is not required
- Completion of applicant essay question
- Student must read, sign, understand and meet the Standards of Essential Functions of the School of Health and Medical Sciences and the MSAT program.
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above.

Qualified students are admitted without regard to race, color, religion, age, disability, natural origin, sexual orientation, ancestry or gender. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by the end of the Spring

semester prior to the start of the program. All prerequisite courses must be completed no longer than 10 years prior to the application date.

Curriculum Requirements

Professional Year I

GMAT 6010	Athletic Training Principles I ***
GMAT 6011	Athletic Training Principles II ***
GMAT 6115	General Medical Conditions
GMAT 6907	Research Methods
GMAT 7007	Research Project I
GMAT 7107	Research Project II
GMAT 7400	Clinical Practicum I
GMAT 7402	Clinical Practicum II
GMED 6001	Functional Human Anatomy
GMED 6004	Biomedical Ethics
GMED 6009	Surface Anatomy & Palpation
GMED 6012	Kinesiology
GMED 6013	Therapeutic Modalities
GMED 6022	Basic Rehabilitation Procedures
GMED 6101	Human Physiology
GMED 6104	Exercise Physiology and Nutrition

*** Classes begin late July/early August.

Professional Year II

GMAT 6113	Sports Psychology
GMAT 6116	Health Care Administration
GMAT 7207	Research Project III
GMAT 7403	Clinical Practicum III
GMAT 7404	Clinical Practicum IV
GMAT 6015	Pharmacology
GMED 6016	Orthopedic Clinical Medicine
GMED 6017	Clinical Imaging
GMED 6018	Therapeutic Exercise
GMED 6019	Management of Musculoskeletal Problems: Extremities
GMED 6020	Management of Musculoskeletal Problems: Spine
GMED 6021	Exercise Pharmacology

Course Descriptions

GDPT 6001 (PTFY 4001) Functional Human Anatomy

This course provides the student with knowledge of functional human anatomy using a regional approach with emphasis placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems and review of the gastrointestinal system. Anatomical models, computer programs, and cadaveric dissection complement didactic classroom activities. *3 credits*

GDPT 6004 (PTFY 4004) 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*

GDPT 6007 Research Methods and Biostatistics

This course is designed to provide students with a working knowledge of the research process. The importance of research in the practice of physical therapy will be covered. Students will learn about the variety of research publications in physical therapy and how to critically appraise these publications. Evidence-based practice will be emphasized and covered, including how to find and appraise systematic reviews of the literature. Students will also complete a systematic review of the literature. A variety of research designs will be covered including experimental, quasi-experimental, and non-experimental designs. Methods for gathering representative samples and controlling experiments will also be covered. Students will gain experience collecting and performing elementary statistics on data, and reviewing published research articles. Students will learn about the various sources of research findings in physical therapy. *3 credits*

GDPT 6009 (PTFY 4009) 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*

GDPT 6012 (PTFY 4012) 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 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. Gait and activity analysis are included. *3 credits*

GDPT 6013 (PTFY 4013) 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 through the course to develop appropriate treatment strategies and applications

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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*

GDPT 6015 Pharmacology

Problem oriented approach to examining the most commonly used pharmacologic agents seen in clinical practice. Basic principles of pharmacodynamics and pharmacokinetics, along with pertinent physiology are presented. Practical aspects of dosing schedules, therapeutic effects, interactions and adverse reactions emphasized, especially as they apply to physical performance and safety. *2 credits*

GDPT 6016 Orthopedic Clinical Medicine

This course presents the orthopedic pathological processes, conditions and manifestations in relationship to their influences on the patient across the lifespan. This course presents an in-depth analysis of the muscle, bone, and joint structures, with emphasis on the orthopedic surgeon evaluation and medical management in the presence of illness, disease, trauma, overuse, and developmental and aging processes. Topics include medical musculoskeletal evaluation, diagnosis and prognosis. Issues of soft tissue and fracture management as well as surgical and basic rehabilitation management for orthopedic concerns of the spine and extremities. Emphasis on clinician-physician/practitioner communication is stressed. Case studies will emphasize the clinician's role in clinical decision-making, communication, individual and cultural differences, screening, examination, diagnosis, and prognosis, prevention and wellness, and the development of a plan of care. *2 credits*

GDPT 6017 Clinical Imaging

This course emphasizes the theory and utilization of basic clinical imaging in the management of patients with various neuromusculoskeletal, peripheral vascular, cardiopulmonary, and selected medical conditions. Emphasis is placed on the uses of basic radiological techniques for multiple biological systems and organs of the human body. *2 credits*

GDPT 6019 Management of Musculoskeletal Problems I – Extremities

The management of musculoskeletal dysfunction is examined with emphasis on the development of analytical knowledge necessary to evaluate and treat musculoskeletal dysfunction. Normal musculoskeletal physiology of peripheral joints is the basis for understanding pathophysiology and therapeutic intervention. A problem solving model for intervention of peripheral joint dysfunction including medical screening, physical evaluation and goal setting will be stressed. Students will develop skill in manual therapy techniques and integration of these techniques with therapeutic exercise and physical modalities. *3 credits*

GDPT 6020 Management of Musculoskeletal Problems II – Spine

The management of musculoskeletal dysfunction is examined with emphasis on the development of analytical knowledge to evaluate musculoskeletal dysfunction related to the spine and temporomandibular joint. Normal musculoskeletal physiology of spinal joints is the basis for understanding pathophysiology and therapeutic intervention. A problem-solving model for intervention of spinal joint dysfunction includes medical screening, physical evaluation and goal setting will be stressed. Students will develop skill in manual therapy techniques and integration of these techniques with therapeutic exercise and physical modalities. *3 credits*

GDPT 6030 (PTFY 4030) 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*

GDPT 6031 (PTFY 4031) Clinical Skills II

The course promotes skills acquisition in basic elements of patient services. Emphasis is placed on basic patient handling skills, physical examination and intervention techniques, health care record information collection and documentation, general screening, and essentials of patient-practitioner interaction. *3 credits*

GDPT 6101 (PTFY 4101) Human Physiology

Analysis of normal physiological function in the presence of disease or trauma 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*

GDPT 6102 (PTFY 4102) 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*

GDPT 6108 (PTFY 4108) 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*

GDPT 6109 Internal Clinical Medicine

Survey of major classes of problems or diagnoses involving pathology of general medical conditions includes the presentation of patterns of practice in the specialties of general medicine. Use of clinical cases to present standard patterns of physician evaluation, diagnosis, intervention and communication/referral with other health care practitioners. *2 credits*

GDPT 6122 Principles of Teaching and Learning

This course presents the basic concepts and principles underlying teaching and learning in the cognitive, psychomotor and affective domains. Emphasis is placed on the ability to assess the educational needs of varied audiences (patients, caregivers, students, peers, and other professionals) and apply traditional and alternative teaching strategies to facilitate learning in a professional and culturally sensitive manner. The impact of learning preference on teaching style will be addressed. Course experiences will be guided by a spectrum of teaching methods: a framework that delineates options in teaching and learning. *2 credits*

GDPT 6123 (PTFY 4123) 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*

GDPT 6311 Embryology and Genetics

Discussion of normal fetal development. Analysis of genetic, timing/sequencing, and environmental mechanisms, which control patterns of development. Discussion of potential out-of-sequence modification of post-fetal structure and function through genetic manipulation. Introduction to major classes of developmental disorders. *2 credits*

GDPT 6321 Psycho-Social Concepts in Healthcare Delivery

This course addresses the complex psycho-social issues relative to the health care provider. It will provide the student with the opportunity to engage in and actively reflect upon the socialization process, beginning and ending with the key player, oneself. Additionally, it will emphasize to the student that there is a privilege and a responsibility to create a role consistent with the health profession's service model in both a competent and compassionate delivery system. This course will also provide students with necessary insights and techniques for handling a variety of psycho-social and cultural factors in the clinical settings. This course will integrate the *Guide to Physical Therapist Practice* in relation to issues in contemporary clinical practice. *2 credits*

GDPT 6433 Orthotics and Prosthetics/Functional Assistance

Clinical problem-centered discussion providing integration of concepts of physical therapy management of patients/clients including the description, prescription, training in the use of, and evaluation of prostheses, orthoses, and functional assistance. Students will discuss clinical case studies integrating the *Guide to Physical Therapist Practice* and evidenced-based practice into the current doctoral level of physical therapy practice. *2 credits*

GDPT 6434 Life Span Development

Overview of human development across the life span. Changes in physical, cognitive, and social development are explored using a framework that highlights the contribution of multiple interacting systems to behavior and performance. Emphasis on the application of the *Guide to Physical Therapist Practice*. Elements of patient/client management and application of the Guide's framework of tests and measures will be stressed. *3 credits*

GDPT 6445 Therapeutic Exercise

Therapeutic exercise is one of the key tools that physical therapists utilize to restore and improve a patient's neuromusculoskeletal function and well-being. This course provides a foundation of knowledge and skills used to manage the majority of neuromusculoskeletal problems using appropriate exercise principles and techniques. Using clinical concepts derived from the *Guide to Physical Therapy Practice* and the International Classification of Function and Disability, patient care intervention for musculoskeletal dysfunction includes medical screening, physical evaluation, and goal setting. Students will develop skill in therapeutic exercise techniques and learn how to integrate these techniques with other therapeutic interventions and modalities. *3 credits*

GDPT 6534 Clinical Integration Seminar I

Clinical problem-centered discussions and assignments providing integration of concepts of physical therapy practice. Students will discuss clinical cases integrating the *Guide to Physical Therapist Practice*, evidence-based practice guidelines, and contemporary professional practice standards and procedures. *1 credit*

GDPT 6551 Research Project I

This course is a continuation of the principles of research design and statistics begun in Research Methods. Principles of statistics are reviewed and expanded, so that the basic principles and tests for answering experimental and non-experimental questions are covered. The course also continues the mentored research experience into the development of a research proposal. Students will work with a mentor, alone or in pairs, to develop a review of the literature, question, and methods to answer the question. Students will also learn the details of the IRB process. *2 credits*

GDPT 6552 Exercise Physiology and Nutrition

Presentation of the normal and pathological human body responses to physiological conditions and processes in relationship to their influence on human performance. Emphasis is placed on the study of muscle physiology, metabolism, cardiovascular and respiratory adaptation, aging, thermoregulation, strengthening, and aerobic and anaerobic training exercise prescription, and use of ergogenic aides. Topics will focus on evaluation and management for a 'well' population, as well as for those persons with chronic diseases and disabilities. The laboratory component reviews the knowledge of the physiological effects of exercise. Application of examination and evaluation procedures are provided through the use of selected human performance instruments. *3 credits*

GDPT 6659 Clinical Practicum I

This clinical experiential learning experience facilitates skill acquisition in basic elements of patient service provision for an outpatient population. There will be an emphasis on professional practice development, basic physical handling skills, health care record information collection and documentation, general screening for all systems, elementary physical therapy examination and treatment and essentials of patient-practitioner interaction. *1 credit*

GDPT 6660 Clinical Practicum II

In this second Clinical Practicum within the same clinical environment as Clinical Practicum I, the student will continue to develop professional practice skills and behaviors and skill acquisition in basic elements of patient/client service provision. There will be an emphasis on physical handling skill, health care record information collection and documentation, general screening for all systems, basic physical therapy examination, evaluation and treatment, and essentials of patient-practitioner interaction and interaction with all staff. *1 credit*

GDPT 6661 Clinical Internship I

A full-time clinical practical internship in an outpatient clinical setting. Emphasis is on refinement of professional practice and attainment of skills in physical therapy practice and patient management with progression to an intermediate level of performance in the given clinical setting. *2 credits*

GDPT 7131 Management of Neuromuscular Problems

This course will include the following: analysis of mechanisms of motor dysfunction arising from neurological disorders, basic and functional evaluation of neurological disorders and the use of manual and technological methods of intervention to address neuromuscular dysfunction. *5 credits*

GDPT 7134 Clinical Integration Seminar II

Patient/client-centered discussions and assignments providing integration of concepts of physical therapy management, professionalism, core values, and administration and leadership. Students will discuss clinical cases integrating the *Guide to Physical Therapist Practice*, Professionalism in Physical Therapy and evidence-based practice guidelines. *1 credit*

GDPT 7141 Neurological Clinical Medicine

Survey of major classes of problems or diagnoses involving the peripheral and central nervous system. Presentation of patterns of practice in the specialties of neurology and neurosurgery. *2 credits*

GDPT 7142 Cardiopulmonary Clinical Medicine

This is a survey course of primary and secondary cardiovascular and pulmonary conditions and dysfunctions. The focus of this course will be on standard procedures used including evaluative and diagnostic procedures as well as pharmacological and physical interventions for problems involving the cardiovascular and pulmonary systems. *2 credits*

GDPT 7152 Research Project II

The main focus of this course is data collection related to the research proposal that was developed during Research Project I. Students will work closely with mentors to collect data using the proposed methods and written protocol from the research proposal. In-class topics will include data collection, authorship, plagiarism, presentation skills and data analysis. Out-of-class, students will collect and record data, and begin data analysis. *3 credits*

GDPT 7231 Management of Pediatric Problems

This course addresses physical therapy practice for the pediatric patient/client with neurological and orthopedic conditions. Learning activities, which emphasize clinical reasoning, expand upon knowledge of basic developmental principles and elements of patient/client clinical management. Analysis of multisystem contributors toward movement dysfunction that affect the pediatric client and his family, use of tests and measures to assess development and function of the child, construction and performance of intervention plans to maximize potential function and limit secondary effects of disability for children at different ages and abilities are covered. Themes from the use of evidenced-based medicine, family-centered care, the ICF Model and Guide to PT Practice are woven throughout the course. *4 credits*

GDPT 7232 Management of Geriatric Problems

Analysis of the developmental and social/economic factors unique to the resolution of problems occurring in maturity and aging. Development of integrated resource plans involving physical therapy, other healthcare providers, and the financial resources of the health and social systems. *2 credits*

GDPT 7235 Management of Cardiopulmonary Problems

This is a physical therapy clinical management course, in the series of hands-on skills courses taken by entry-level students. The focus is on skill acquisition in both basic and advanced elements of cardiovascular and pulmonary examination and evaluation with emphasis on therapeutic interventions, physical handling skills, health care record information collection and documentation, and screening for cardiovascular and pulmonary systems. This course integrates material presented in the clinical medicine course. Communication skills, professional behavior, critical inquiry, clinical decision-making, cultural sensitivity and patient education are advanced. *3 credits*

GDPT 7251 Research Project III

This course provides students with the experience of data analysis and presentation. Students will work closely with mentors to analyze data from their projects using the proposed methods from the research proposal. In-class, students will engage in peer-mentoring to develop effective research presentations. Working with their mentors, students will analyze data and prepare poster presentations. The posters will be presented at a poster session at the end of the semester. *2 credits*

GDPT 7359 Clinical Practicum III

This clinical experiential learning experience will facilitate skill acquisition in basic elements of patient service provision for the adult/pediatric population with increasing complexity in neurological and/or cardiopulmonary conditions. There will be an emphasis on professional practice development and patient/client management skills including basic observational skills, movement analysis, physical handling skills, health care record information collection and documentation, general screening for all systems, elementary physical therapy examination and treatment and essentials of patient-practitioner interaction. This practicum serves as the clinical foundation for preparation of Internship II. *1 credit*

GDPT 7360 Clinical Practicum IV

Continuation of clinical experiential learning experience to facilitate skill acquisition in basic elements of patient service provision for the adult/pediatric population with increasing complexity in neurological and/or cardiopulmonary conditions. Ongoing emphasis on professional practice development and patient/client management skills including basic observational skills, movement analysis, physical handling skills, health care record information collection and documentation, general screening for all systems, elementary physical therapy examination and treatment and essentials of patient-practitioner interaction. This practicum serves as the clinical foundation for preparation of Internship II. *1 credit*

GDPT 7361 Clinical Internship II

A full-time clinical practice internship in the pediatric or rehabilitative clinical setting. Emphasis on the practice of skills in physical therapy with refinement to professional entry level competence in these settings. *2 credits*

GDPT 7362 Management of Special Problems

Design of physical therapy intervention for management of special problems otherwise not addressed in the physical therapy professional entry curriculum including: oncology, women's health, mental health, wound care, immune function, etc. Includes discussion of medical/health team management of these special problems. *2 credits*

GDPT 7421 Healthcare Organization and Administration

This course is an introduction to the theory and application of leadership and management principles. The course evaluates the changing healthcare environment and the role of the physical therapist as an autonomous practitioner/manager/business owner/healthcare leader and advocate within this environment. Fundamental concepts of

leadership, management, strategic and operational planning/forecasting, legal structures, business development, networking, marketing, business communication, accounting, finance management, human resource management, information management, third party reimbursement, risk management and third party regulation are introduced within the professional milieu. The content is explored through lecture, discussion facilitation, and team projects leading to a Business Plan and Presentation. *3 credits*

GDPT 7461 Clinical Internship III

A full-time clinical practice internship in an acute/sub-acute/assisted living/home care, pediatric, orthopedic or rehabilitation clinical site. Emphasis is on the practice of skills and professional core values in physical therapy with progression toward professional entry level practice in given clinical setting. *6 credits*

GDPT 7522 Curriculum Integration Seminar

This capstone course synthesizes the entire curriculum and serves to refine the student's final preparation to become an autonomous practitioner, accepting full ownership of his or her practice. The course will focus on curriculum integration, professional development, licensure, career preparation and first employment, ethical/legal issues governing practice, leadership, social responsibility and advocacy. Emphasis is on the role of the Physical Therapist as contributor to society and the profession through practice, lifelong learning, teaching, leadership and scholarly endeavors. In a comprehensive framework, case studies will be utilized incorporating a systems review approach for cardiovascular/pulmonary, integumentary, musculoskeletal, and neuromuscular systems. Topics such as licensure exam preparation, test taking strategies, mock test taking, professional development, fiscal management, program analysis, contemporary autonomous practice, interview skill development, and legal/ethical issues governing practice will be addressed. *3 credits*

GDPT 7561 Clinical Internship IV

A final full-time clinical practice internship in an acute/sub-acute/assisted living/home care, pediatric, orthopedic or rehabilitation clinical site. Emphasis is on the practice of skills and professional core values in physical therapy with refinement to the professional entry level in the given practice setting. *6 credits*

GDPT 7562 Clinical Integration Seminar III

Patient/client/person-centered discussions and assignments providing integration of concepts of physical therapy professional practice, management, professionalism, core values and leadership. Students will use clinical cases as a basis for integrating the *Guide to Physical Therapist Practice*, *Professionalism in Physical Therapy*, *APTA Vision 2020* and evidence based practice. *1 credit*

GDPT 7563 Clinical Integration Seminar IV

Final clinical seminar facilitating patient/client/person-centered discussions and assignments providing integration of concepts of physical therapy professional practice, management, professionalism, core values and leadership.

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Students will use clinical cases as a basis for integrating the *Guide to Physical Therapist Practice*, Professionalism in Physical Therapy, APTA Vision 2020 and evidence based practice. *1 credit*

GDPT 7565 Service Learning Seminar

Designed to promote experiential learning while advancing the mission and goals of the doctor of physical therapy program and the profession of physical therapy. Students will participate in a semester-long service project in cooperation with community partners. Students will implement a service project to meet a community need and will critically reflect on the experience through discussion, journaling, and portfolio development. *2 credits*

GDPT 7567 International Innovation Project

This international innovation project course incorporates didactic and experiential learning through transdisciplinary collaboration with international healthcare professionals including physical therapists to address issues in global health. Students will participate in a concentrated semester of learning to promote skills in management, strategic planning, leadership, innovation and entrepreneurship within the healthcare sector. In cooperation with community partners, students design proposals for innovative solutions to meet client needs while exploring the global role of the physical therapist. The content is explored through lecture, discussion, community partner engagement, reflection, portfolio development, and team projects leading to an innovation project plan and presentation. Prerequisite: permission of the physical therapy department. *5 credits*

GMAT 6010 (ATFY 4010) 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*

GMAT 6011 (ATFY 4011) 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: GMAT 6010 (ATFY 4010). *3 credits*

GMAT 6113 Sports Psychology

This course introduces the science of sport psychology. Emphasis will be placed on applied sport psychology for the purpose of enhancing athletic performance, as well as understanding the psychology of injuries and the social-psychological aspects of human enrichment. *2 credits*

GMAT 6115 General Medical Conditions

The focus of this course is on standard differential diagnostic procedures used to evaluate medical conditions as well as identifying the appropriate care and referral to medical specialist. During the lab component, students will demonstrate increasing competence in patient examination, evaluation and management, prognosis, and intervention skills for general medical conditions. Prerequisite: GMED 6101, GMED 6104. *2 credits*

GMAT 6116 Healthcare Administration

This course provides the student with an introduction to the local healthcare delivery system. Students learn the principles of administration and organization specific to the profession of athletic training. *2 credits*

GMAT 6907 (GMAT 4907) 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*

GMAT 7007 (ATFY 4007) 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: GMAT 6907 (ATFY 4907). *1 credit*

GMAT 7107 (ATFY 4107) 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: GMAT 7007 (ATFY 4007). *1 credit*

GMAT 7207 Research Project III

The focus of this course is on completion and oral presentation of the student research project to peers and faculty. Throughout this final research process students continue to work in small classroom groups with a faculty adviser. Prerequisite: GMAT 7107. *1 credit*

GMAT 7400 (ATFY 4400) 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 clinical preceptor'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 and proper medical documentation. Prerequisites: GMAT 6011 (ATFY 4011). *2 credits*

GMAT 7402 Clinical Practicum II

This course continues to build on preceding classroom and clinical experiences. With more of a guidance approach from the approved clinical instructor, students will further develop clinical proficiency through performance of clinical skills.

Students are required to observe health care professionals in a general medical setting as assigned by the program. The seminar component will engage students in concepts of organization and administration related to athletic training. Previous coursework will be reviewed and valued by way of comprehensive exams. Prerequisites: GMAT 7400 (ATFY 4400). *2 credits*

GMAT 7403 Clinical Practicum III

The third clinical practicum occurs concurrently with advanced courses in diagnostic imaging, orthopedic clinical medicine, and therapeutic exercise. With direct supervision from the clinical preceptor, students will demonstrate more advanced clinical techniques and increasing clinical competence with increased independence. Students are required to observe at least two orthopedic surgical procedures, document, and present the experience to peers. The seminar component will assist students in developing effective résumés and cover letters. Students develop a study plan to start preparing for the BOC examination. Prerequisites: GMAT 7402. *2 credits*

GMAT 7404 Clinical Practicum IV

This clinical experience occurs in the final semester of the academic program. With the instructor providing approval, by the end of this course students will demonstrate clinical competence and independence in the comprehensive management of health-related conditions. The student will have the opportunity to develop competence in non-direct patient care, including consulting, administration, clinical research, and evidence-based practice. The seminar component exposes and gives students the opportunity to develop job interviewing skills. They review the elements of state regulatory bodies, scope of practice, and post certification responsibilities for athletic trainers. Strategies and techniques are reviewed to prepare students for the BOC examination. Prerequisites: GMAT 7403. *2 credits*

GMED 5002 International Innovation Project

This international innovation project course incorporates didactic and experiential learning through transdisciplinary collaboration with international healthcare professionals to address issues in global health. Students will participate in a concentrated 5 week project to promote skills in management, strategic planning, leadership, innovation and entrepreneurship within the healthcare sector. In cooperation with community partners, students design proposals for innovative solutions to meet client needs. This course is designed for exchange students only. *1 credit*

GMED 6001 (GMED 4001) 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 6004 (GMED 4004) Biomedical Ethics

A study of the application of human and professional values, judgment, and choices to selected ethical dilemmas that arise in the profession of athletic training and clinical practice. *2 credits*

GMED 6007 Research Methods and Biostatistics

This course is designed to provide students with a working knowledge of the research process. The importance of research in the practice of physical therapy will be covered. Students will learn about the variety of research publications in physical therapy and how to critically appraise these publications. Evidence-based practice will be emphasized and covered, including how to find and appraise systematic reviews of the literature. Students will also complete a systematic review of the literature. A variety of research designs will be covered including experimental, quasi-experimental, and non-experimental designs. Methods for gathering representative samples and controlling experiments will also be covered. Students will gain experience collecting and performing elementary statistics on data, and reviewing published research articles. Students will learn about the various sources of research findings in physical therapy. *3 credits*

GMED 6009 (GMED 4009) Surface Anatomy and Palpation

This course introduces the student to the application and techniques of palpation and observation as part of the physical examination process. Emphasis is placed on identification, location and palpation of anatomical structures. *1 credit*

GMED 6012 (GMED 4012) 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 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 6013 (GMED 4013) Therapeutic Modalities

This course emphasizes the use of heat, cold, compression, traction and electrotherapeutic techniques in the management of patients with a variety of medical conditions. This course will stress a problem solving approach for the selection and application of appropriate procedures to manage pain, swelling, and limitations in motion and muscle weakness. Clinical decision-making will be practiced through 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 6015 Pharmacology

Problem oriented approach to examining the most commonly used pharmacologic agents seen in clinical practice. Basic principles of pharmacodynamics and pharmacokinetics, along with pertinent physiology are presented. Practical

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aspects of dosing schedules, therapeutic effects, interactions and adverse reactions emphasized, especially as they apply to physical performance and safety. *2 credits*

GMED 6016 Orthopedic Clinical Medicine

This course presents an in-depth analysis of the muscle, bone, and joint structures, with emphasis on the orthopedic surgeon evaluation and medical management in the presence of illness, disease, trauma, overuse, and developmental and aging processes. Case studies will emphasize the clinician's role in clinical decision-making, communication, individual and cultural differences, screening, examination, diagnosis, and prognosis, prevention and wellness, and the development of a plan of care. *2 credits*

GMED 6017 Clinical Imaging

This course emphasizes the theory and utilization of basic clinical imaging in the management of patients with various and selected medical conditions. *2 credits*

GMED 6018 Therapeutic Exercise

This course provides a foundation of knowledge and skills used to manage the majority of musculoskeletal problems using appropriate exercise principles and rehabilitative techniques. Additionally, this course will examine current concepts in strength and conditioning designed to assist individuals in achieving maximal performance without incurring injury. *3 credits*

GMED 6019 Management of Musculoskeletal Problems I – Extremities

The management of musculoskeletal dysfunction is examined with emphasis on the development of analytical knowledge necessary to evaluate and treat musculoskeletal dysfunction. A problem solving model for intervention of peripheral joint dysfunction including medical screening, physical evaluation and goal setting will be stressed. Students will develop skill in mobilization techniques and integration of these techniques with therapeutic exercise and physical modalities. *3 credits*

GMED 6020 Management of Musculoskeletal Problems II – Spine

The management of musculoskeletal dysfunction is examined with emphasis on the development of analytical knowledge to evaluate musculoskeletal dysfunction related to the spine. A problem-solving model for intervention of spinal joint dysfunction includes medical screening, physical evaluation and goal setting will be stressed. Students will develop mobilization techniques and integration of these techniques with therapeutic exercise and physical modalities. *3 credits*

GMED 6021 Exercise Pharmacology

This course discusses the use of herbal medicine and performance-enhancing substances and provides insight into how drugs, chemicals, and hormones can affect physical performance. It looks into the extent and physiological dangers such substances can adversely alter biological function(s). *1 credit*

GMED 6022 (GMED 4022) Basic Rehabilitation Procedures

Provides the student with an introduction to the principles of patient care. Students are introduced to physical examination skills including: goniometry, range of motion, manual muscle testing, reflex testing and sensory testing. Students engage in the proper fitting and use of assistive equipment for ambulation and ADL activities. *3 credits*

GMED 6101 (GMED 4101) Human Physiology

Analysis of normal physiological function in the presence of disease or trauma 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 6102 (GMED 4102) 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 6104 (GMED 4104) 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*

GMED 6109 Internal Clinical Medicine

Survey of major classes of problems or diagnoses involving pathology of general medical conditions includes the presentation of patterns of practice in the specialties of general medicine. Use of clinical cases to present standard patterns of physician evaluation, diagnosis, intervention and communication/referral with other health care practitioners. *2 credits*

GMHS 6110 Health Services Issues and Trends

An analysis of selected professional and policy issues affecting the present and projected healthcare delivery system. Issues concerning healthcare personnel, patients, healthcare technology, organizational structures and facilities, finance mechanisms and the role of government are stressed in relation to how they influence healthcare services and delivery. The course uses a blended instructional format by combining classroom instruction with virtual instruction. *3 credits*

GMHS 6210 Curriculum Development in Health Professions Education

An intensive study of the basic principles and procedures utilized in the development of health professional curricula, as well as the instruction implemented with the health care facility and community. Students will learn the principles of curricula plans and component parts, and will be engaged in developing evidence-based curricula addressing the current and projected needs of health care and professional education. *3 credits*

GMHS 6211 Institutional Culture and Human Relationships

Communication challenges in the diverse clinical and educational areas are identified as opportunities for organizational enrichment. Issues related to cross-cultural communication and gender, age and other diversity issues are examined, with a focus on the interdisciplinary perspectives and the relevant psycho-social dynamics inherent to developing sound leadership and staff relations. The course uses a blended instructional format by combining classroom instruction with virtual instruction. *3 credits*

GMHS6212 Finance in Healthcare

An exploration of the issues that healthcare leaders must understand and care about for institutions to survive during the continual reorganization of healthcare and its payment structures. Students will focus on leadership and policy aspects of various types of healthcare institutions, through examination and thought about the corporate form and requirements dictated by that form, starting with the concept of an integrated delivery system. Some topics will include: regulations, licensure and accreditation standards, corporate forms, health insurance reform, economic regulatory theory and cost containment, certificates of need regulations, Medicare and Medicaid providers, ERISA benefits and the Federal Right to Care. Material will be presented from the law and policy perspectives with emphasis on questioning the benefits and deficits of the current healthcare system in the US. Additional issues will include: reimbursement, DRG coding changes and insurance. *3 credits*

GMHS 6230 Leadership, Theory and Practice

This course focuses on understanding key leadership theories (1920-present) and how they are practiced, particularly in health care organizations; examining critical variables related to the expression of leadership, such as, power, motivation and influence, context, gender, culture, emotional intelligence, and, teamwork; exploring students' personal leadership capabilities through the use of assessment instruments, reflection, and feedback; and, planning leadership development activities. The course is organized as an action learning experience, with equal emphasis on reviewing concepts and engaging in activities in which learning emerges from acting, observing, and critically inquiring. The course uses a blended instructional format by combining classroom instruction with virtual instruction. *3 credits*

GMHS 6240 Management and Leadership in Health Professions Education

This course challenges students to increase their knowledge and understanding of evidence-based management principles and practices, particularly in the four major functions of management (planning, organizing, leading and controlling), to expand their working knowledge of management terminology, and to explore key approaches and tools that managers utilize to influence organizational outcomes. The course uses a blended instructional format by combining classroom instruction with virtual instruction. *3 credits*

GMHS 6301 Topical Seminar: Spring

Provides students the opportunity to participate in an in-depth, literature-based review of special topics. Integration of current information from research findings into clinical practice is a primary focus. Repeated enrollment is permitted when special topic is different. *3 credits*

GMHS 6302 Topical Seminar: Summer

Provides students the opportunity to participate in an in-depth, literature-based review of special topics. Integration of current information from research findings into clinical practice is a primary focus. Repeated enrollment is permitted when special topic is different. *3 credits*

GMHS 6303 Topical Seminar: Fall

Provides students the opportunity to participate in an in-depth, literature-based review of special topics. Integration of current information from research findings into clinical practice is a primary focus. Repeated enrollment is permitted when special topic is different. *3 credits*

GMHS 6307 Integrating Technology and Education in Health Sciences

This course is designed for the healthcare professional/educator, and will expand one's capacity to integrate today's technology with teaching and learning strategies. An overview of the background on the technology's role in education as well as the issues concerning implementation will be explored. An interactive approach to understanding and utilizing various hardware and software products is provided. Topics: networks, the Internet, email, advanced word processing, imaging, CD-ROM and related multimedia, and other applicable healthcare/research/education technologies. Students should be comfortable utilizing the computer, have access to the Internet and email, and be available to access SHU computers outside of class hours. *3 credits*

GMHS 6409 Styles of Teaching and Learning in Health Professions Education

Study of alternative relationships in the teaching-learning process. Course experiences will be guided by the "spectrum of teaching styles," a framework that delineates options in teaching and learning. Organizing students and subject matter; managing time, space and equipment; interacting with students; choosing verbal behavior; and creating cognitive connections with learners. *3 credits*

GMHS 7110 Strategic Planning for Healthcare and Health Professions Education

This course focuses on methods related to strategic planning in healthcare institutions and health professions education programs. The methods include planning, implementing and evaluating clinical or educational outcomes. The course uses a blended instructional format by combining classroom instruction with virtual instruction. *3 credits*

GMHS 7202 Issues in Motor Control: Reaching and Manipulation

This seminar is designed to advance the practitioner's knowledge base and clinical decision-making skills in dealing with issues related to upper extremity control. Upper extremity control is explored using a multidimensional framework that highlights the contribution of the individual, task and environment to the organization and control of reach and manipulation across the life span. Students will examine: (1) upper extremity control within the context of current theoretical perspectives, (2) components that contribute to the organization and control of reach, grasp and manipulation, including neurological, musculoskeletal, sensory system and biomechanical factors, (3) changes in upper extremity control across the lifespan, (4) the contribution of reach, grasp and manipulation to the organization and execution of functional skills such as directed reaching, grasping and object manipulation, (5) the neurophysiology of reach and grasp, (6) motor control and learning of throwing task, and (7) upper extremity control in skills such as baseball pitching, a golf swing, football throwing and tennis. Literature from both applied and theoretical research will provide the basis for classroom discussions and will explore the implications of theory and research for practice. *3 credits*

GMHS 7203 Issues in Motor Control: Gait

The course has been designed to advance the practitioner's knowledge base and clinical decision-making skills in dealing with issues related to gait and lower extremity control. This course will examine: 1) contemporary theories of motor control as related to the acquisition, organization and control of locomotor skills, 2) changes in gait and lower extremity control across the lifespan, 3) effects of pathology on gait and lower extremity control, 4) qualitative and quantitative measures of gait, and 5) current treatment approaches used in rehabilitation. Literature from both clinical and experimental research provides the basis for classroom discussion designed to explore the implications of this information for clinical practice. *3 credits*

GMHS 7306 Investigatory Methods in Electromyography

Designed to provide students with knowledge of EMG through a combination of data collection, analysis and interpretation, and discussion of relevant literature. Data acquisition and signal processing of various types of movements will allow the student to explore practical and theoretical issues affecting interpretation. Lab time outside of class period to collect and analyze the data is required to complete required course projects. *3 credits*

GMHS 7316/7317/7318 Independent Study

This course provides the student with intensive study of a specialized area within the field of health sciences under the mentorship of a faculty member. Subject and credit hours will be arranged. Permission of departmental mentor is required. *1-3 credits*

GMHS 7403 Philosophy of Science

The course emphasizes the important questions that define Philosophy of Science: an exploration of the way philosophers and scientists alter their world view as a consequence of scientific discoveries during the last two millennia. Initial readings present criteria for inclusion of any activity as scientific. The philosophical implications of induction and falsification theory as scientific methods will be explored. The nature and logic of scientific laws, theories and explanations, which are at the core of the scientific enterprise will be discussed and critically evaluated. Criteria for evaluating the truth of a theory will be explored and compared with the nature of a paradigm shift in science, as explicated by Kuhn, looking at how this interpretation redefined how changes in established scientific thinking occurs. Theoretical frames are introduced and how they provide a different yet related lens through which to view empirical data. Chaos and String Theories will be discussed and compared to all of the traditional scientific theories. The end result should be an appreciation of how this very abstract yet logically-based thought process prepares students to write in a graduate Ph.D. level program and cohesively integrate ideas together to form derived conclusions using traditional scientific form. *3 credits*

GMHS 7500 Intermediate Statistical Methods I

Part I - Nature of statistics. This is the first part of a two-part course sequence. The following topics are covered: descriptive statistics, graphical methods, measures of central tendency and variability, probability, correlation and regression. The SPSS Statistical Analysis package will be used throughout the course. *3 credits*

GMHS 7501 Research Methods

This course is designed to provide students with an introduction to research in health care. An overview of the research process will be provided, with an emphasis on how a research question is formulated based on a review of literature and identification of an appropriate theoretical framework. Quantitative research design strategies will be presented. *3 credits*

GMHS 7502 Research Project I

This course continues the introduction to research methods by focusing on qualitative research methods and survey research methods. In the qualitative section of the course, students will consider research elements that are unique to conducting qualitative research such as basic assumptions, sampling, data collection and analysis, and report writing. In the survey methods section of this course the primary focus is on development a survey instrument. Theoretical and practical issues related to the development, validation and implementation of research surveys will be addressed.

Key issues include: question construction, questionnaire design, validating and piloting a new survey and survey data collection methods. *3 credits*

GMHS 7503 Scientific Writing

This course is designed to provide students with a foundation in writing and communicating scientific information, and uses a blended instructional format by combining classroom instruction with virtual instruction. Various methods of scientific communication will be addressed, and students will gain practical experience in scientific writing. *3 credits*

GMHS 7507 Scientific Inquiry

The primary objective of this course is to foster students' skills in critical thinking related to the scientific method. Students will demonstrate a problem-solving approach in the literature search and critical analysis of the scientific literature. Students will develop a preliminary knowledge of the research process. *3 credits*

GMHS 7508 Intermediate Statistical Methods II

Part II - Nature of statistics. This is the second part of a two-part course sequence. The following topics are covered: sampling distributions, inferential statistics, estimation and hypothesis testing, tests of independence and nonparametric statistics. The SPSS Statistical Analysis package will be used throughout the course. Prerequisite: GMHS 7500. *3 credits*

GMHS 7602 Research Project II

This course focuses on the application of qualitative and quantitative designs, particularly via critiques of published articles, the development of a hypothetical proposal and an IRB application and the role and scope of the Institutional Review Board. Prerequisites: GMHS 7500 Intermediate Statistics; GMHS 7508 Intermediate Statistical Methods II; GMHS 7501 Research Methods; GMHS 7502 Research Project I. *3 credits*

GMHS 7603 Biomedical Ethics and Legal Issues in Healthcare

This course focuses on the disarray in healthcare based on four distinct themes: 1) malpractice/quality of care; 2) bioethics/individual autonomy; 3) public health/right of patients vs. state; and 4) financing/regulatory/access to and cost of care. The course examines the conceptual whole and fundamental structural relationships while using the traditional themes of quality, ethics, access to and cost of care, while stressing three major themes; practitioner/patient relationships; state oversight of practitioners and patients; and institutional transactions and forms, all while keeping a focus on bioethics and health services research published in health policy literature to get a stronger empirical and theoretical base for exploring healthcare and healthcare law and the two fields' broad social impact where they overlap and compete for placement. *3 credits*

GMHS 8001 Registration Continuation

Matriculated students in GPHS who are not taking any coursework during the Fall or Spring semester of an academic year must register for this course in order to

maintain an active status in the program. Students must maintain contact with their advisers and be involved in the research forums while registered for this course. *no credit*

GMHS 8113 Principals of Motor Control and Learning

This course will contain three major topics. The first topic will explore the historical and current theories of motor control. Topics related to the control processes and mechanisms of skilled movement will be addressed. The students will be introduced to the techniques currently available to measure the kinetics and the outcomes of movement. In the second topic, students will learn about the variables that are most important for the learning of new movement behaviors. The third topic will explore issues related to the recovery of motor function such as neural plasticity, cortical reorganization and motor learning following brain damage. The student will have the opportunity to review the literature relevant to each of the topics and to observe and analyze the process and measure the outcome of a subject learning a novel motor skill. *3 credits*

GMHS 8200 Topics in Articulation/Phonological Development and Disorders

Intensive study of selected topics regarding the development of articulatory and phonological processes in children and the development, nature, and clinical management and disorders of articulation and phonology. Topics will vary according to student needs. *3 credits*

GMHS 8203 Topics in Language Acquisition and Disorders

Intensive study of selected topics regarding language acquisition and the etiology and clinical management of language disorders. Topics may vary according to student needs. *3 credits*

GMHS 8206 Topics in Speech Analysis Methods and Instrumentation

Intensive review of, and practical exercises with, laboratory instrumentation for the analysis of acoustic and physiological characteristics of speech production. Topics may vary according to student needs. *3 credits*

GMHS 8207 Topics in Speech Motor Control

Intensive study of selected topics regarding the neuromotor processes underlying normal speech production. Topics may vary according to student needs. *3 credits*

GMHS 8400 Government Regulation/Scientific Inquiry and Grantsmanship

Various grants funding agencies, search tools, and University resources are covered, with an emphasis on identifying appropriate granting sources. Basic principles of grantsmanship and scientific writing, and strategies to improve funding potential are reviewed. Students will review grants in mock study sections. *3 credits*

GMHS 8402 LabVIEW

This course will introduce students to the use of the LabVIEW computer programming language for the collection, manipulation and processing of data collected from instruments which measure various aspects of human movement. Examples of instruments include electromyographs (EMG), electrogoniometers, and dynamometers (e.g., Biodex). Students will learn to do basic programming with LabVIEW and learn to use programs (virtual instruments - VIs) written by the instructor and others. Students will use LabVIEW v8.x with the Windows XP operating system. Objectives include: understanding basic LabVIEW programming skills by writing data collection and processing VIs by writing program icons and successfully running the programs; understanding basic debugging procedures; running LabVIEW VIs written by the instructor and others to collect, manipulate (e.g., rectify and integrate and EMG signal) and store data; connecting various measuring devices (hardware) to computers running LabVIEW; collecting and storing data using LabVIEW VIs written by students; and transferring LabVIEW data to and from spreadsheets for further analysis (e.g., statistics, graphing). *3 credits*

GMHS 8508 Practicum: Teaching Experience

Provides students the opportunity to integrate the goals of the program in a practical situation through the application of clinical, administrative or educational principles in a healthcare organization or institution of higher learning. The type of practicum and facility assigned depends on the student's background and career goals. Prerequisites: Permission of instructor; a majority of program course requirements must be completed. *3 credits*

GMHS 9305 Investigatory Methods in Biomechanics of Human Movement

Goals of this course are to develop an understanding of the variety of methods of data collection, data processing and analysis used in human movement research. Students gain an understanding of the concepts and techniques required in analyzing human movement. Develops the skills necessary to choose practical research questions and analytical methods concerning human movements. Lab time outside of class period to collect and analyze data is required to complete required course projects. Permission required. *3 credits*

GMHS 9504 Dissertation I

Working with the committee, the student develops his/her study proposal. Areas emphasized include review of the literature, identification of problem statements/research question(s)/hypotheses, selection and application of appropriate methods, conducting a pilot study and consideration of protection of human subjects/IRB requirements. Includes reviews and critiques of sample proposals, mock proposal hearings and candidate presentations of draft proposals. This course culminates in a formal proposal hearing. *4 credits*

GMHS 9505 Dissertation II

Working with the committee, the student conducts participant recruitment, data collection, analysis of the data and an initial draft of the study's findings. Prerequisite: GMHS 9504, Dissertation I. *4 credits*

GMHS 9506 Dissertation Advisement

The candidate will submit a completed dissertation and successfully orally defend the dissertation in a public forum. Candidates must adhere to all dissertation guidelines as specified by the program. Prerequisite: GMHS 9505. *4 credits*

GMOT 6110 (OTFY 4110) 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*

GMOT 6120 (OTFY 4120) 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*

GMOT 6130 (OTFY 4130) 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*

GMOT 6140 (OTFY 4140) 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*

GMOT 6210 (OTFY 4210) 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

GMOT 6222 Clinical Medicine in Occupational Therapy

This course builds on Clinical Medicine I with advanced study of pathological conditions involving the neuromuscular, skeletal, and other systems. Clinicians in occupational therapy and a variety of other disciplines discuss a variety of clinical conditions commonly encountered by occupational therapists in practice. Students identify and analyze the impacts of clinical conditions and related biopsychosocial on occupational performance. The language of medicine and related disciplines is integrated throughout the course. *2 credits*

GMOT 6232 Orthotics in Occupational Therapy

This course is designed to explore the rationale and the knowledge necessary for appropriate selection and fabrication of upper extremity orthoses within the context of Occupational Therapy. With emphasis on anatomy, assessment, and concepts of tissue remodeling, the student will be able to select and provide the appropriate orthotic in conjunction with the overall treatment plan. With knowledge of specific conditions and individual client needs, the student will understand the role of the correct orthotic as it relates to desired outcome and successful occupational performance.

2 credits

GMOT 6310 Introduction to Principles of Learning

Teaching and facilitating learning are critical functions of occupational therapy practitioners in their work with clients, caregivers, other professional, and the general public. This course explores principles of learning and teaching as applied in occupational therapy practice across the life span and illustrates how occupational therapy practitioners integrate the use of these principles with task analysis and analysis of characteristics of learners and learning environments to meet therapeutic goals. Students will also consider the professional commitment of occupational therapy practitioners to lifelong learning. The course will include lectures, discussions, writing assignments, and analysis of clinical vignettes. In individual group experiential activities, students will observe and practice the application of learning principles as both learners and teachers. *2 credits*

GMOT 6320 (OTFY 4320) 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*

GMOT 6330 (OTFY 4330) Development Across the Life Span II

This course explores development and change across infancy and childhood. Major theories of development are reviewed with application to student observations 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*

GMOT 6412 (OTFY 4412) Intro to Theory and Practice I/Level I Fieldwork

Introduces the profession of occupational therapy including history, philosophy, theoretical foundations and principles of occupation. Students will engage in activities to understand the effect of cultural, social, economic and other contexts on occupational choices and performances across the lifespan. Students are introduced to the meaning of occupation, the use of the practice framework, and professional language and behaviors. This course also explores the scope of practice of occupational therapy including the range of disabilities served and assessment and treatment strategies. *3 credits*

GMOT 6415 (OTFY 4415) Seminar in Activity Analysis in Occupational Therapy

This seminar introduces the concepts of occupation and activity as therapeutic modalities. This seminar develops practice skills in activity analysis using the terminology of the OT profession and concepts involving areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors, within the context of the PEO framework. Creative media projects and ADL/IADL skills are used as the medium for practice in analysis, grading, and adapting activities. *1 credit*

GMOT 6417 (OTFY 4417) 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*

GMOT 6420 Occupational Therapy Theory and Practice II

Continuation of the study of OT Theory and Practice I with further examination of the OT process and the theoretical models of OT. Discussion of the application of occupational therapy models over a spectrum of ages and disabilities. Students will analyze the current state of theoretical models and the need for further research. Laboratory activities will focus on occupational analysis and synthesis, activity skill building, home making and activities of daily living. *3 credits*

GMOT 6432 Occupational Therapy Theory and Practice III

This third course in occupational therapy theory introduces the students to professional issues in of historical and political contexts. Issues explored include the role of research and political activities in the development of the profession and application of this knowledge to current historical and political climates. *2 credits*

GMOT 6510 (OTFY 4510) Psychosocial Studies and Group Process in Occupational Therapy

This course covers practice for persons requiring psychosocial rehabilitation, with emphasis on adults. Students learn to address problems of occupational performance and participation associated with mental illness and gain theoretical knowledge and practical skills in preparation for client-centered, occupation-based practice in this area. Students exercise skills in evaluation, intervention, and documentation of needs and services. The development of clinical reasoning is fostered through a variety of academic and clinical experiences, including Level I fieldwork in a practice setting that supports focus on mental health. *4 credits*

GMOT 6524 Rehabilitation in Occupational Therapy I/ Level 1 Fieldwork

This is the first of a two-part course designed to explore occupation-based therapy for persons requiring physical rehabilitation. Emphasis is on the development of a clinical approach required for client-centered practice that encompasses the individual, their occupations, and the environment. Students will develop skills in observation, assessment, treatment, and documentation to restore meaningful occupational functioning in clients with physical dysfunction. Psycho-social aspects of illness and disability, their impact on role performance and quality of life will be addressed. Students will increase knowledge of health promotion and illness prevention for people with physical dysfunction and for the well community. Aspects of discharge planning and community resources will provide the opportunity to explore community re-entry needs. Opportunities for the development of clinical reasoning skills are provided in a variety of academic and clinical experiences. *4 credits*

GMOT 6531 Rehabilitation in Occupational Therapy II

Challenges to the individual's ability to perform occupational tasks within the context of their societal and cultural roles and influences, due to illness, disability or dysfunction, will impact an occupational performance. Emphasis is on the development of a clinical approach required for client-centered practice that encompasses the individual, their occupations, support systems and the environment. The course advances the concepts introduced in 'Rehabilitation in Occupational Therapy I' and requires the application of material from EBP, theory and clinical course to be able to evaluate, develop progressive interventions and discharge planning for individuals with physical rehabilitation needs. Lecture and lab opportunities for the development of clinical reasoning skills are provided using a variety of academic and clinical experiences. *3 credits*

GMOT 6544 Pediatrics in Occupational Therapy

Introduction to occupational therapy intervention delivered to pediatric clients. This course includes theories and models of practice related to but not limited to children, adolescents and their families and caregivers in the contexts where they pursue their occupations. Students are encouraged to use knowledge of interventions learned in previous clinical coursework as applied to these populations. Emphasis is on integration of observation and evaluation of performance in multiple settings, and development of occupationally-relevant, client-centered developmentally appropriate intervention strategies. Use of theoretical and evidence-based strategies is emphasized. Classroom learning is reinforced by lab activities, site visits and fieldwork experiences which provide clinical opportunities for the student to integrate theory with actual practice. *4 credits*

GMOT 6550 Geriatrics in Occupational Therapy

Examines the theory and practice of occupational therapy for older adults in community and institutional settings. Age, disease, and environmentally-related changes that may affect occupational performance will be reviewed. Areas of prevention, assessment, treatment, management, and use of community resources will be explored. *2 credits*

GMOT 7013 Fieldwork Level II, Phase I; 12 weeks

This is the first of 3 required 12-week Clinical Affiliations, for a total of 36 weeks (approximately 9 months) of Level II (full-time) supervised fieldwork. During Level II, Phase I, the student has the opportunity to apply theoretical and practical knowledge gained in the first year of academic instruction. Skills in evaluation, planning and carrying out occupational therapy treatment are developed and refined. This fieldwork experience fosters the application of theory to practice, clinical reasoning skills, and professional development. Students are assigned to a variety of settings where occupational therapy services are provided to clients who exhibit physical, psychosocial and/or development dysfunction. Clinical educators provide direct supervision; the supervisor must be a licensed occupational therapist. The Directors of Clinical Education and other faculty members are available for guidance and supervision as needed. Students may be required to attend virtual and/or on-campus meetings throughout the fieldwork experience. *3 credits*

GMOT 7023 Fieldwork Level II, Phase II; 12 weeks

This is the second of 3 required 12-week Clinical Affiliations, for a total of 36 weeks (approximately 9 months) of Level II (full-time) supervised fieldwork. During Level II, Phase II, the student has the opportunity to apply knowledge and skills gained at the completion of all required coursework and Level II Fieldwork, Phase I. Skills in evaluation, planning and implementation of occupational therapy are refined. This fieldwork experience continues to foster integration of theory and practice, clinical reasoning and professional development. Occupational therapy services are provided to clients across the lifespan who exhibit physical, psychosocial and/or developmental dysfunction. Clinical educators provide direct supervision; the supervisor must be a licensed occupational therapist. The Directors of

Clinical Education and other faculty members are available for guidance and supervision as needed. Students may be required to attend virtual and/or on-campus meetings throughout the fieldwork experience. *3 credits*

GMOT 7033 Fieldwork Level II, Phase III; 12 weeks

This is the third of 3 required 12-week Clinical Affiliations, for a total of 36 weeks (approximately 9 months) of Level II (full-time) supervised fieldwork. During Level II, Phase III fieldwork, the student has the opportunity to apply knowledge and skills gained at the completion of all required coursework and previous Level II fieldwork. Students will have the opportunity to complete fieldwork at a site which matches specialty entry-level practice, as well as traditional practice areas, such as psychosocial, geriatrics, hand rehabilitation, pediatrics and/or school based programs, research, community organizations and governmental/professional organizations. Students have the opportunity to plan, implement and evaluate treatment for clients across the lifespan in this area of practice. Clinical educators provide direct supervision; the supervisor must be a licensed occupational therapist. The Directors of Clinical Education and other faculty members are available for guidance and supervision as needed. Students may be required to attend virtual and/or on-campus meetings throughout the fieldwork experience. *3 credits*

GMOT 7111 (OTFY 4111) Clinical Integration Seminar I

In this problem based learning (PBL) seminar, the students develop skills in scientific and procedural problem identification and reasoning as well as critical thinking. Seminars are student led and organized using case studies with progressively complex information. Current occupational therapy practice framework and guidelines, a sample treatment plan format, and online resources are used to assist students in assembling case information. *1 credit*

GMOT 7210 Ethical and Legal Issues in Occupational Therapy

This course focuses on conceptual/moral reasoning and interactional ability in relation to moral, ethical and professional issues that arise for student occupational therapists and for clinicians and administrators in daily practice. In addition, students are introduced to legal topics, including consent laws, statutory and practice laws, and negligence and malpractice. The AOTA Code of Ethics and NBCOT Candidate/Certificant Code of Conduct and related documents are also introduced. This course exercises the abilities of students to reason, to learn and apply factual information and theoretical concepts to the analysis of practical cases and problems, to communicate their own arguments and perspectives and those of authors and fellow discussants, to synthesize solutions, and to make moral/ethical decisions and evaluate the consequences of courses of action. *2 credits*

GMOT 7220 Healthcare Organizations

This course is designed to promote student understanding of the delivery and support mechanisms of occupational therapy services in current medical organizations, such as hospitals, extended care/ subacute facilities, and rehabilitation

facilities. Current issues in reimbursement, accreditation and regulations are discussed. The impact of public policy and demographics relative to healthcare provision are explored. The role of change and the need for entrepreneurship in future healthcare environments is discussed and researched. Learning activities include development of a needs assessment for a potential occupational therapy program. *2 credits*

GMOT 7230 Consultation, Community and Alternative Models

Continuation of the concepts explored in Healthcare Organizations, with emphasis on community-based practice outside the medical model. Needs assessment, budget development, marketing and funding strategies as well as business ethics are discussed and explored. Community resources, regulations and opportunities are integrated into a mock business plan. This course also reviews state and national regulations for the practice of the profession. Exploration of future directions and requirements for new graduates are reviewed. *2 credits*

GMOT 7235 International Innovation Project

This international innovation project course incorporates didactic and experiential learning through transdisciplinary collaboration with international healthcare professional programs to address issues in health promotion and participation. Students will participate in a concentrated semester in which they develop skills in strategic planning, leadership, innovation and entrepreneurship within the healthcare sector. In cooperation with community partners, students design proposals for innovative solutions to meet client needs while exploring the global role of the occupational therapist. The content is explored through lecture, discussion, community partner engagement, reflection, and team projects that lead to an innovation project plan and presentation. Students are graded on participation and personal portfolio that is submitted to the faculty. This course is substituted for GMOT 7230 Consultation, Community and Alternative Models (*2 credits*) and GMOT 7520 Activity Group Process (*3 credits*); enrollment is limited to 5-10 students according to seats available for each international partner. Students apply in advance for this course and are selected for participation by the faculty according to previous academic performance, self-motivated learning, maturity, and ability to work in groups.

GMOT 7303 Research Methods I

Research Methods I is the first of two courses designed to provide students with a working knowledge of the research process and the use of research evidence to support clinical practice (evidence-based practice). Topics introduced include quantitative research approaches, literature searches, research designs and methodologies, the use of statistics in data analysis, and clinically appraised topics. Students will practice identifying, analyzing, and evaluating relevant research studies to appraise evidence for clinical practice decisions, to provide answers to focused clinical questions, and to develop research proposals. *3 credits*

GMOT 7311 Research Practicum I

Students will engage in independent or collaborative research projects, collect and analyze data, and develop a research report. *1 credit*

GMOT 7320 Research Methods II

This is the second course in the research series that provide students with a working knowledge of the research process and the use of research evidence to support clinical practice. In this course the students build on their knowledge from the previous course by focusing on qualitative research approaches. The students learn to appraise research, and apply it to clinical use. The students learn how to develop a qualitative research proposal, collect and analyze data, and prepare a research report of their findings. *2 credits*

GMOT 7321 Research Practicum II

This course is taken concurrently with GMOT 7320 Research Methods II. Students receive supervision and advisement from the GMOT 7320 course faculty, and other faculty as appropriate, on the research projects they are conducting in the Research Methods II course. *1 credit*

GMOT 7512 Seminars in Advanced Theory and Practice in Occupational Therapy

Small group discussion on variable topics that explore the diverse dimensions of OT practice and issues. Integration of OT theory and practice with laboratory and advanced clinical experiences. Level I Fieldwork provides students with advanced learning opportunities in a variety of clinical learning experiences. *2 credits*

GMOT 7520 Activity Group Process

Advanced study of activity groups and group process. Reviews concepts and theories of group formation, development, structure, and leadership practiced as they apply to adults and children. Development of group protocols and management of groups. Emphasis placed on group process in professional activities such as clinical, consultation and research teams. Integrates current research on the use of activity groups and group process. Integrated lecture and laboratory learning. *3 credits*

GMOT 7530 Advanced Concepts in Adapting Environments

This course concerns adaptation in the promotion of independence and accessibility across the lifespan. The Americans with Disabilities Act is reviewed and practical solutions to accessibility are discussed. The role of rehabilitation engineers, architects and other rehabilitation team members are explored in relation to the scope of occupational therapy. Technology, adaptive equipment, resources and new research will be explored. *3 credits*

GMPA 6001 (PAFY 4001) 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*

GMPA 6102 Principles of Epidemiology

An introduction to the basic epidemiologic strategies and thinking. Epidemiologic sophistication fosters a questioning attitude; without it, medical practices may be introduced and accepted even though they lack adequate support from well-controlled studies. Students will be exposed to the variations that characterize acute/infectious and chronic disease epidemiology. Implications for primary care practitioners will be emphasized. This is a web-based course. Open to physician assistant majors only or permission by department chair. *3 credits*

GMPA 6104 (PAFY 4104) 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*

GMPA 6107 (PAFY 4107) Pathophysiology

Building upon the foundation provided in GMPA6111/PAFY4111, this course provides an in-depth study of the pathophysiologic changes which occur in the body in response to disease and injury. The course discusses how pathologic changes noted at both the cellular and organ system levels alter homeostasis. Correlation to the clinical aspect of disease is emphasized. *3 credits*

GMPA 6108 (PAFY 4108) 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*

GMPA 6111 (PAFY4111) Human Physiology

This course provides an in-depth exploration of the physiologic aspects of homeostasis at both the cellular and organ system levels. Topics include the cell, musculoskeletal, cardiac, pulmonary, digestive, renal, endocrine, and reproductive systems. Open to physician assistant majors only. *3 credits*

GMPA 6112 (PAFY 4112) 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*

GMPA 6203 (PAFY 4203) Introduction to Clinical Medicine I

This course introduces interviewing techniques and principles, psychosocial development and behavior, and the fundamentals of a complete medical history and physical examination. Proper communication between the physician assistant, other health professionals, and the patient are emphasized. Students are assigned to preceptors for the purpose of taking complete histories and performing physician examination on clinical patients. *4 credits*

GMPA 6204 (PAFY 4204) 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*

GMPA 6205 (PAFY 4205) Introduction to Clinical Medicine II

A continuation of GMPA 6203, this course provides instruction in the problem-oriented medical record format, techniques of focused-physical diagnosis, and clinical case analysis. 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 healthcare providers. An introduction to the concepts of evidence-based medicine and documentation are included. *4 credits*

GMPA 6211 Clinical Transitions

Case-based and small student group centered course designed to guide students through the transition from textbook medical knowledge to clinically essential patient care elements of logical differential diagnoses and appropriate patient treatment plans. Applying the concepts used in the time-honored system of a Morbidity and Mortality Conference, students develop and present patient cases which reinforce recently taught medical/surgical topics while searching for medical errors and patient safety concerns while experiencing the value of peer support. *2 credits*

GMPA 7303 Biomedical Ethics

The application of human and professional values, judgments and choices to selective ethical dilemmas that arise in practice. Emphasis will be placed upon various traditional and contemporary approaches to normative ethics within decision making models applicable to resolving professional dilemmas in the delivery of health care. Open to physician assistant majors only or permission by department chair. This course is predominantly taught as a web-based course. *3 credits*

GMPA 7311 Fundamentals of Clinical Medicine

Provides a comprehensive systems-based overview of various disease entities in preparation for clinical rotations. Students will gain in-depth knowledge of the etiology,

clinical presentation, differential diagnosis, diagnoses and therapeutic approach to diseases processes. The specialties of internal medicine, surgery, pediatrics, and obstetrics and gynecology are addressed. *6 credits*

GMPA 7402 Clinical II

Includes 4-8 week rotations in required primary care areas. Students participate in supervised patient care, attending teaching rounds and medical conferences as they rotate on various services in established clinical facilities. Students return to campus for a full day each month for activities including examinations, board review, oral presentations, class discussions, meetings with advisors and presentations related to professional issues. *15 credits*

GMPA 7403 Clinical I

Includes 4-8 week rotations in required primary care areas. Students participate in supervised patient care, attending teaching rounds and medical conferences as they rotate on various services in established clinical facilities. Students return to campus for a full day each month for activities including examinations, board review, oral presentations, class discussions, meetings with advisors and presentations related to professional issues. *5 credits*

GMPA 7404 Research Methods I

An exploration in the fundamental concepts of research in the health sciences. Problem finding, formulation of a research question, research methodology, design, and data collection and interpretation will be addressed. Ethical considerations in research will be discussed. Published research articles will be critically analyzed. At the conclusion of the course, the students will have developed the framework of an original study, which will be further developed in GMPA 8509 (Research Methods II). This is a web-based course. *2 credits*

GMPA 8507 Internship I

A series of clinical experiences in various medical specialties are conducted in hospitals, clinics and private medical practices. The goal is to have students achieve the knowledge, proficiency and expertise to function effectively in the physician assistant role. Students return to campus for a full day each month for activities including examinations, board review, oral presentations, class discussions, meetings with advisors and presentations related to professional issues. *10 credits*

GMPA 8509 Research Methods II

Provides experiential learning in the research process, as students, working in groups, and with a faculty advisor, bring a small scale study to completion including data collection and analysis of results. The research process will culminate in the presentation of the project and its findings to peers, faculty and clinicians through various media including posters, presentation software, and a written thesis. This is a web-based course. *1 credit*

GMPA 8510 Biostatistics

Provides an introduction to statistical research methods in health science as applied to study of distribution of disease in human population. The course is intended to

develop students' competencies in the application of the statistical techniques used to explore, describe, and analyze information for research or evaluation purposes. Topics include hypotheses testing, t-tests, analysis of variance, linear correlation and regression, nonparametric tests, and power analysis. An introduction to the SPSS statistical software is included. *2 credits*

GMPA 8602 Internship II

A series of clinical experiences in various medical specialties that are conducted in hospitals, clinics and private medical practices. An elective rotation usually in the student's area of interest may be scheduled. The goal is to have students achieve the knowledge, proficiency and expertise to function effectively in the physician assistant role. Students return to campus for a full day each month for activities including examinations, board review, oral presentations, class discussions, meetings with advisors and presentations related to professional issues. *12 credits*

GMPA 8603 Healthcare Policy

An overview of the health care industry and policies with information regarding the various topics related to the US health care delivery system. The impact that health care policy and managed care has on the total health of a patient will be discussed. The course is given in the Spring semester of the third professional year so that the student can incorporate clinical skills with an analytic perspective on those issues that drive the current health care system. This course is taught predominately as a web-based course. *2 credits*

GMSL 6007 Physiologic and Acoustic Phonetics

This course addresses physiological aspects of the ventilatory, laryngeal, supralaryngeal, and orofacial mechanism as it relates to normal speech production. The acquisition and analysis of aerodynamic and acoustic aspects of voice and speech will be reviewed along with its application to disordered speech assessment. *3 credits*

GMSL 6009 Diagnostic and Clinical Principles

This course focuses on assessment in communication disorders as a problem-solving process. Students will develop knowledge and skill competencies in selection, administration, and analysis of testing materials as well as writing and interpreting clinical notes and reports for pediatric populations. The course will also cover review of policies, procedures, expectations, and professional behavior in the clinical environment. *2 credits*

GMSL 6010 Child Language Development and Disorders

This course is an advanced study of the relationship between language development, cognitive development, and language impairment in pediatric populations from birth to five years of age. First, the course begins by giving the student a solid footing in typical developmental milestones as well as current theories of language development and disorders. Second, populations of children who demonstrate language impairment, including late talkers, Autism Spectrum Disorder, Down syndrome, and Preschool Language Impairment/Specific Language Impairment

are explored. Third, the importance of the assessment process in determining a diagnosis, a prognosis, and recommendations for intervention are emphasized. Finally, setting of appropriate language goals and scaffolding of language performance in treatment sessions. Students will gain an understanding of how language development within culturally and linguistically diverse backgrounds differs from language impairment. Students will become familiar with ASHA standards, ethics and scope of practice as it relates to language impairment and working with individuals from diverse cultural and language backgrounds. *4 credits*

GMSL 6011 Speech Intelligibility and Its Disorders in Children

This course provides a strong foundation in the typical development of speech intelligibility and the knowledge and skills needed to assess and treat children with speech intelligibility disorders. Students will learn the developmental milestones related to speech intelligibility development and undergo a review of the normal anatomical and physiological process for producing intelligible speech and review IPA transcription. Students will expand their knowledge of the assessment, diagnostic and treatment aspects of pediatric speech intelligibility. Characteristics of special populations will also be considered. *3 credits*

GMSL 6012 School Age Language and Literacy

This course will cover principles and practices relevant to the assessment and treatment of language and literacy disorders in school age populations including children and adolescents ages 5 to 21. The goal of this course is to equip students with the knowledge and skills that ASHA specifies as necessary for school-based speech-language pathology. Topics covered include: foundational knowledge in the structure of schools; screening, referral, and diagnostic procedures in school settings; collaborating on Individualized Education Plan (IEP) teams; developing evidence-based treatment plans that meet Individuals with Disabilities Education Act (IDEA) guidelines; and theoretical foundations for the treatment of language-based learning disabilities and literacy deficits. *3 credits*

GMSL 6013 Adult Neuromotor Disorders of Communication

An overview of acquired disorders of speech motor planning, programming and execution in neurologically impaired adolescents, young adults and older populations. Special emphasis will be on the methods of assessment and rehabilitation for apraxias and dysarthrias. *2 credits*

GMSL 6022 Biomedical Ethics and Professional Issues in Speech-Language Pathology

This course presents a study of the application of human and professional values, judgment, and choices to selected ethical dilemmas that arise in health care practice. The scope of practice and code of ethics in speech-language pathology will be explored; theories and styles of counseling and interviewing techniques used with communicatively-impaired individuals and their families will be included. This is a problem based course presented through complex

medical case studies relevant to the speech-language pathologist. Ethical clinical decision making models will be explored. *2 credits*

GMSL 6141 Neuroscience

This course offers information pertaining to communication neuroscience. Communication neuroscience is a specialized sub-field of cognitive neuroscience that deals with the neural networks that support human communication. Special emphasis will be placed on topics such as the development, structure, function and pathology of the nervous system in relation to cognition, language and communication. *3 credits*

GMSL 6518 Acquired Disorders of Language and Cognition

The focus of this course will be on theoretically-motivated protocols for diagnostic evaluation and treatment of aphasia. This course, in its entirety, will deal with the conceptual scaffoldings of two major paradigms of thought in the field of aphasia, namely, the impairment approach and the social-functional approach. In addition, this course offers information on the cognitive-linguistic deficits in the right hemisphere damaged adults. *3 credits*

GMSL 6521 Dysphagia

This course is an advanced study of the nature, etiology and physiology of the normal and disordered swallow across the lifespan. Instrumentation as it relates to the diagnosis of dysphagia will be presented. Treatment and clinical decision making will be highlighted. *3 credits*

GMSL 6522 Early Intervention

This course is an intensive study of language impairment and speech and feeding delays and disorders in the infant-toddler population. Specific topics include federal and state mandates for service provision to infants and toddlers, transdisciplinary play-based assessment and intervention models, prematurity and developmental delay. *3 credits*

GMSL 6523 Fluency Disorders

This course is an advanced study of the nature and etiology of stuttering and other fluency disorders. Current assessment protocols and evidence based intervention programs for pediatric and adult populations are emphasized. *3 credits*

GMSL 6524 Augmentative and Alternative Communication

Assessment, treatment, and management of infants and children with speech motor disorders; intensive study of the interdisciplinary approach to augmentative and alternative communication; team approach to designing appropriate treatment plans, neuromotor management, environmental control, computer access and funding support. *3 credits*

GMSL 6525 Voice Disorders

Intensive review of the anatomy and physiology of the vocal mechanism; normal and abnormal ventilatory and laryngeal function; identification, assessment, diagnosis, and outcome-based management of patients with functional, neurogenic, and organic voice disorders. *3 credits*

GMSL 7001 Audiology and Aural Rehabilitation for the Speech-Language Pathologist

The objective of this course is to supply the prospective SLP with the information necessary to interpret and best utilize the results of an audiologic assessment, and enable them to plan and carry out appropriate intervention and management strategies. Students will be provided with the basic knowledge and skill necessary for performing audiologic screenings (pure tone, tympanometric and otoacoustic emissions as per ASHA's Scope of Practice for the SLP) as well as a working knowledge of evaluation procedures and interpretation of audiometric results; normal and abnormal hearing processes; appropriate treatment and referral. Communication assessment, intervention and management of children and adults with hearing loss will be addressed. Students will also gain an understanding of individualization of treatment/rehabilitation plans, the importance of family education and involvement, and collaborative interdisciplinary team models. *3 credits*

GMSL 7002 Research Methods I

This course provides an overview of concepts as it relates to the question, design, and data analysis of a research study. The goal is to help students in developing skills that will make them better consumers of research. *3 credits*

GMSL 7003 Research Methods II

The goal of this course is for students to use critical thinking skills in the evaluation of research in the field of communication sciences and disorders. Students will gain a clearer understanding in evaluating the efficacy of treatment and intervention studies across multiple areas within the field of speech-language pathology. Focus on evidence-based treatment models and single-subject designs will empower students to become better consumers of research. *3 credits*

GMSL 7010 Traumatic Brain Injury

This course offers information pertaining to the effects of traumatic brain injury on human communication and cognition from a life-span perspective. Although a variety of communication disorders can result from traumatic brain injury, this course mainly highlights the cognitive and linguistic deficits in this population. Contemporary approaches to assessment and treatment of such disorders form the core of this course. *3 credits*

GMSL 7013 Craniofacial Disorders

Study of the evaluation and treatment of speech, language, and feeding problems associated with cleft palate and other craniofacial disorders. *3 credits*

GMSL 7039 Research Project I

Faculty-supervised research review or pilot project focusing on a single area within Speech-Language Pathology or Speech, Language, and Hearing Sciences. *2 credits*

GMSL 7040 Research Project II

Faculty-supervised independent research on a single area within Speech-Language Pathology or Speech, Language and Hearing Sciences. *1 credit*

262 School of Health and Medical Sciences

GMSL 7041 Clinical Practicum/Clinical Seminar I

Supervised clinical practicum in speech-language pathology with associated clinical seminar. *3 credits*

GMSL 7102 Clinical Practicum/Clinical Seminar II

Supervised clinical practicum in speech-language pathology with associated clinical seminar. *2 credits*

GMSL 7103 Clinical Externship

Advanced intensive supervised clinical practicum in speech-language pathology with associated clinical seminar.
5 credits

RGCN 8000 Registration Continuation

Students in research phase of the curriculum must register continuously for this course until completion of the project. Students must maintain contact with their mentors and be involved in the research and writing process. Required only if student does not complete the project while enrolled in GMHS 7502 Research Project.

Master of Science in Jurisprudence in Health, Science and Technology Law at Seton Hall University School of Law



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Master of Science in Jurisprudence in Health, Science and Technology Law

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**Faculty Director, Center for Health & Pharmaceutical
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**Associate Director, Center for Health & Pharmaceutical
Law & Policy:** Frank P. Pasquale, J.D.

**Executive Director, Center for Health & Pharmaceutical
Law & Policy:** Simone Handler-Hutchinson, J.D.

**Director, Gibbons Institute of Law, Science and
Technology:** David W. Opderbeck, J.D., LL.M.

Assistant Dean for Special Projects:
Rosa Alves, J.D.

Assistant Dean, Graduate Programs and Online Learning:
Helen A. Cummings, J.D.

Faculty: Barnes; Bernstein; Boozang; Coleman; Cornwell;
Jacobi; Jennings; Lillquist; Opderbeck; Paradise; Pasquale;
Sullivan

Seton Hall Law School offers a Master of Science in Jurisprudence (M.S.J.) in Health, Science and Technology Law. The M.S.J. program provides professionals working in health care, information technology, telecommunications, pharmaceuticals and biotechnology with a solid foundation in the legal and regulatory aspects of these industries.

The M.S.J. degree is an extension of the Law School's nationally ranked Center for Health & Pharmaceutical Law & Policy and the Gibbons Institute of Law, Science & Technology. The legal and regulatory challenges for professionals in health care, pharmaceuticals, biotechnology, information technology and telecommunications have never been greater. The M.S.J. degree provides these professionals with a better understanding of the laws that impact their professional responsibilities.

The M.S.J. provides a rigorous grounding in the law for students who do not want to become lawyers, but who, instead, want to use the law to enhance their effectiveness and marketability in a non-legal career. Combining this degree with their professional experiences, M.S.J. graduates have numerous opportunities available to them. Alumni work in a broad spectrum of positions as compliance officers, contract analysts, healthcare administrators, nurse managers, patent/trademark assistants, pharmaceutical financial analysts, quality assurance managers, supervisors, clinical

operations directors and lobbyists. Courses are offered in the evening to accommodate working students. The Law School is conveniently located one block west of Newark Penn Station.

Admission Requirements

A candidate seeking admission to the M.S.J. Program must have at least a bachelor's degree from a regionally accredited college or university, or the foreign equivalent. The Admissions Committee prefers candidates who have professional experience in the health, technology, pharmaceutical, biotechnology, communications or related industries. Decisions are based on quality of undergraduate performance and, if applicable, graduate school academic records, ability to do superior work, and writing skills. Candidates are not required to take pre-admissions tests such as the LSAT, GRE or GMAT. Any applicant whose pre-college education was in a language other than English will be required to take the Test of English as a Second Language (TOEFL).

Enrollment in the program begins each June with a Summer class, The Legal System, Research and Writing I, followed by a course of study beginning in the Fall. Students who do not successfully complete the Summer course are not invited to continue in the program.

Admission Procedures

Interested applicants must apply directly to the Law School. Please contact the Center for Health & Pharmaceutical Law & Policy (973) 642-8871 to request information regarding the M.S.J. degree. Completed M.S.J. applications may be submitted online or mailed to the Office of Graduate Programs-Room 208, Seton Hall Law School, One Newark Center, Newark, NJ, 07102, along with:

- \$60 application fee payable to Seton Hall University;
- personal statement (as described in the application);
- résumé;
- official transcripts from all colleges/universities attended; and
- two letters of recommendation.

Financial Assistance

Financial aid may be available through the Federal Loan Program. For more information, please call the Office of Enrollment Services at (973) 642-8744.

Course of Study

The M.S.J. candidate must complete 30 credit-hours of coursework at the Law School. The M.S.J. candidate's curriculum is substantially made up of required courses. The program begins each Summer with the 4-credit Legal System: Research and Writing I to orient the M.S.J. student to the tools of legal reasoning. Thereafter, the M.S.J. candidate must take two survey courses of 3 credits each, Business Law Survey and The Legal System: Research and Writing II, which are designed specifically to provide an overview of basic areas of legal study.

Upon completion of the second semester in the program, candidates must select the track they will follow: health law, intellectual property, or a combined track. The health law track will focus on legal, regulatory and ethical issues related to traditional healthcare industries and medical professions. The intellectual property track will focus on legal, regulatory and ethical issues related to science, information technology and telecommunications. Professionals working in the pharmaceutical or biotechnology industry are permitted to create a combined curriculum.

Students choosing the health law track will be required to take Health Law for MSJs: Patient Rights and Public Health, Health Law for MSJs: Health Care Organizations, and Constitutional Law Survey. Students choosing the Intellectual Property track will be required to take Intellectual Property and one of the following seminars: Copyright, Trademark and Unfair Competition or Patent Law.

Course Descriptions

Core Courses

HLTH 7390 The Legal System, Research & Writing I

This course provides M.S.J. students with an introduction to the legal system as well as basic legal research and writing skills, with a focus on topics relevant to the health and pharmaceutical industries. Students will receive LEXIS, WESTLAW and Internet research training. *4 credits*

HLTH 7391 The Legal System, Research & Writing II

This course continues to hone the skills that students learned in The Legal System, Research & Writing I, with a particular focus on statutory and regulatory analysis. *3 credits*

HLTH 7400 Business Law Survey

This course introduces M.S.J. students to principles of contract and corporate law necessary to provide an appropriate background to health law courses. The course includes a writing component that focuses on drafting skills. *3 credits*

HLTH 7402 Constitutional Law Survey

This M.S.J. course provides a general overview of the constitutional law doctrines that are most relevant to health professionals. Particular attention is paid to separation of powers, privacy and reproductive rights, and the First Amendment as they relate to government regulation of health care. The course also considers constitutional and other issues raised by the role of administrative agencies and the implementation of legislation in the health care system. *3 credits*

HLTH 7409 Torts For MSJs

This online course examines the law governing private recovery for injuries covered by "civil wrongs." Focusing on the law of negligence, topics will include determining the standard of care; the roles of judge, jury, custom, and statute; exceptions to the duty to exercise reasonable care; actual and proximate causation; defenses to negligence liability; and damages. The course will include regular writing assignments designed to strengthen students' analytical and writing skills. *3 credits*

Health Law Track Core Courses

HLTH 7515 Health Law for MSJs I: Health Care Organizations

This course will examine the means by which patients gain access to health care and through which sponsors of health coverage organize and compensate healthcare providers. It will include a study of private and public means of health insurance and different types of third-party payors, including Medicare, Medicaid, and managed care organizations. The class will also survey the organization of hospitals and other healthcare entities and introduce students to the issues, laws, regulations and accreditation standards essential to understanding the structure and permitted functions of healthcare entities. The course will introduce students to the physician-patient relationship, which includes studying the confidentiality of medical information, informed consent, and the standard of care used for malpractice actions. *3 credits*

HLTH 7517 Health Law for MSJs II: Patient Rights and Public Health

This course will examine the major legal and ethical issues surrounding patients' rights and varied approaches to medical practice and research. Topics will include medical decisions at the end of life, procreative rights and parenting issues, and the use of human subjects in medical research and drug development. The course will also examine alternative medicine and the means by which medicine is regulated. The class will also introduce students to a variety of public health issues. *2 credits*

Health Law Track Electives

PUBG 7801 Administrative Law

This course studies the theory of administrative actions; administrative process; agency organization; determination and promulgation of the administrative regulations; right to notice and hearing; enforcement; judicial review; standing; and the Administrative Procedure Act. *3 credits*

HLTH 9526 Bioethics

This seminar will introduce students to the principles and methods of bioethics analysis, and the focus on the way that the law deals with human reproduction and birth, human genetics, the definition of death, the process of health care decision-making at the end of life, physician assisted death, the regulation of research involving human subjects, the regulation of public health, and the just distribution of health care resources. *3 credits*

HLTH 7528 Compliance Planning

The course will focus on the managerial and legal aspects of corporate compliance programs including the need for, and development of, an effective corporate compliance program. The course will examine government regulations, guidance documents and enforcement initiatives which have created a framework for modern compliance programs in the health care industry. In addition, the course will examine other laws and standards such as Sarbanes-Oxley and NYSE and NASDAQ listing rules which mandate certain elements of a corporate compliance program. The course will provide a

practical overview of how to design, implement and manage a corporate compliance program, focusing on the essential "seven elements" of an effective program. Emphasis will also be placed on the incorporation of ethics into a compliance program with the goal of creating a culture of compliance within an organization. *2 credits*

PUBR 7912 Disability Law

The 43 million Americans with disabilities are engaged in public activities on a daily basis. Many work, take public transportation, use public accommodations and government services. This course will examine the legal standards that guide the treatment of people with disabilities in many areas, including public accommodations, governmental services, and employment. We will examine the constitutional and statutory law in this area, and consider the public policy balance driving legal development in this area. A primary focus will be on the Americans with Disabilities Act of 1990, although we will consider other sources of law. We will examine such central concepts as the definition of disability, the remedies available for violations of disability rights law, defenses to claims of disability discrimination, and the jurisdiction of courts to consider private claims against government defendants. *3 credits*

HLTH 7513 Drug and Medical Device Liability and Policy

The course will examine liability within the drug and device industries. It will cover liability based on inadequate warnings, state statutes that provide presumptions about medical product warnings, proximate cause in warning cases and how "over-promotion" permits imposition of liability despite the presence of an adequate warning. It will also examine whether design defect liability is applicable to FDA-approved drugs and discuss application of design and manufacturing defect theories to devices. The course will explore preemption of state law tort claims and provide an overview of FDA regulation of drugs and devices, including issues pertinent to litigation of the preemption issue. It will consider the absence of a private right of action under the Food Drug & Cosmetic Act, the implied preemption doctrine in pharmaceutical cases, and cover the case pending before the Supreme Court (to be argued Fall, 2010) in which the Court will rule on preemption of state law design defect claims under National Childhood Vaccine Injury Act of 1986. The course will address the issue of causation and different methods of proving causation, including use of epidemiological evidence and will address damages and remedies in medical products cases including the remedy of "medical monitoring" and the divergent ways in which the courts have analyzed and resolved claims for medical monitoring. The course will analyze mass torts where much of pharmaceutical and medical device litigation takes place including public events like a product recall or publication of a significant clinical study and will examine the difficulty of using the class action vehicle in the drug and device liability area for personal injury claims. The course will evaluate evolving approaches to settling mass-tort cases and their implications, including the settlements in the Dalkon Shield litigation, diet drug litigation and,

more recently, Vioxx litigation. The course will look at how to allocate compensation among injured claimants, the question of limiting the size of the ultimate settlement, and ethical issues for defendants' and plaintiffs' counsel in devising settlements. The course will also analyze how well the current system works including whether the traditional litigation process works adequately in compensating injured claimants and deterring industry misconduct and will explore some of the arguments against the current system: that it negatively impacts innovation and investment in medical products and technology, increases the cost and decreases the availability of certain products and that it unequally compensates injured patients. Finally, the course will consider the alternatives to the current system and opportunities for tort reform in the drug and device arena. *2 credits*

HLTH 8500 Food and Drug Law

This course provides an overview of the laws and regulations of the Food and Drug Administration that restrict the sale of unsafe, deceptive or unproven foods and drugs. The pre-market approval system governing drugs will be examined along with the debate about the length of testing. Other topics include the prescription status of drugs, consumer advertisements, and the impact of commercial speech protections. Major issues concerning food regulation are considered such as the appropriateness of a no-risk policy for carcinogens and the use of biotechnology in foods. The justification for the deregulation of dietary supplements will also be explored. The course aims to provide students with an understanding of the principal regulatory means used by the agency, such as rulemaking, and court enforcement. In addition students will be able to consider the appropriateness of schemes based on disclosure and those that impose additional restrictions. *2 credits*

HLTH 8502 Health Care Access and Payment

This course examines the rapidly-shifting means by which patients gain access to health care, and through which sponsors of health coverage organize and compensate health care providers. It begins by surveying issues of health coverage across a social spectrum including the uninsured, those covered by Medicare, Medicaid and other government programs, and the privately insured. The course focuses on financing, administrative and legal structures through which quality, cost and access are balanced. It then discusses issues raised by the dominance of managed care systems of health finance and delivery, focusing on cost containment mechanisms. The course examines a range of statutory and common law devices employed to balance the interests of providers, payers and patients. It will survey such topics as tort claims against managed care plans, the "right" to health care, discrimination in health insurance, antitrust and fraud applications in health care finance and delivery, and the relationship between markets and regulation in health care delivery and finance. *2 credits*

HLTH 8504 Health Care Finance

The financing of health care is a fundamental aspect of the U.S. health care system. Health care finance has grown and changed over the years and has become an increasingly complex and confusing mix of fragmented private and public mechanisms. The extent and rapidity of the changes that have taken place have created a number of problems which relate to such basic issues as: who provides care, where it is provided, what incentive exists, and who receives services. This course examines and explores the current issues and problems in health care finance policy and offers an in-depth study of the finance dimensions of specific topics (e.g., politics and players in health care financing: government, providers, payers and consumers; reimbursement methodologies; regulating and rate setting; etc.). *2 credits*

HLTH 8505 Health Care Fraud and Abuse

The complex business of health care finance and delivery is increasingly structured by reference to an array of federal regulatory and statutory requirements. Attorneys reviewing relationships among the providers and between providers and payors must be familiar with the anti-kickback laws, the False Claims Act, Stark I & II, and RICO. This course examines the application of those laws in the context of commercial relationships, regulatory reviews, and criminal investigation and prosecutions. It also examines the burgeoning area of corporate compliance programs. *2 credits*

HLTH 9511 Health Data Analysis & Advocacy

This seminar will train law students in quantitative and analytic skills related to law enforcement and advocacy. Though many of our examples will relate to cutting edge health law enforcement and compliance, we expect that students in nearly any regulatory or litigation context will find the skills taught both transferable and useful. Substantively, the seminar will focus on fraud and abuse detection tools and methods used by public and private health insurers. Procedurally, the seminar will train students in skills of data analysis, basic statistical and quantitative methods, and data visualization. Skills such as text summarization, chart drafting, and spreadsheet management will be explained and practiced. The course will feature examinations of the intersection of health care law with e-discovery and computational legal analysis. The seminar will aim to enable students to: (1) excel as uniquely technically qualified attorneys at traditional firms; (2) leverage unique skill sets to compete for positions in compliance departments, revenue cycle management departments, and quality control divisions; and (3) understand cutting edge law enforcement tactics that will prove increasingly important in a world of predictive policing and algorithmic assessments of threats. *3 credits*

HLTH 9530 Health Information Privacy and Innovation

This course will focus on the uses (and misuses) of health information compiled about patients, insureds, research subjects, and populations. Medical privacy law has focused on assuring the privacy, security, and accuracy of medical data. The post-ARRA and post-ACA landscape will include more concern about balancing privacy, innovation, access, and cost-control. The course will also examine the legal

aspects of data portability, integrity, and accuracy. When two health records conflict, which takes priority? What is “meaningful use” of an electronic health record under ARRA, and how will regulators and vendors assure interoperability between medical records systems? The course will also cover innovators’ efforts to protect their health data systems using contracts, technology, trade secrecy, patents, and copyright, and “improvers”’ efforts to circumvent those legal and technological barriers to openness. We will also examine pharmaceutical companies’ past and present strategies regarding the disclosure of their research, including non-publication of adverse results and ghostwriting of positive outcomes. Will a “reproducible research” movement, popular in the hard sciences, reach pharmaceutical firms? After covering provider data, we will turn to insurer data, including trade-secret protection of prices paid to hospitals, conflicts over the interpretation of disclosure requirements in the ACA, and state regulation of insurer-run doctor-rating sites. Post-HCQIA quality improvement programs will also be examined. All students will be required to write a comment on a current rulemaking on health records, data, or privacy (at agencies like FDA, HHS, or state health departments). They may incorporate the comment (with proper editing) into an AWR paper at their discretion. The course will emphasize creative, critical thinking about using state and federal law and regulation to advance clients’ interests and the public interest. *3 credits*

HLTH 9525 Health Law and Governance

This seminar will explore the rise of new forms of governance and regulation and their implications for legal interventions in health care. Governments and international organizations around the world have begun to use new tools and processes to achieve public policies. These may involve the use of broad standards instead of fixed rules; rely on networks of policy makers, experts, stakeholders, non-government organizations, and patients for decision-making; and employ measurement and monitoring in place of mandates and sanctions. The goal is to consider different types of governance that are problem solving rather than controlling, coordinating rather than mandatory and bottom-up rather than top-down. The seminar provides an opportunity to learn about health law and governance in the context of analyzing case studies in using alternative regulatory approaches to contemporary health issues. The seminar will open with three classes that discuss theoretical and legal perspectives on health law and governance. Each student is expected to submit a two-page response paper to one of the three introductory classes. The remaining classes will use “case problems.” Each student will be expected to choose a case problem and present an analysis of alternative regulatory and governance approaches in class. Each case problem is based on the materials assigned for the course and solutions proposed will vary with the type of issue and the attitudes and interests of the student. All students are expected to actively participate in class discussions. *3 credits*

HLTH 7525 Health Policy and Professional Development

This seminar focuses on understanding the formation of health policy and how it relates to one’s personal development and professional advancement within an organization. Students will explore the dynamics of policy process and formation as they relate to specific health care issues facing our society today, while gaining an understanding of the interplay between those issues and the missions of various health care industries. Emphasis will be placed on ways to become involved in the policy process within various health care industries, the governmental institutions that regulate those industries, and related professional associations. The organizational structures, cultures, behaviors and politics of these entities, and potential opportunities for career advancements within or through them will be considered. The importance of developing one’s management and leadership skills to achieve professional goals in an ethical manner will be discussed. *2 credits*

HLTH 9525 HIPAA & Health Privacy

This seminar provides a comprehensive analysis of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) health privacy provisions, which pose substantial technology and privacy requirements for health plans, health care clearinghouses, and many health care providers. Topics include HIPAA’s administrative simplification provisions, the Privacy Rule, the Transaction Rule, and an overview of electronic data interchange concepts as applied to health information. Students also will explore New Jersey statutory requirements for health privacy, as well as the developing body of case law in this area. Practical experience will be offered in drafting and negotiating HIPAA business associate contracts as well as in developing privacy policies and procedures. *2 credits*

HLTH 7529 Human Reproduction and the Law

This course will analyze the way that the law protects, limits and regulates the process of reproduction. It will review the possible definitions of personhood, the legal and ethical issues surrounding the recognition of human life, legal regulation of contraception, sterilization and abortion, “conscience” clauses in law, the law regulating assisted reproduction (including in vitro fertilization and related techniques, gestational surrogacy and cloning), fetal maternal decision-making, legal determination of parenthood and the distribution of the rights of parenthood, legal issues in human genetics, and the legal issues surrounding population control. *2 credits*

HLTH 9509 The Law of Death & Dying

This seminar engages the student in an extensive study and analysis of empirical data, current statutes and cases as well as proposed changes to the law dealing with issues related to death and dying. Class topics include alternative definitions of death, organ donation, withholding and withdrawal of death-prolonging and life-sustaining treatment, advance directives, patient demands for futile treatment, the cost of end-of-life care, wrongful living, and physician-assisted death. *3 credits*

HLTH 8508 Medical Malpractice

This course focuses on traditional principles underlying New Jersey medical malpractice law, using a practical and substantive approach to the subject, focusing on the standard of care, expert-related issues, causation and damages relating or pertaining to medical malpractice actions. The school attendance will be in effect for this course, and class participation is expected. *2 credits*

HLTH 7511 Mental Health Law

Most basically, this course focuses on the way law treats those who are deemed mentally disordered. This “special treatment” will be explored in both the criminal and civil contexts. In the criminal context, core topics such as the insanity defense, mens rea, and criminal sentencing will be deeply explored. In the civil context, the course focuses on the use of governmental authority to restrict or deprive individuals with a mental disorder of liberty or property by seeking to prevent future harm to self or others. The rules governing expert testimony, the right to refuse psychiatric medication, and competency determinations will also be examined. To provide a foundation for the legal analysis, the nature and treatment of mental disorders will be summarily explored. *2 credits*

HLTH 9519 Nonprofit Organizations

This seminar examines state corporate law and the state and federal laws governing the taxation of non-profit health care organizations. It addresses issues of public charity, unrelated business income and private foundation status as they relate to corporate restructuring, financing, and joint ventures. *2 or 3 credits*

HLTH 7522 Pharmaceutical and Medical Device Marketing and Compliance

This class will address the regulatory issues that pharmaceutical and medical device companies confront after drugs and devices have been approved by the FDA for market. The class will examine the pricing, marketing, reimbursement, anti-trust, and fraud and abuse issues that pharmaceutical and medical device companies must face. It will also touch on some intellectual property questions and privacy issues. *2 credits*

HLTH 9515 Public Health Law

This seminar examines the structure of public health law, with emphasis on government responsibility and power, individual rights, and the relationship between the law concerning population and individual health. Topics will include responses to threats of terrorism, infectious disease, environmental threats such as tobacco and lead, and privacy concerns. *3 credits*

HLTH 9517 Regulating Research with Human Subjects

This seminar examines the legal, ethical and public policy issues surrounding the use of human subjects in biomedical research, focusing on current controversies and efforts to reform the existing regulatory structure. The seminar begins with a historical examination of human subject research, but the bulk of the semester is devoted to critical analysis of the current system for overseeing human subject research.

Throughout the seminar we consider how the regulatory system should take into account the changing relationship between academia, industry and government. *2 credits*

Intellectual Property Track Core Courses

INDL 7301 Intellectual Property

This course is a survey of the law of patent, copyright and trademark. It serves as an introduction to the scope of protection of ideas and creation of legal monopolies and provides a foundation in the area for those who intend to undertake further training in more specialized areas of proprietary rights. *3 credits*

INDL 8301 Copyright

This course covers all phases of common law and statutory copyright including works subject to protection; securing protection; rights of copyright holder and succession to those rights by agreement and inheritance; international problems; and fair use and infringement questions. *3 credits*

INDL 8303 Patent Law

This course undertakes an intensive examination of the nature of patents and questions of patent validity and procurement, primarily for those intending to specialize in the patent area in their future practice. It includes: nature of patent property; problems in the procurement of patents including filing date, obtention and maintenance; international practice and problems; patent office practice; problems of validity including novelty, utility and non-obviousness; and transfers of property rights in patents. *3 credits*

INDL 8302 Trademark and Unfair Competition

This course treats common law and statutory protection of ideas, trade secrets, and trademarks, including: acquisition and loss of trademark rights; registration and licensing; problems of infringement; dilution; misappropriation of trademark; fair use and internet use of trademarks; and related remedies. *3 credits*

Intellectual Property Track Electives

INDL 7315 Biotechnology & the Law

Counseling new or small businesses on intellectual property issues is challenging. They have limited resources, and often have personnel who are not familiar with the intricacies of intellectual property laws. However, without effective counsel, they will fail to maximize the value of their own intellectual property and run the risk of being shut down because they violate someone else’s rights. Using a hypothetical biotechnology company, this course will navigate a series of complex intellectual property issues that counsel for a start-up company will likely confront. For each of the topics, students will review the current state of the law and explore ways to respond to the concerns and questions of employees of the hypothetical company. *2 credits*

INDL 7310 Communications Law & Policy

This lecture provides an intensive study of the law and public policy relating to communications, with special emphasis on telecommunications. We will study the history and structure of the telecommunications industry in the United States, and recent developments toward creating competition in formerly

monopoly markets. We also will review the sources of communications law and policy (federal and state agencies and courts), explore a layman's understanding of the technical network fundamentals, and evaluate content issues. We will discuss practical client concerns as they evaluate entry into new lines of business and defending existing lines of business from competitive threat. *2 credits*

INDL 9234 Information Privacy Law

In recent years new information technologies have greatly transformed our everyday lives. The effects of these technologies on our personal privacy have become a particularly pressing matter under constant scrutiny in both the popular discourse and the law-making process. This seminar will focus among other topics on: (1) Internet privacy, including issues related to anonymity, commercial profiling and spam; (2) Health and genetic privacy, including issues relating to medical records, confidentiality of physician-patient relationships, DNA databases and genetic discrimination; (3) Law enforcement privacy, including issues related to wiretapping, surveillance, and counter-terrorism and post 9/11 reactions. In the seminar we will examine the effect of technological change on our social conceptions of privacy and evaluate the legal reactions to these changes. *3 credits*

INDL 9329 Intellectual Property and Global Public Health

The seminar will consider the intersection of intellectual property rights and global public health. Issues to be discussed may include, for example, the impact of patents on access to essential medicines, compulsory licensing and pandemic preparedness, proprietary and open access publishing models for scientific and technological information, economic incentive theory and healthcare innovation, biodiversity and the protection of indigenous genetic information, and the relationship between intellectual property and healthcare finance. Students will be required to participate in discussions of weekly readings and to submit a paper on a topic, to be approved by the professor, related to the themes of the course. *3 credits*

INDL 8317 Intellectual Property Licensing

The seminar will provide a comprehensive study of all aspects of intellectual property licensing and related issues. Students will analyze and draft various trademark, copyright, music, software, patent and technology licenses, and develop related negotiation skills and litigation strategies. The focus will be practical and will show how value can be unleashed in intellectual property assets through licensing. *2 credits*

INDL 8309 Internet Law

This course surveys legal issues related to the use and misuse of global electronic networks including the Internet. Topics to be discussed include: regulation of digital content; privacy and control of personal data; legal and constitutional implications of public key infrastructure; and regulation of electronic commerce. *3 credits*

INDL 9310 Patent Application Preparation and Prosecution

This seminar develops the writing and analytical skills required to draft applications for United States patents. Patent claim drafting skills are not undertaken in this course. Patent prosecution techniques, however, including evaluation of Patent and Trademark Office Official Actions and preparation of responses to these Official Actions are studied. There also is practice in drafting appellate briefs for submission to the Board of Patent Appeals and Interferences. *2 credits*

INDL 9305 Patent Claim Drafting

This drafting seminar will focus on the "claim" or "claims" appended to a patent specification. The claim defines the scope of the grant, or the technical extent of the exclusive privilege the patent accords to its owner. Claim drafting assignments will be distributed to the students before each class. Each student's work will be reviewed on an individual basis, with rewriting and revision as needed. *2 credits*

INDL 9322 Trademark Registration

Federal registration provides important benefits to trademark owners. Registration work is a staple of many law firm and in-house intellectual property practices. This class will cover the basics of trademark registration practice, from selection of a mark and initial screening through opposition proceedings. Assignments will include hands on drafting of opinion letters, registration papers, and pleadings drawn from real-world examples. *2 credits*

INDL 8302 Trademark and Unfair Competition

This course treats common law and statutory protection of ideas, trade secrets, and trademarks, including: acquisition and loss of trademark rights; registration and licensing; problems of infringement, dilution, and misappropriation of trademarks; fair use and Internet use of trademarks; and related remedies. *3 credits*

Administrative Law

See Above for Description

Food & Drug Law

See Above for Description

Drug and Medical Device Liability and Policy

See above for Description

Pharmaceutical and Medical Device Marketing and Compliance

See Above for Description

College of Nursing



Caroline Di Donato Schwartz College of Nursing Building

(973) 761-9306

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nursing.shu.edu

Dean: Phyllis Shanley Hansell, Ed.D., R.N., F.A.A.N.

Associate Dean for Student Affairs and Learning

Outcomes Assessment: Linda Ulak, Ed.D., R.N.

Associate Dean for Academic Affairs, Faculty

Development and Research: T.B.A.

Associate Dean for Administration and Business Affairs:

Judith Caruso, D.N.P., M.B.A., R.N., FACHE

Director of Strategic Alliances, Marketing and Enrollment Management:

Kristyn Kent-Wuillerman, J.D.

Undergraduate Department Faculty:

Ampiauw; Barra; Blozen; Byrnes; Campbell; Carolina; Carrington; Clerkin; Connolly; D'Antonio; Darby; DeVito; Egan; Essoka (*Chair*); Fortier; Gardner; Hart; Ho-Shing; Huryk; Johnson; Linz; Lucas; Mesler; Pappas; Petersen; Ropis; Rowbotham; Rubino; Russo; Scharf; Seides; Serrano; Sternas; Stinson; Torres; Toughill; Ulak; Wall; Wells

Graduate Department Faculty:

Cassidy; Clerkin; Dellert; Foley (*Chair*); Galehouse; Halley-Boyce; Hansell; LoGrippo; Lothian; McDermott; Roberts; Sturm

Accreditation

The Master of Science in Nursing and the Master of Arts in Nursing Education are accredited by the Commission on Collegiate Nursing Education (CCNE).

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

Historical Overview

Nursing courses were first offered by Seton Hall University in 1937 with an enrollment of eight students. Each of these students received a bachelor's degree in nursing education in 1940, at which time the School of Nursing Education was organized as an autonomous division. From this small beginning the College of Nursing has grown and now serves over 1,000 students annually.

Seton Hall University has continued to recognize the complexity of modern healthcare delivery and the educational preparation needed to meet these challenges by

initiating a graduate level master's degree program in nursing in September 1975, a Ph.D. program in 2006, and a D.N.P. program in 2009. The M.S.N. program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), and the Ph.D. in Nursing and the D.N.P. programs meet all University requirements for doctoral education.

The American Associations of Colleges of Nursing decision in October 2004 adopted the goal that preparation for specialization in nursing should occur at the doctoral level by 2015. In alignment with this goal the College of Nursing offers the Doctor of Nursing Practice as a post masters option at this time. It is anticipated that by 2015 the Doctor of Nursing Practice program will be the only option at Seton Hall University for preparation for advanced practice nursing and will encompass the current M.S.N. curriculum.

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 respectively. 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.

Graduate Philosophy

The faculty of the College of Nursing believes that graduate education is achieved in a values-centered environment with diversity of educational and technological resources, and professional experiences that foster creative inquiry. Graduate level programs prepare students for entry into professional practice and/or advanced role development.

The faculty believes that graduate students in nursing initiate, as well as contribute to, change directed toward improving the quality of nursing care, education, and leadership. They develop skills in analyzing the economic forces of health care and in influencing the sociopolitical process as a means of affecting health care at local, national, and global levels. Collegial relationships among students and faculty at the College of Nursing are encouraged in an atmosphere that fosters scholarly achievements, continued development of critical thinking skills, and self-actualization.

Faculty Preparation

Faculty teaching courses in the Graduate Nursing Division hold advanced degrees in nursing. All of the full time faculty possess an earned doctoral degree and most are actively engaged in research.

Faculty seek to disseminate nursing knowledge through the provision of consultation as accreditation visitors and through scholarly presentations at the state, national and international level. They also promote scholarship through publications and service on the editorial boards of refereed journals.

In keeping with the College of Nursing's belief in the importance of active involvement in professional and community activities, many members of the College of Nursing faculty and administration are active with and hold positions of leadership in a variety of professional organizations.

In addition, many clinical faculty have advanced certification in their areas of practice, exemplifying the College's belief that excellence in teaching demands expertise in practice.

Doctoral Programs

Doctor of Philosophy in Nursing (Ph.D.)

Doctor of Nursing Practice (D.N.P.)

Master of Science Programs

Advanced Practice Nurse

- Pediatric Primary Care Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Adult/Gerontological Primary Care Nurse Practitioner
- Adult/Gerontological Acute Care Nurse Practitioner
- Women's Health Nurse Practitioner

Health Systems Administration

Case Management/Health Administration

School Nursing

Master's Level Entry Program: Clinical Nurse Leader

The Master's Level Entry Program (Clinical Nurse Leader) is an accelerated master's level program into professional nursing practice for students with a non-nursing baccalaureate degree. Graduates of this program are prepared for professional nurse licensure (NCLEX-RN) and AACN's certification as Clinical Nurse Leaders. These graduates are prepared to provide direct patient care as well as lead the nursing team in acute care, long term care and in community settings.

Master of Arts Program in Nursing Education

M.S.N./M.A. Program

Joint Degree Programs

M.S.N., Health Systems Administration/Master of Business Administration (M.B.A.).

Certificate Programs

Nurse Practitioner Post-Master's Certificate

Nursing Education Post-Master's Certificate

Health Systems Administration

Case Management

School Nursing

Bridge Program

For eligible registered nurses with a non-nursing BA/BS prior to enrolling the M.S.N. program

Academic Information

Academic Standards

The following academic standards apply to all students enrolled in the Graduate Program.

1. Students are required to maintain a cumulative grade point average (GPA) of at least 3.0.
2. Students receiving a first grade of “C” or “C+” in any course and/or a GPA less than 3.0 are not in good academic standing. Students are required to contact their adviser immediately.
3. If students earn a second grade of “C” or “C+” in the same or subsequent semester they will be dismissed from the program.
4. If students receive a grade of “F” in any course, they will be dismissed from the program.
5. Students must have a minimum GPA of 3.0 to graduate.

Leave of Absence

Requests for a leave of absence should be sent to Enrollment Services, Office of the Registrar, with a copy to be sent to the program director, and the student’s academic adviser. Upon return to the University, the student must notify and meet with the program director. Students who have an interruption in their practicum sequence are required to develop a remediation plan with their adviser to assure success in their program. This is developed on a case by case basis. Such plans may include skill evaluation, additional studies and clinical practicum hours and fees. Students are advised to review the university catalog requirements for Leave of Absence.

Continuity

Students in the Master’s degree programs who do not register for courses in the Fall and Spring semesters (as well as the semester of graduation) must register for ‘Registration Continuation’ (RGCN 8000). Students who are not registered in courses and are resolving incomplete grade requirements in order to qualify for their degree must also register for RGCN 8000. Failure to register without being granted a **leave of absence** is interpreted as withdrawal from the program.

For doctoral programs, please see specific program requirements.

Add/Drop Policy for Students Enrolled in Clinical Nursing Courses

A student is not permitted to change from one clinical course to another once the semester has started.

Status of Students

1. Matriculated students in the Master’s programs may take up to six years to complete the requirements. Students in the Ph.D. and D.N.P. programs may take up to 10 years to complete the requirements.
2. Nonmatriculated students in the master’s and D.N.P. programs may not take more than 6 graduate credits. Nonmatriculated master’s students may only enroll in NURS 6123 Theoretical Basis of Nursing and/or NURS 6124 Forces in Health Care prior to application. Enrollment as a nonmatriculated student does not guarantee admission. Students are considered to be matriculated at the time they are offered official acceptance into the program and accept the offer. Students in the Clinical Nurse Leader and Ph.D. programs cannot register for any course before official matriculation.
3. Students who wish to change their nursing major within the graduate programs must consult with the program director from the current program and the program director from the desired program within the College of Nursing.
4. Registering for a course during pre-registration does not assure admission into the course.
5. Undergraduate students may be permitted to register for NURS 6123 Theoretical Basis of Nursing and/or NURS 6124 Forces in Health Care in their last two semesters of undergraduate study if they have a cumulative GPA of 3.5 at the time of enrollment in the course(s).

Financial Aid

In addition to aid available through Enrollment Services, graduate nursing students may be eligible to apply for aid through the Associate Dean of Administration and Business Affairs in the College of Nursing. Scholarship, loans, and/or any traineeship funding opportunities are posted on the graduate student Blackboard sites with application deadlines and forms.

Honor Society

Eligible graduate nursing students may be invited to apply for membership in the Gamma Nu Chapter of Sigma Theta Tau, International Honor Society of Nursing. Refer to the Graduate Student Handbook for further information.

Learning Resources

The College is one site where didactic instruction is provided and has its own building, with classrooms designed to accommodate various class sizes and teaching strategies, such as seminar rooms, small to large classrooms and an amphitheater seating 150 people.

The College has a sophisticated Patient Care Simulation Learning Laboratory equipped with a patient care simulator, a full range of physical examination and treatment equipment, as well as audiovisual materials. Students use the laboratory to reinforce preparation in advanced physical and psychosocial assessment skills.

A wide variety of clinical sites are used to prepare students with the advanced nursing knowledge and skills necessary for their roles as educators, administrators or advanced nurse practitioners.

Graduate Nursing Programs

Ph.D. in Nursing Program

The College of Nursing offers a 48 credit plus dissertation advisement credits, post master's in nursing program curriculum leading to the Doctor of Philosophy in Nursing (Ph.D.) degree. The Ph.D. in nursing curriculum is composed of core and related course requirements in knowledge development in nursing science, research methods, select cognates, and dissertation advisement. These courses may be taken from within the College of Nursing or from designated course offerings from other schools and colleges within the University with permission of the program director.

Students will identify a research concentration, which will culminate in a doctoral dissertation focusing on theory development and testing in academic, research, clinical practice, or healthcare administration. The primary goal of the Ph.D. in nursing program is to prepare nurse scholars for a lifetime of intellectual inquiry, creative scholarship and research.

Criteria for Admission

The following are required for admission to the Ph.D. in Nursing Program:

- graduate of an N.L.N.A.C. or C.C.N.E. accredited master's program in nursing with a minimum of 3.0 GPA;
- résumé or curriculum vitae;
- statement of career goals and research interests;
- two letters of recommendation from nurse professionals;
- writing sample;
- official transcripts from all post-secondary colleges and schools attended, both undergraduate and graduate;
- satisfactory score on the Graduate Record Exam (GRE) within the past 5 years;
- documentation of professional nursing licensure within the United States and be eligible for New Jersey R.N. License;
- TOEFL scores and WES reports for all nurses educated outside the United States and/or educated in a language other than English; and
- application fee of \$75.00.

Selected candidates will be invited for a personal interview

Pre-Dissertation Advisement

Students will be assigned to an academic adviser upon admission to the program, based upon the student's area of interest. Once a dissertation committee is selected, the chair of the dissertation committee will assume the responsibility of academic advisement.

The academic adviser or dissertation committee members must approve selection of cognates. The cognate courses support the topic of the dissertation and/or research methods. Students are carefully advised to identify a research concentration early in the doctoral program to facilitate appropriate course choices.

Ph.D. Candidacy Requirements

Students must qualify for candidacy in the doctoral program through participation in a scholarly dialogue that includes the development and presentation of a comprehensive concept paper to a faculty committee. Students must pass candidacy before beginning the dissertation sequence.

Eligibility for Candidacy:

1. Matriculation: Only doctoral students who are fully matriculated are eligible for the Candidacy Examination. Matriculation occurs at the first registered semester.
2. Good academic standing: All doctoral students are required to have a cumulative, doctoral minimum grade point average of 3.0 to qualify for the Candidacy Examination.
3. Candidacy Examination application must be filed within one year of completing NURS 8701 and before taking NURS 9900.
4. Scheduling of a candidacy oral presentation is determined based on student eligibility and faculty and student schedules

Continuous Registration for Ph.D. Students

Doctoral students who are engaged in preparation for, or have passed candidacy, but have not completed Dissertation Seminar (NURS 9902) must register for the 1 credit Continuing Ph.D. Advisement course (NURS 8000 - 8008) each semester they are not registered for any other 3 credit course.

Doctoral students who have passed candidacy and have completed Dissertation Seminars I or II (NURS 9902 or 9903), with or without having successfully passed dissertation proposal review, must continuously register for a Dissertation Advisement course (NURS 9904-NURS 9912 plus) during any semester in which they are not registered for any other 3 credit course, until the dissertation is completed and the final oral defense of dissertation is passed and any required revisions have been made to the satisfaction of the chair and committee members if required, post-defense. If the dissertation defense is completed successfully in a given semester, and any required revisions have been completed post-defense in that semester, but the student does not officially graduate until the next semester, then the student must register for THCN 8999 Thesis Continuation for the semester in which graduation occurs. Students also should refer to the general University Catalog statements on continuity with regard to leaves of absence and continuation. Failure to register without being granted a leave of absence constitutes resignation.

Dissertation Defense and Graduation Dates

The candidate must submit a dissertation oral defense application and the required number of copies of the completed dissertation document to the Ph.D. program director four weeks prior to a scheduled oral dissertation defense. Ph.D. graduation dates in the College of Nursing will be limited to the Fall or Spring semesters of the academic year and comply with the Seton Hall University submission deadlines and procedure dates for Fall or Spring graduates. (Refer to this graduate catalogue for graduate program academic policies that pertain to application, submissions, and doctoral defenses.) For additional information specific to all Ph.D. in Nursing Candidacy and Dissertation processes, please refer to the Ph.D. in Nursing Document Binder, available to all Ph.D. in Nursing students through the Ph.D. office in the College of Nursing.

Time Limit for Ph.D. Degree Students

Candidates for the doctoral degree in nursing are expected to fulfill all requirements for the degree within ten years of matriculation. The time period of an authorized Leave of Absence is not counted toward the degree time limit.

Ph.D. in Nursing Curriculum Plan

I. All Ph.D. students will take the following courses:

Nursing Science Core:		15 credits
GMHS 7403	Philosophy of Science	3
NURS 8101	Emerging Nursing Theory	3
NURS 8102	Building Nursing Knowledge: Evidence for Practice	3
NURS 8104	Special Topics in Health Care	3
GMPA 7302	Biomedical Ethics (or other graduate level health/ethics course)	3

II. All Ph.D. students will take the following research core courses:

Research Course Sequence – All Students:		15 credits
NURS 8701	Research Design and Methods of Inquiry in Nursing	3
CPSY 7005	Statistical Theory and Computer Application I	3
CPSY 7006	Statistical Theory and Computer Application II	3
NURS 8702	Qualitative Research Design	3
ELMP 8890	Survey Research	3

III. All Ph.D. students will take the following core dissertation courses (NURS 9903 may be waived if a student's proposal is completed; however, an additional appropriate cognate is then required for substitution):

Dissertation Sequence:		at least 9 credits
NURS 9900	Doctoral Colloquium	3
NURS 9902	Dissertation Seminar I	3
NURS 9903	Dissertation Seminar II	3
NURS 9904-9918	Dissertation Advisement**	1
	Continuous Registration	1 per course

** Students who have finished coursework but have not passed dissertation proposal review must register for one credit for Dissertation Advisement until successful completion, defense of the dissertation, and completion of any required revisions.

IV. All Ph.D. students take a minimum of one additional 3-credit research course specific to their research method. This is referred to as a Research Cognate.

NURS 8703 Qualitative Research Analysis
(all qualitative dissertations) 3 credits

or

Advanced statistical or design method course as per advisor
(all quantitative dissertations) 3 credits

V. All Ph.D. students will take a minimum of six additional cognate credits. Some students may require additional courses to develop an area of expertise or research interest.

Total Program Credits: A minimum of 48 credits, plus continuous dissertation advisement (which does not count toward the 48 required credits). The total number of credits required to graduate is determined by the academic needs of the student.

Doctor of Nursing Practice Program

The College of Nursing offers a 31 – 37 credit program for the student who has completed an M.S.N. with a major in Advanced Practice Nursing (Direct Care) or Health Systems Administration (Indirect Care) [71 – 77 credits for the post B.S.N. applicant] leading to the Doctor of Nursing Practice (D.N.P.) degree (M.S.N./D.N.P. for post-baccalaureate students). The program prepares graduates to improve the health care of diverse populations through application of research, analysis of health care systems and leadership in development of practice models, health policy and standards of care. The D.N.P. curriculum is comprised of core course requirements in theory and research, and didactic and practice course requirements in a chosen specialty area, either Advanced Practice Nursing (APN) or Health Systems Administration (HSA). These courses are offered within the College of Nursing as well as at other schools and colleges in the university.

The D.N.P. requires a total of 1,000 hours of post-baccalaureate supervised clinical practice and will culminate in completion of a Scholarly Project. Applicants with an M.S.N. degree who major in APN or HSA will be evaluated on a case by case basis to determine required coursework and clinical hours.

Upon completion of the D.N.P. program the graduate will be able to:

- Evaluate and apply conceptual models, theories, and research in order to improve health care of diverse populations
- Analyze the social, economic, political, and policy components of health care systems which affect care planning and delivery.
- Assume leadership roles in the development of clinical practice models, health policy, and standards of care in order to advance health care

- Integrate professional values and ethical decision-making in advanced nursing practice.
- Systematically investigate a clinically focused area of nursing.

Criteria for Admission

The following are required for admission to the D.N.P. Program:

- graduate of an N.L.N.A.C. or C.C.N.E. accredited Baccalaureate or Master’s Program in Nursing with a minimum of 3.0 GPA;
- résumé or curriculum vitae;
- personal statement (not more than 1,000 words) outlining career goals and objectives, career progress and area of interest for Scholarly Project;
- portfolio - Hard copy examples of scholarly work and achievements;
- two professional letters of recommendation;
- official transcripts from all post-secondary colleges and schools attended, both undergraduate and graduate;
- satisfactory scores on the Graduate Record Exam (GRE) taken within the past 5 years. This requirement may be waived with a 3.5 or higher GPA
- The following areas of undergraduate study must be completed prior to the first graduate course in nursing and are not credited toward the graduate degree: Statistics, Nursing Research;
- documentation of professional nursing licensure, CRNP license (if applicable) and specialty certification (if applicable) within the United States;
- TOEFL scores and WES reports for all nurses educated outside the United States and/or educated in a language other than English; and
- application fee of \$75.00.

Selected candidates will be invited for a personal interview

Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunization, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

Pre-Scholarly Project Advisement

Students will be assigned to an academic advisor upon admission to the program based upon the student’s area of interest. Students will choose the role they prefer, Advanced Practice Nursing or Health Systems Administration, and identify how they want to put their knowledge into practice in that health care arena. Once a Scholarly Project committee is selected the chair of the Scholarly Project committee will assume the responsibility for academic advisement for the student.

D.N.P. Scholarly Project Approval Process and Requirements

Students must qualify for Scholarly Project Approval in the D.N.P. program by first satisfactorily completing the Scholarly Project Dialogue, which is the formal presentation of a project related to professional practice to a faculty committee. Students must receive written Approval for the Scholarly Project before they begin to implement it.

Eligibility to apply for Scholarly Project Dialogue:

1. Matriculation: Only D.N.P. students who are fully matriculated are eligible to qualify for the Scholarly Project.
2. Good Academic Standing: All D.N.P. students are required to have a minimum cumulative, post master’s grade point average of 3.0 to qualify for the Scholarly Project Dialogue.
3. Scholarly Project Dialogue application must be filed before taking NURS 9922, Scholarly Project I.
4. Scheduling of a Scholarly Project Dialogue is determined based on student eligibility and faculty and student schedules

Continuous Registration for D.N.P. Students

D.N.P. students who completed Scholarly Project Dialogue, received approval for their proposed Scholarly Project and completed the Scholarly Project I and II course sequence must register for a one-credit Scholarly Project Advisement course (NURS 9924 - 9935) each semester until they have satisfactorily completed and defended the Scholarly Project. **Students should also refer to the general University catalogue statements on continuity with regard to Leave of Absence and Continuation. Failure to register without being granted a leave of absence constitutes resignation.** Students must complete all degree requirements within ten years of matriculation

Curriculum Plan for post M.S.N. Applicants

		Credits
GMPA 6102	Principles of Epidemiology	3
GMHS 7500	Intermediate Statistics	
or		
CPSY 7005	Stat Theory & Computer Applications I	3
HCAD 8523	Ethics in Healthcare Administration or Equivalent per advisor	2
HCAD 7521	21st Century Healthcare Systems or Equivalent per advisor	2
HCAD 8514	Health Care Economics	3
NURS 8500	Informatics for Evidence-Based Practice	3
or		
HCAD 8521	Quality and Information Management Systems	3
NURS 9919	Using Research for Evidence-Based Practice	3

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NURS 9920	D.N.P. Residency I	3	NURS 9921	D.N.P. Residency II	3
NURS 9921	D.N.P. Residency II	3	NURS 9922	Scholarly Project I	3
NURS 9922	Scholarly Project I	3	NURS 9923	Scholarly Project II	3
NURS 9923	Scholarly Project II	3	NURS 9924-35	D.N.P. Continuous Scholarly Project Advisement	1 each
NURS 9924-35	D.N.P. Continuous Scholarly Project Advisement	1 each	Total Core Credits		42+
Total Core Credits		31+			

Advanced Practice Nursing Specialty (APN) Requirements

M.S.N. coursework will be reviewed and additional coursework will be determined on an individual basis

HSA Specialty Requirements

M.S.N. coursework will be reviewed and additional coursework will be determined on an individual basis

The 31 credits calculated for coursework in the post Master's D.N.P. Program do not include the scholarly project advisement courses required for continuous enrollment. Enrollment for additional D.N.P. Continuous Scholarly Project Advisement credits will be determined in consultation with the student's advisor. Each enrollment will add 1 credit to the course credits calculated above. The total number of credits required to graduate is determined by the academic needs of the student.

Post Baccalaureate Core Course Requirements

		Credits
NURS 6123	Theoretical Basis of Nursing	3
NURS 6124	Forces in Health Care	3
NURS 7141	Nursing Research	3
NURS 7470	Advanced Professional Role Enactment	3
GMPA 6102	Principles of Epidemiology	3
or		
NULD 6510	Epidemiology and World Health or Equivalent as per Advisor	3
GMHS 7500	Intermediate Statistics	
or		
CPSY 7005	Stat Theory & Comp. Applications I	3
PSMA 8514	Health Care Economics or Equivalent as per Advisor	3
HCAD 8523	Ethics in Healthcare Administration or Equivalent as per Advisor	2
HCAD 7521	21st Century Healthcare Systems or Equivalent per advisor	2
NURS 8500	Informatics for Evidence-Based Practice	3
or		
HCAD 8521	Quality and Information Management Systems	3
NURS 9919	Using Research for Evidence-Based Practice	3
NURS 9920	D.N.P. Residency I	3

APN Specialty Course Requirements

		Credits
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7333 or NURS 7334	Specialty Practicum I	3
NURS 7243 or 7242	Specialty Theory	3
NURS 7343/7344 or 7349	Specialty Practicum II	3/4
NURS 7246 or 7244	Advanced Specialty Theory	3
NURS 7357 or 7359	Specialty Practicum III	3/4
NURS 7364/7365 or 7366	Specialty Practicum IV	3/4
NURS 6221	Health Concepts for Aging	3
Total APN Specialty Credits		30-36

HSA Specialty Course Requirements

		Credits
NURS 6224	Nursing and Health Systems Administration	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 7307	Managed Care and Reimbursement Systems	3
NURS 6306	Legal and Risk Management Issues in Health Care	3
NURS 7310	Managerial Internship	3
NURS 7600	Executive Internship	4
NURS 9919	Using Research for Evidence-Based Practice	3
GMHS 6211	Institutional Culture and Human Relationships	3
GMHS 7110	Strategic Planning for Healthcare and Health Professions Education	3
NURS 8600	Executive Interpersonal Collaboration	3
NURS XXXX	Required Clinical Independent Study	X
Total HSA Specialty Credits		31

Master of Science in Nursing Programs

The College of Nursing offers seven 30-46 credit majors leading to the Master of Science in Nursing degree.

Areas of concentration include Advanced Practice Nurse; Pediatric Nurse Practitioner Primary Care; Pediatric Nurse Practitioner Acute Care; Adult/Gerontological Primary Care Nurse Practitioner; Adult/Gerontological Acute Care Nurse Practitioner; Women's Health Nurse Practitioner; Health Systems Administration; Case Management/Health Administration and Master of Science in School Nursing.

Criteria for Admission:

- baccalaureate degree with a major in nursing from an N.L.N.A.C. or C.C.N.E. accredited program;
 - cumulative GPA of 3.0 or above, plus a "B" average in all nursing courses;
 - statement of professional goals;
 - registered professional nurse licensure in U.S. state of practice and in New Jersey if clinical performed in New Jersey;
 - professional liability insurance; and
 - letters of reference (one professional, one academic).
- Selected students will be invited for a personal interview.

Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunization, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

It is recommended that nurse practitioner track applicants have a minimum of at least one year of nursing experience, prior to enrolling in practicum courses.

Academic Prerequisites

The following areas of undergraduate study must be completed prior to the first graduate course in nursing and are not credited toward the graduate degree: Statistics, Nursing Research (if undergraduate program was completed prior to 1982). Nurse practitioner students must complete a basic physical assessment course no more than three years prior to enrolling in Practicum I.

Degree Requirements

For the Master of Science degree, satisfactory completion of 30-48 credits in the following areas is required:

	Credits
Theoretical Basis of Nursing	3
Forces in Health Care	3
Nursing Research	3
Didactic Nursing Courses	6-14
Clinical Nursing Courses	6-17
Support Courses	6-14
Electives	3-6
Total:	30-48

Nine to 12 credits per semester constitute a full-time load. Students enrolled with 6 credits of which at least 3 credits are clinical are considered full-time equivalent students. Students typically take 5-8 semesters to complete the MSN degree, depending upon the program. Part-time students may take up to six years to complete the requirements. If the program is not completed in six years, students must apply for an extension. Students' programs will be revised, as necessary, to meet current degree requirements.

Clinical Instruction

Clinical instruction in all majors of the graduate program follows the preceptorship model. At sites serving as placements for development of students' clinical and functional role expertise, agency personnel collaborate with the faculty in identifying master's and doctorally prepared personnel within the agencies who serve as onsite preceptors. Under this collaborative model of instruction, students' learning experiences are guided and enhanced by the faculty members who have primary responsibility for students' progress. The preceptors may include nurses, physicians or members of other disciplines with whom the nurse educator, administrator or advanced practice nurse interacts. The onsite preceptors are invaluable in helping each student to identify and take advantage of the learning opportunities available within an institution.

M.S.N., Nurse Practitioner

Students selecting the nurse practitioner tracks are prepared as Pediatric or Adult/Gerontological Nurse Practitioners. Students in the Pediatric track focus on: the maintenance and promotion of health and the management of children with acute and/or chronic illness.

Students in the Adult/Gerontological track focus on the primary prevention and management of adults with acute and chronic illnesses in either primary or acute care settings.

The major emphases of the nurse practitioner tracks are to develop graduates with: (1) a base for continued inquiry and contributions to the art and science of nursing and the knowledge and skills to exert a leadership role in the formulation of healthcare policy; (2) expertise in the provision of health care; and (3) leadership ability in today's health care environment. Students complete courses in theory of advanced nursing practice where they develop skill in making independent clinical judgments as well as participate in experiences involving peer review, client advocacy, the development of collaborative, interdisciplinary relationships and role negotiation. Clinical instruction is carried out by nurse/physician teams that actively model collaborative practice behaviors. This model of instruction allows the student to see the complementary roles of the advanced practice nurse and the physician and demonstrates the unique contributions of nursing to the care of clients. An introductory basic physical assessment course is required within the three years prior to beginning Graduate Nursing Practicum I.

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Curriculum Plan: Pediatric Nurse Practitioner

Students in the Pediatric Nurse Practitioner track complete a minimum of 540 clinical hours and are eligible to sit for the American Nurses Credentialing Center (ANCC) or Pediatric Nursing Certification Board (PNCB) examination.

		Credits
NURS 6123	Theoretical Basis of Nursing	3
NURS 6124	Forces in Health Care	3
NURS 7141	Nursing Research I	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7334	Graduate Nursing Practicum I: Younger Years	3
NURS 7242	Advanced Practice Nursing I: Younger Years	3
NURS 7344	Graduate Nursing Practicum II: Younger Years	3
NURS 7244	Advanced Nursing Practice II: Younger Years	3
NURS 7345	Graduate Nursing Practicum IIA: Younger Years (optional)	1
NURS 7357	Graduate Nursing Practicum III: Younger Years	3
NURS 7364	Graduate Nursing Practicum IV: Younger Years	3
NURS 7365	Graduate Nursing Practicum IVA: Younger Years (optional)	1
NURS 7470	Advanced Professional Role Enactment	3
Total: 42-44		

Curriculum Plan: Adult/Gerontological Nurse Practitioner in Primary Care

Students in the Adult/Gerontological Nurse Practitioner track complete 675 hours of preceptor supervised clinical practice with adults and the aged and are eligible to sit for the American Academy of Nurse Practitioner (AANP) or the American Nurses Credentialing Center (ANCC) Adult/Gerontological Nurse Practitioner examinations.

		Credits
NURS 6123	Theoretical Basis of Nursing	3
NURS 6124	Forces in Health Care	3
NURS 7141	Nursing Research I	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7333	Graduate Nursing Practicum I: Older Years	3

NURS 7243	Advanced Practice Nursing I: Older Years	3
NURS 7349	Graduate Nursing Practicum II: Older Years	4
NURS 7246	Advanced Practice Nursing II: Older Years	3
NURS 7359	Graduate Nursing Practicum III: Older Years	4
NURS 6221	Health Concepts for Aging	3
NURS 7366	Graduate Nursing Practicum IV: Older Years	4
NURS 7371	Advanced Professional Role Enactment	3
Total: 48		

Curriculum Plan: Adult/Gerontological Nurse Practitioner in Acute Care

NURS 6123	Theoretical Basis of Nursing	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7141	Nursing Research I	3
NURS 6415	Clinical Pharmacology	3
NURS 6124	Forces in Healthcare	3
NURS 6223	Health Promotion	3
NURS 7370	Advanced Health Assessment/ Clinical Decision Making	3
NURS 7338	Graduate Practicum I/Acute	3
NURS 7236	Acute Care Theory I	3
NURS 7348	Graduate Nursing Practicum II/Acute	4
NURS 6221	Health Concepts of Aging	3
NURS 7252	Advanced Acute Care Theory	3
NURS 7360	Graduate Nursing Practicum III/Acute	4
NURS 7470	Advanced Professional Role Enactment	3
NURS 7369	Graduate Practicum IV/Acute	4
Total Credits 48		

Certification as an Advanced Practice Nurse

All advanced role courses have parallel experiences in course and clinical progression. Differential learning experiences between specialty practices such as pediatric and adult/gerontological nurse practitioners and health system administration are focused on the clinical requirements for each specialty track such as children, older adults or administration. Supervised clinical hours, as well as didactic classes in specialty curricula are arranged in a prescribed curricular sequence so that upon completion of the program requirements, the eligibility requirements to sit for national certification through American Academy of Nurse Practitioner (AANP) or American Nurses Credentialing Center (ANCC) or Pediatric Nursing Certification Board (PNCB) are satisfied. These requirements and expectations are detailed by specialty track advisors and discussed with students during advisory sessions.

Post-Master's Certificate Program

Advanced Practice: Pediatric Nurse Practitioner or Adult/Gerontological Nurse Practitioner

These programs are designed to prepare the nurse with a master's degree in nursing to become a nurse practitioner. They are 18 – 39 credit (30 credits for those wishing to earn a second master's degree) programs that include didactic and clinical courses. Students gain in-depth knowledge of human development and develop clinical skills necessary for complete health assessment and management of acute, minor illnesses and stabilized chronic illnesses.

Clinical placements are individualized and congruent with certification requirements. Placement is made with certified, experienced advanced nurse practitioners. Upon completion of the program, graduates are eligible to apply for certification as advanced nurse practitioners with the appropriate certifying body.

Certificate Requirements: Post-Master's APN Certificate

	Credits
NURS 6223 Health Promotion	3
NURS 6411 Advanced Clinical Pathophysiology	3
NURS 6415 Clinical Pharmacology	3
NURS 7470 Advanced Professional Role Enactment	3
NURS 7370 Advanced Health Assessment and Clinical Decision Making	3

Pediatric Nurse Practitioner

NURS 7334 Graduate Nursing Practicum I: Younger Years	3
NURS 7242 Advanced Practice Nursing I: Younger Years	3
NURS 7244 Advanced Practice Nursing II: Younger Years	3
NURS 7344 Graduate Nursing Practicum II: Younger Years	3
NURS 7345 Graduate Nursing Practicum IIA: Younger Years	1
NURS 7357 Graduate Nursing Practicum III: Younger Years	3
NURS 7364 Graduate Nursing Practicum IV: Younger Years	3
NURS 7365 Graduate Nursing Practicum IVA: Younger Years	1

Adult/Gerontological Nurse Practitioner

NURS 7333 Graduate Nursing Practicum I: Older Years	3
NURS 7243 Advanced Practice Nursing I: Older Years	3
NURS 7349 Graduate Nursing Practicum II: Older Years	4
NURS 7246 Advanced Practice Nursing II: Older Years	3

NURS 7359 Graduate Nursing Practicum III: Older Years	4
NURS 7366 Graduate Nursing Practicum IV: Older Years	4
NURS 6221 Health Concepts for Aging	3

Post Graduate Certificate in Nursing Education

A certificate in Nursing Education for post graduate M.S.N., D.N.P. or Ph.D. students provides the students with advanced study in nursing education. Courses taken will allow students to sit for the NLN Certified Nurse Educator Exam.

Certificate Requirements: Post Graduate Nursing Education

	Credits
NURS 8048 Curriculum Development and Teaching in Nursing	3
NURS 8049 Measurement and Evaluation in Nursing Education	3
NURS 8052 Practicum in Nursing Higher Education	3
Total: 9	

Certificate in Health Systems Administration

Graduate study in the Health Systems Administration certificate program provides nurses with the opportunity to explore areas in nursing that will expand their roles within the profession. The program requires completion of the four specialty courses of the master's degree program and is designed to meet the needs of nurses interested in moving into more senior administrative positions. Students admitted to the Certificate in Health Systems Administration program are not matriculated for a graduate degree but may apply for graduate studies at any time during the program.

Certificate Requirements: Health Systems Administration

	Credits
NURS 6224 Nursing and Health Systems Administration	3
NURS 6305 Financial Management of Health Care Systems	3
NURS 6306 Legal and Risk Management Issues in Health Care	3
NURS 7307 Managed Care and Reimbursement Systems	3
Total: 12	

Note: With permission from the program director, students may elect to substitute other courses offered within the College of Nursing for one of the above.

Certificate in Case Management

Graduate study in the Case Management certificate program provides nurses with the opportunity to explore areas in nursing that will expand their roles within the profession. The program requires completion of the four specialty courses of the master's degree program and is designed to meet the needs of nurses interested in moving into a case management role or into a more senior administrative position. Students admitted to the Certificate in Case Management program are not matriculated for a graduate degree but may elect this option at any time during the program.

Certificate Requirements: Case Management

	Credits
NURS 6224 Nursing and Health Systems Administration	3
NURS 6304 Case Management	3
NURS 6305 Financial Management of Health Care Systems	3
NURS 7307 Managed Care and Reimbursement Systems*	3
Total:	12

* Denotes clinical course

Note: With permission from the program director, students may elect to substitute other courses offered within the College of Nursing for one of the above.

M.S.N., Health Systems Administration

Nurse executives require the sound clinical knowledge and business skills necessary to function effectively within today's integrated healthcare delivery systems. Students will be taught organizational and financial management perspectives about organizations that provide services through horizontal and vertical integration initiatives. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of healthcare policy.

Graduates will be fully prepared to advocate for and direct the provision of high quality patient care while at the same time addressing realities of the costs.

The M.S.N. in Health Systems Administration focuses on the new sets of skills demanded by today's healthcare environment: teamwork, global thinking, multitasking, creativity and flexibility.

Along with clinical expertise, students learn to be responsive to the needs of multiple constituencies from patients to physicians in a multidisciplinary environment that integrates the latest technology into the strategic planning process. Students are empowered with the requisite management skills to be leaders in healthcare decision-making.

Students in the Health Systems Administration Program complete a capstone of 90 hours in an Executive Internship with a Chief Nursing Officer preceptor which requires the successful completion of a Strategic Business Plan Initiative

preparing the graduate to perform effectively in a high level managerial or executive position in a healthcare provider institution. Additionally, students completing the curriculum are eligible to sit for the American Nurses Credentialing Center (ANCC) Nursing Administrator examination.

Curriculum Plan: M.S.N. Health Systems Administration

	Credits
NURS 6123 Theoretical Basis of Nursing	3
NURS 6124 Forces in Health Care	3
NURS 6224 Nursing and Health Systems Administration	3
NURS 6304 Case Management	3
NURS 6305 Financial Management of Health Care Systems	3
NURS 6306 Legal and Risk Management Issues in Health Care	3
NURS 7141 Nursing Research I	3
NURS 9919 Using Research for Evidence-Based Practice	3
NURS 7307 Managed Care and Reimbursement Systems*	3
NURS 7310 Managerial Internship in Health Systems Administration*	3
NURS 7600 Executive Internship in Health Systems Administration*	4
Total:	33

* Denotes clinical course

M.S.N., Case Management/Health Administration

In the current healthcare climate of rapid change in technology and patient care services, coupled with increasing implementation of managed care systems, healthcare professionals are seeking mechanisms for enhancing quality while accomplishing cost-effective care. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of healthcare policy. Knowledge of the continuum of resources available within the healthcare delivery system and in the community is essential. Integration of case management initiatives into the strategic mission of the organization facilitates a collaboration that will produce integrated programs providing the best possible patient care outcomes and ensuring organizational survival and success.

The program requires a total of 30 credits.

Curriculum Plan: Case Management/Health Systems

	Credits
NURS 6123 Theoretical Basis of Nursing	3
NURS 6124 Forces in Health Care	3
NURS 7141 Nursing Research I	3

NURS 9919	Using Research for Evidence-Based Practice	3
NURS 6224	Nursing and Health Systems Administration	3
NURS 6304	Case Management	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 6306	Legal and Risk Management Issues in Health Care	3
NURS 7307	Managed Care and Reimbursement Systems*	3
NURS 7310	Managerial Internship in Health Systems Administration*	3
NURS 6991	Independent Study: Health Promotion	1
		Total: 30

* Denotes clinical course

M.S.N., Health Systems Administration/Master of Business Administration, M.B.A.

Seton Hall University's College of Nursing and the Stillman School of Business, both recognized leaders in their fields, have joined to offer nurses the clinical knowledge and business skills needed to function effectively within today's integrated healthcare delivery systems. Graduates receive both an M.S.N. (Master of Nursing, Health Systems Administration) and an M.B.A. (Master of Business Administration). As nurse executives, they will be fully prepared to advocate quality patient care while at the same time addressing administrative issues. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of healthcare policy.

The M.S.N. in Health Systems Administration focuses on the new set of skills demanded by today's healthcare environment: teamwork, global thinking, multitasking, creativity and flexibility. Along with clinical expertise, students learn to be responsive to the needs of multiple constituencies from patients to physicians. The M.B.A. provides a newly revised multidisciplinary environment integrating the latest technology into the strategic planning process.

Students are empowered with the requisite management skills to be leading healthcare decision makers. The combined M.S.N./M.B.A. program offers both full-time and part-time options to meet the needs and time constraints of nurse professionals. Students will take 24 credits within the College of Nursing and 30 credits within the School of Business.

Full-time students can complete the M.S.N. and M.B.A. in three years. A part-time option allows students to complete the M.S.N. and M.B.A. in 42 months.

The Faculty

Faculty members at the College of Nursing and Stillman School of Business include distinguished educators, researchers and practitioners who bring real-world management perspectives to the learning environment. Students receive individualized attention, as well as supportive career direction and guidance. All students will be assigned the program director of the M.S.N./M.B.A. program as their academic adviser.

Curriculum Plan: M.S.N./M.B.A.

		Credits
NURS 6123	Theoretical Basis of Nursing	3
NURS 6124	Forces in Health Care	3
NURS 6224	Nursing and Health Systems Administration	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 7141	Nursing Research I	3
NURS 9919	Utilizing Research for Evidence-Based Practice	3
NURS 7307	Managed Care and Reimbursement Systems*	3
NURS 7600	Executive Internship in Health Systems Administration	4
BMGT 7960	Special Topics in Management	3
BMBA	Pre-qualification Sequence	0
BMBA 9111	Analytical Methods and Information Systems for Business	4
BMBA 9112	Accounting and Legal Considerations	4
BMBA 9113	Financial and Economic Analysis	4
BMBA 9114	Organizational and Market Dynamics	4
BMBA 9202	International Perspective	2
BMBA 9306	Management and Application of IT	2
	Guided Electives	5
BMBA 9400	Business Policy	2
		Total: 54

* Denotes clinical course

School Nurse Certification*

Graduate study in the school nurse certification program reflects the conviction that the school nurse should play a significant role as a school and community healthcare provider. The curriculum is designed to include information and skills of specific relevance to school nursing, school health and community health care. Emphasis is on prevention of illness, health education, health promotion and health maintenance. In addition, courses in foundations of education, curriculum design and strategies in teaching prepare the school nurse for classroom teaching. A practicum in school nursing and teaching is required.

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Students in this program are College of Nursing students who have been admitted to the School Nurse Certification program but are not matriculated for a graduate degree. Upon completion of required courses, students are eligible for New Jersey State Department of Education School Nurse Certification. Up to 15 credits of previous coursework may be transferred to meet certification requirements. Courses are offered in the evening on a full-time or part-time basis. The supervised field experience is a daytime experience.

**Courses may be altered to reflect changes being made by the N.J. State Education Department*

Admission Requirements

- baccalaureate degree from an accredited college or university;
- cumulative “B” average; and
- current licensure as a registered professional nurse in New Jersey.

Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunizations, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

Certificate Requirements: School Nurse Certification Program

Student transcripts will be evaluated by the Program Director to see how many courses are required for the state certification. If no prior coursework is accepted for transfer, students must complete all of the following courses:

	Credits
NURS 6011 School Nursing	3
NURS 6010 School Nursing/Teaching Practicum	5
CPSY 6102 Psychology of Human Development	3
NURS 6227 Health Assessment of the School-Aged Individual	3
EDST 6352 Risk Prevention and Intervention	2
EDST 6001 Comprehensive Approach to the Exceptional Learner	3
NURS 6225 Teaching Methodologies and Curriculum Development	3
CLLB 6233 Community Health	3
EDST 6324 Human Relations	3
NURS 6309 Legal/Ethical Issues in School Health	2
Total:	30

M.S.N. in School Nursing*

This program reflects the conviction that the school nurse plays a leadership role in the school and community. The curriculum is designed to include information of specific relevance to school nursing, leadership and administration. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in school nursing.

Thirteen credits will be given for school nurse certification courses taken at Seton Hall University. (School nurse certification not taken at Seton Hall University will be evaluated by the Program Director.)

Curriculum Plan: M.S.N. in School Nursing

	Credits
EDST 6352 Risk Prevention, Reduction & Intervention	2
NURS 6225 Teaching Methodologies and Curriculum Development	3
NURS 6011 School Nursing	3
NURS 6010 School Nursing/Health Education Practicum	5
NURS 6123 Theoretical Basis of Nursing	3
NURS 6124 Forces in Healthcare	3
NURS 7141 Nursing Research	3
NURS 6223 Health Promotion	3
PSMA 8514 Health Care Economics	3
NURS 6309 Legal/Ethical Issues in School Health	2
NURS 7145 Leadership, Management, and Administration in School Health	3
Total:	33

**Courses may be altered to reflect changes being made by the N.J. State Education Department.*

Master’s Level Entry Clinical Nurse Leader Program

The Master’s Entry Clinical Nurse Leader Program at Seton Hall University’s College of Nursing is designed to prepare the non-nurse for clinical leadership positions in nursing in acute and chronic health care settings. The Master’s Level Entry Clinical Nurse Leader degree program includes course work in interdisciplinary team care, patient-centered care, evidence-based practice, resource management, and utilization of informatics. Graduates of this program will be prepared for licensure (NCLEX-RN) and the AACN’s Clinical Nurse Leader certification, and to provide direct patient care as well as lead the nursing team at the bedside, be it in a hospital or a community location. The graduate of this program does not acquire an advanced practice specialty, but functions in a role utilizing horizontal leadership skills, leading and collaborating to improve the overall quality of care in otherwise frequently fragmented care delivery settings commonly found in today’s health care practice environments.

Admission

Students may apply for admission to the program online or through paper application. All applications are reviewed by the Graduate Admissions Committee beginning April 15th. The following criteria apply:

1. To be considered for admission to this graduate program, applicants must submit a completed application and:
 - a. a minimum of a baccalaureate degree from an accredited institution or WES evaluation (or equivalent);

- b. all transcripts from all colleges/universities attended;
 - c. minimum cumulative grade point average of 3.2 on a 4.0 scale on all college/university courses completed prior to admission;
 - d. satisfactory TOEFL scores for applicant with ESL unless degreed from a U.S. accredited college or university;
 - e. two letters of recommendation, preferably from past professors or employers; and
 - f. A personal interview is required.
2. Students must have completed the following program pre-requisites prior to admission:
- a. Anatomy and Physiology with lab – 8 credits
 - b. Microbiology – 3/4 credits
 - c. Organic or biochemistry with lab – 4 credits
 - d. Ethics – 3 credits
 - e. Statistics – 3 credits
 - f. Developmental Psychology – 3 credits
 - g. Economics – 3 credits
3. Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunization, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

Summer		
NULD 6300	Clinical Role Development IV: Nursing Care of Childrearing Families	5
NULD 6305	Clinical Role Development V: Nursing Care of Childbearing Families	5
NULD 6315	Legal Aspects of Nursing	1
NULD 6310	End of Life Care	1
		Total: 12

Year 2		
Fall		
NULD 6400	Clinical Role Development VI: Community Health Nursing	5
NULD 6405	Clinical Role Development VII: Nursing Care of Critically Ill Individuals	5
NULD 6124	Forces in Healthcare	3
		Total: 13

Spring		
NULD 6500	Clinical Role Development VIII: Synthesis Practicum	5
NULD 6505	Organization of Healthcare Environments	3
NULD 6510	Epidemiology & World Health	3
		Total: 11

Curriculum Plan: Master's Level Entry Clinical Nurse Leader Program

The curriculum requires 80 credits for graduation and the completion of a comprehensive nursing exam.

Year 1		Credits	
Fall			
NULD 6001	Introduction to Nursing Leadership in Healthcare	1	
NULD 6005	Health Assessment and Clinical Skills	4	
NULD 6010	Clinical Role Development I: Nursing Care of Adults and the Aged	4	
NULD 6015	Pathophysiology	4	
NULD 6020	Pharmacology	3	
		Total: 16	
Spring			
NULD 6200	Leading Healthcare Teams	1	
NULD 6203	Clinical Role Development II: Nursing Care of Persons with Psychiatric Illness	5	
NULD 6206	Clinical Role Development III: Nursing Care of Adults with Acute Health Problems	5	
NULD 6209	Ethical Issues in Nursing and Healthcare	3	
NULD 6212	Theory and Evidence-Based Practice	4	
		Total: 18	

Summer		
NULD 6600	Clinical Nurse Leader in Healthcare	3
NULD 6605	Clinical Nurse Leader Capstone Practicum	7
		Total: 10

Information for Students in the Master's Level Entry Clinical Nurse Leader Program

Master's Level Entry students in the Clinical Nurse Leader program complete a progression of clinical and didactic courses which prepare them to function as beginning practitioners with advanced knowledge in management and leadership. Upon completion of all coursework the graduate is prepared to sit for the professional nurse (NCLEX-RN) licensure and is required to sit for the American Academy of Colleges of Nursing (AACN) Clinical Nurse Leader exam.

M.A. Program in Nursing Education and Combination M.S.N./M.A. Program

The Graduate Nursing Program offers a Master of Arts in Nursing Education to prepare nurses who have already completed a master's degree in advanced practice for positions in educational settings that include the following: in-service education, continuing education and higher education. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of healthcare policy.

The M.A. in Nursing Education can be completed in combination with any of the advanced practice programs offered at Seton Hall, or following the completion of any

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N.L.N.A.C. or C.C.N.E. accredited master's program in which the applicant majored in an advanced practice specialization. The combination M.S.N. and M.A. program requires completion of a total of 61 credits. Additional courses may be required depending upon the specialty selected.

Students completing the nursing education track are eligible upon graduation to sit for the National League for Nursing (NLN) Nurse Educator examination.

Curriculum Plan: M.A. in Nursing Education

	Credits
CLLB 6234 Foundations and Practices of Higher Education	3
Guided Elective	3
NURS 6231 Teaching Methodologies	3
NURS 7241 Curriculum Structure and Development in Nursing	3
Elective	3
Computer Elective	3
CLLB 6441 Measurement and Evaluation	3
NURS 7355 Final Role Practicum in Nursing Education	3
Role Support Course	3
Support Course	3

Total: 30

Electives for Nursing Education Majors

Electives must be approved by the adviser.

Suggested role support courses:

CPSY 6505 Principles of Learning and Behavior Modification	3
EDAS 6666 Supervision of Instruction and Evaluation	3
EDAS 6761 Finance in Administration	3

Curriculum Plan: M.S.N./M.A. Combination Program Sample Curriculum

The following is a sample program for the primary healthcare (adult/gerontological nurse practitioner) track. Adjustments are made for other tracks.

	Credits
NURS 6123 Theoretical Basis of Nursing	3
NURS 6124 Forces in Health Care	3
NURS 7141 Nursing Research I	3
NURS 6223 Health Promotion	3
NURS 6411 Advanced Clinical Pathophysiology	3
NURS 6415 Clinical Pharmacology	3
NURS 7370 Advanced Health Assessment and Clinical Decision Making	3
NURS 7333 Graduate Nursing Practicum I: Older Years	3

NURS 7243 Advanced Practice Nursing I: Older Years	3
NURS 7349 Graduate Nursing Practicum II: Older Years	4
CLLB 6234 Foundations and Practices of Higher Education	3
NURS 6231 Teaching Methodologies	3
NURS 7246 Advanced Practice Nursing II: Older Years	3
NURS 7359 Graduate Nursing Practicum III: Older Years	4
CLLB 6441 Measurement and Evaluation	3
NURS 7366 Graduate Nursing Practicum IV: Older Years	4
Computer Elective	3
NURS 7241 Curriculum Structure and Development in Nursing	3
NURS 7355 Final Role Practicum in Nursing Education	3
NURS 7470 Advanced Professional Role Enactment	3

Total: 66

Bridge Program

This program is for registered nurses with a baccalaureate degree in another field who wish to obtain their master's degree in nursing. Candidates must complete all requirements for admission to the master's program including the following courses, Complex Care 1 and Advanced Complex Care.

NURS 6307 Complex Care I	3
NURS 6308 Advanced Complex Care	3

Course Descriptions

CLLB 6003 (NURS 6003) HIV/AIDS: Concepts and Issues

Multidisciplinary exploration of the relevant concepts and issues of HIV/AIDS. Major focus on legal, political, social, medical and ethical issues. *3 credits*

CLLB 6004 (NURS 6004) Women and Health

A multidisciplinary forum for the exploration and analysis of relevant concepts and issues of women's health. *3 credits*

CLLB 6005 (NURS 6005) Childbirth Education: Pre-Seminar Course

This course is designed to help the childbirth educator candidate acquire the knowledge necessary to teach expectant parents childbirth education. This pre-seminar course is one of three approved by Lamaze International as meeting the requirements to take the Lamaze International Childbirth Educator Certification Examination. *2 credits*

CLLB 6006 (NURS 6006) Childbirth Education: Seminar
An intensive three day, workshop that is designed to provide the candidate with knowledge, skills and resources to prepare them to become a Lamaze International certified childbirth educator. Educator National Certification Examination.

2 credits

CLLB 6008 (NURS 6008) Childbirth Education: Post-Seminar Course

This course is designed to support qualified candidates to develop a childbirth education course design to prepare the childbearing family for pregnancy, labor, birth and the early parenting period. *2 credits*

CLLB 6233 (NURS 6233) Community Health

Basic factors in providing community-based health care; assessments of community needs, community organization and planning, community politics and the relationship of consumers and providers; scope of practice of healthcare professionals, including interdisciplinary collaboration and the organization of healthcare delivery systems. *3 credits*

CLLB 6234 Foundations and Practices of Higher Education

An examination of current beliefs, values, practices and related issues in higher education. *3 credits*

CLLB 6240 Foundations in Continuous Quality Improvement

Provides a basic understanding of the cultural, mechanical and developmental processes necessary to create a successful quality environment within an organization. *3 credits*

CLLB 6241 Grant Writing

Students are actively involved in the grant writing process. They will select a funding source, develop a complete grant proposal and have it reviewed in a mock study session in class. *3 credits*

CLLB 6441 Measurement and Evaluation

This course provides students with opportunities to acquire skills in the development, evaluation, selection and use of evaluation instruments that measure a variety of intended learning outcomes. *3 credits*

NULD 6001 Introduction to Nursing Leadership in Healthcare

This course explores the history of nursing leadership to the present with emphasis on the evolution of healthcare and healthcare delivery, and an introduction to systems theory. Leadership is defined as it applies to both micro and macro systems. The interdisciplinary work of the CNL is emphasized. *1 credit*

NULD 6005 Health Assessment and Clinical Skills

This course focuses on acquiring, analyzing, and refining healthy assessment data as a basis for the development of an accurate nursing problem list. Normal variations and abnormalities characteristic of different developmental, cultural, and ethnic groups are considered throughout the course. This course serves as an introduction to therapeutic communication, psychomotor skills, and interpersonal skills used in providing patient care. The laboratory portion of the

course allows the student to practice assessment and clinical skills in a simulated patient care environment. *4 credits*

NULD 6010 Clinical Role Development I: Nursing Care of Adults and the Aged

This course provides the student with theoretical knowledge to deliver safe, effective nursing care to adults and aged clients. Clinical experience focuses on developing and applying health assessment and fundamental nursing skills learned in Health Assessment and Clinical Skills, to adults and the aged with minimal health deviations. These experiences will take place in primary, secondary, and or tertiary care settings. *4 credits*

NULD 6015 Pathophysiology

This course provides a conceptual, integrative approach to view and examine pathophysiological phenomena that will serve to focus on clinical problems encountered across disease or illness categories. The pathophysiological phenomena are those for which nurses assume a major role in assessing, monitoring, evaluating, and managing. Concentration is on mechanisms and pathological consequence of each phenomenon. *4 credits*

NULD 6020 Pharmacology

This course focuses on the role of the nurse in pharmacological therapy and considers sociocultural, economic, and technologic changes in the safe administration of prescription medications, over-the-counter drugs, and herbal therapy. Drug categories, including prototypes related to each body system will be studied. Emphasis is on developing the knowledge and critical thinking skills needed to formulate and implement plans of care for clients receiving pharmacological therapy in acute care, critical care, and community settings. *3 credits*

NULD 6124 Forces in Healthcare

This course examines the issues and concepts that are relevant to an understanding of the relationship among social and economic networks, bio-medical ethics and health policy. Emphasis will be placed on the process by which health care policy is formulated and on identifying the central issues within the social, ethical and political framework together with their supportive and non-supportive argumentation. *3 credits*

NULD 6200 Leading Healthcare Teams

This course introduces the student to the nursing role in leading healthcare teams, and examines the principles of collaboration, coordination, and change. Students in this course learn principles of delegation, interdisciplinary teams and group processes, as well as interpersonal communication skills. Prerequisite: CNL First semester courses. *1 credit*

NULD 6203 Clinical Role Development II: Clinical Role Development II: Nursing Care of Persons with Psychiatric Illness

This course is designed to provide an opportunity to learn and use biopsychosocial concepts in the care of mentally ill of all ages and in a variety of hospital and community settings. The focus of the course is on assessment strategies, plans of care, nursing interventions, medication management,

and rehabilitative processes for individuals with a variety of acute and chronic mental health problems. Prerequisite: CNL First semester courses. *5 credits*

NULD 6206 Clinical Role Development III: Nursing Care of Adults with Acute Health Problems

This course provides the student with opportunities to acquire the knowledge and clinical skills necessary to provide safe effective nursing care to adults experiencing acute illness. Care is delivered within a nursing process framework, which is viewed as a continuous discipline specific approach to problem solving. It utilizes critical thinking in making clinical judgments. Clinical experiences in acute care settings focus on the principles of family centered care and offer opportunities to provide care concentrating on health promotion, risk reduction, disease prevention and illness management. Prerequisite: CNL First semester courses. *5 credits*

NULD 6209 Ethical Issues in Nursing and Healthcare

This course focuses on ethical issues encountered in nursing and healthcare environments that are influenced by professional, legal and societal concerns. Selected ethical decision making models will be applied in professional nursing dilemmas that impact quality of care. Prerequisite: CNL First semester courses. *3 credits*

NULD 6212 Theory and Evidence-Based Practice

This course provides an overview of nursing and healthcare related theory, research, and evidence-based practice. Students continue to develop the skills and knowledge to critique individual research studies, conduct systematic literature reviews, and use these abilities to address immediate clinical nursing problems. Students learn to identify health outcomes and important related outcome measures. Prerequisite: CNL First semester courses. *4 credits*

NULD 6300 Clinical Role Development IV: Nursing Care of Childrearing Families

This course focuses on giving the student a framework for evaluating developmental health care needs unique to children from birth through young adulthood with emphasis on the family context. Additionally the student will acquire the knowledge and clinical skills necessary to assess and provide safe effective nursing care for children and adolescents experiencing an episodic or acute illness. Clinical experiences are in primary, secondary and tertiary care settings and focus on the principles of family centered care for health promotion, risk reduction, disease prevention and illness management. Prerequisite: CNL Second semester courses. *5 credits*

NULD 6305 Clinical Role Development V: Nursing Care of Childbearing Families

This course encompasses the care of childbearing families, spanning preconception planning and care through pregnancy, birth, and family integration. The course presents the management of normal and high-risk pregnancy and explores the social, cultural, economic, and other factors that impact the changing individual and family dynamics. Prerequisite: CNL Second semester courses. *5 credits*

NULD 6315 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*

NULD 6310 End-of-Life Care

This course is designed for the student to develop an awareness of the dying process as a life transition. The focus will be on planning and evaluating nursing care which is culturally and spiritually sensitive to patient and family needs. The students and faculty will discuss the literature from the biological, psychosocial and spiritual domains and its utilization for end-of-life care. Prerequisite: CNL Second semester courses. *1 credit*

NULD 6400 Clinical Role Development VI: Community Health Nursing

This course emphasizes application of concepts, theories, and competencies that are the foundation for population-focused nursing practice in the community setting which may include but is not limited to hospices, schools, child care or senior centers. Students will have opportunities to engage in direct and/or indirect care to culturally diverse individuals, families, aggregates, and communities. Prerequisite: Third semester courses. *5 credits*

NULD 6405 Clinical Role Development VII: Nursing Care of Critically Ill Individuals

This course focuses on the use of the nursing process in the management of complex health problems, including the use of advanced pharmacological therapies, with particular emphasis on the collaborative and independent functions of the nurse in an intensive, specialty, and technologically advanced care environment. Prerequisite: CNL Third semester courses. *5 credits*

NULD 6500 Clinical Role Development VIII: Synthesis Practicum

This course provides students with the opportunity to integrate the knowledge and skills acquired from previous courses. Students refine clinical skills in group patient care delivery, priority setting, and decision-making, explore the nurse's role in the formal organization, the progression of leadership roles and responsibilities, and begin the transition to leadership in professional nursing practice. Prerequisite: CNL Fourth semester courses. *5 credits*

NULD 6505 Organization of Healthcare Environments

Students are introduced to the healthcare system as a laterally integrated care environment with a conceptual framework based on organizational theory. Students examine strategies of the CNL within the interdisciplinary system, using an evidence-based approach. Students develop competency in nursing informatics to monitor and improve organizational and clinical performance. Prerequisite: CNL Fourth semester courses. *3 credits*

NULD 6510 Epidemiology and World Health

This course focuses on the distribution and determinants of health-related states or conditions in specified populations and the application of this study to control health problems. Students are presented with epidemiologic models and methods in order to assess the health of individuals and populations and to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application of methods to improve healthcare delivery and health policy. Prerequisite: CNL Fourth semester courses. *3 credits*

NULD 6600 Clinical Nurse Leader in Healthcare

This course offers a framework for a conceptual analysis of the CNL role with advanced application of leadership skills to actual and/or simulated problems. Students explore the context of professional nursing in the healthcare system, standards of ethical nurse leadership and higher level theories involving lateral integration of care and organizational culture. Prerequisite: CNL Fifth semester courses. *3 credits*

NULD 6605 Clinical Nurse Leader Capstone Practicum

This course is an intensive clinical experience supervised by a professional nurse preceptor. The experience allows for full implementation of the clinical nurse leader competencies and includes a strong interdisciplinary practice focus. Seminars will be scheduled with faculty to discuss clinical progress and issues. A capstone project is required and will be presented at the end of the course. Prerequisite: CNL Fifth semester courses. *7 credits*

NURS 6010 School Nursing/Teaching Practicum

The practicum allows students to participate in the delivery of school health services and teaching in areas related to health. Students will synthesize theory related to the administration of school health services, school health teaching, curriculum development, and management of school age children, adolescents and families for promotion of health and wellness. Prerequisite: NURS 6011. *5 credits*

NURS 6011 School Nursing

This course provides a working knowledge of the organization and administration of school health services. The role and function of the nurse in a school setting are discussed. Students develop Individualized Healthcare Plans based on current evidence and assessment of adolescents or school age children. *3 credits*

NURS 6123 Theoretical Basis for Advanced Nursing Practice

The course focus includes study of selected contemporary nursing and related theories. Major philosophical and theoretical orientations that provide the foundation for nursing practice are analyzed. Theory development and its connection to empirical research are evaluated. *3 credits*

NURS 6124 Forces in Health Care

This course examines the issues and concepts that are relevant to an understanding of the relationships among forces in health care. Emphasis will be placed on the

process by which health care policies are formulated and on identifying the central issues within policies together with their supportive and non-supportive argumentation. *3 credits*

NURS 6221 Health Concepts for Aging

This didactic course is designed to explore issues related to care of the elderly, including healthful aging, and issues related to chronic illness and frailty. Age related changes and the biopsychosocial theories of aging will provide the foundation for understanding key aspects of healthful aging. Principles of evidence-based practice will be utilized to explore the management of chronic health problems unique to older adults. An analysis of public policy and the impact of the prospective payment system in long-term care will highlight the constraints of healthcare services to institutionalize and community residing elders. *3 credits*

NURS 6223 Health Promotion

The course focuses on primary, secondary and tertiary levels of prevention across the life span. Age and condition specific strategies for health promotion and risk reduction are synthesized from the physical, social and psychological sciences. The student views the person/family/community from a nursing perspective, while integrating new theories and strategies for screening and early intervention programs. The provision of comprehensive health promotion and screening are analyzed from an interdisciplinary and public health perspective. *3 credits*

NURS 6224 Nursing and Health Systems Administration

This course addresses the political, social, legal, and ethical realities affecting nursing administrators in integrated health care delivery systems. Theoretical as well as operational perspectives are presented, particularly as they distinguish nursing administration from business administration. Students analyze the interactions of government authorities, delivery systems, the financing of healthcare, regulation, competition, and organizational innovation. *3 credits*

NURS 6225 Teaching Methodologies and Curriculum

This course provides a working knowledge of the interrelationships between curriculum and instruction. Evolving concepts of curriculum development and current practices and trends are presented. Emphasis is on the relationship of philosophy to curriculum development. *3 credits*

NURS 6226 Perspectives/Forensic Nursing

This course establishes the foundation for forensic decision making in advanced nursing practice. The emphasis is on the holistic approach of victims from a sociological and psychological perspective. This course includes the scope and responsibilities of advanced nursing practice as it interfaces with the justice system. *3 credits*

NURS 6227 Health Assessment of the School-Aged Individual

This course presents comprehensive and systematic approaches to the assessment of children and families. Emphasis is placed on collaborating with family and professional to promote health. *3 credits*

NURS 6228 Health Promotion I: Promoting Health and Preventing Injury and Disease Across the Lifespan

The focus of the first part of this two semester course is on primary, secondary and tertiary levels of prevention across the life span. Students refine and augment their knowledge of biopsychosocial changes across the lifespan and their impact on preventive health care needs. Age and condition specific strategies for health promotion are identified. Current and evolving modes of culturally competent health care delivery and the need for interdisciplinary collaboration in the provision of comprehensive health promotion and screening are analyzed. *2 credits*

NURS 6229 Health Promotion II: Risk Reduction and Injury Prevention

In the second part of this two course sequence the student will be introduced to concepts of escalating risks and adverse events across the lifespan. A variety of evidence-based approaches in the treatment of at risk individuals and groups will be explored. The student continues to view the person/family/community at risk from a nursing perspective. Students will integrate new theories and strategies for screening and early intervention of at risk populations. Prerequisite: NURS 6228. *2 credits*

NURS 6231 Teaching Methodologies

Content and teaching strategies to enable the student to relate learning to the instructional process, and to assess learning styles and needs, write performance objectives, design and deliver instructional units and evaluate student performance, instructional products and instructional procedures. *3 credits*

NURS 6304 Case Management

This course investigates the role of the nurse case manager in a managed care environment. Case management initiatives employed with specific multicultural clinical populations will be discussed with a focus on patient and family education to maximize health. Prerequisite NURS 6224 or by permission *3 credits*

NURS 6305 Financial Management of Health Care Systems

This course will focus on the financial aspects of integrated health care delivery systems. Basic principles of economics and accounting will be reviewed as they relate to health care organizations. Emphasis will be on the synthesis of clinical and financial operations in ways that limit resource consumption and maximize resource utilization. Prerequisite NURS 6304 or by permission. *3 credits*

NURS 6306 Legal and Risk Management Issues in Health Care

This course examines legal issues and risks in healthcare administration. The course will address the broad and divergent elements of health care risk management that healthcare facilities and administrators experience in the current environment of managed care. Prerequisite: NURS 6304 or by permission. *3 credits*

NURS 6307 Complex Care 1

Major issues related to health care delivery are discussed. The course supports the current and emerging roles and responsibilities of professional nurses to meet the challenging dimensions of health care and client illness-wellness states. The client population crosses the life span and includes children, adults, and aged within a family framework as well as the community at large. *3 credits*

NURS 6308 Advanced Complex Care

This course is designed to support the R.N. (to M.S.N.) student in examining the roles of the professional nurse in meeting the changing dimensions of health care for families, groups, communities experiencing multifaceted problems that affect health status with emphasis on case study methodology. Health promotion, primary prevention, cultural implications and research are stressed. *3 credits*

NURS 6309 Legal/Ethical Issues in School Health

The course will increase the school nurses' awareness and understanding of the aspects of value-driven policy deliberations, enable them to analyze policy issues, enhance their political knowledge and skills, and prepare them for leadership roles in shaping policies that affect school health. The impact of criminal, civil and family proceedings upon children is discussed. This course is designed to empower school nurses to take an active part in the political and policy processes. *2 credits*

NURS 6411 Advanced Clinical Pathophysiology

Pathogenesis of major conditions will be presented. Symptoms and signs of clinical situations will be analyzed and discussed in order that the student may have an understanding of the etiology of health deviations as well as a cognizance of the rationale for their management. *3 credits*

NURS 6415 Clinical Pharmacology

This course provides a working knowledge of pharmacotherapeutics with emphasis on the needs of clients throughout the lifespan. Concepts in qualitative and quantitative drug actions within the body are discussed. Prerequisite: NURS 6411. *3 credits*

NURS 6991, 6992, 6993 Independent Study in Nursing

Opportunity for graduate nursing students to study a selected area or problem in nursing and to enhance the ability for self-directed learning. Students are assigned or select qualified faculty to serve as consultants. *1/2/3 credits*

NURS 7000 Curriculum Structure and Development

The focus of this course is on evolving concepts of curriculum development, current practices and trends. Emphasis is on understanding, organizing the curriculum, the relationship of philosophy to curriculum development and higher order thinking that unifies curriculum. Instruction and learning principles utilized are applicable for primary, secondary or higher education. *3 credits*

NURS 7015 Communication and Counseling in School Health

This course examines theories of counseling and communication in the school setting. Skill building behaviors, various techniques and training methodologies will be emphasized. *3 credits*

NURS 7016 Contemporary Issues/Family Dynamics in School Health

This course explores contemporary issues and family dynamics affecting school age children and adolescents in relation to their health. Culture and genetics as they relate to these topics will be discussed. *2 credits*

NURS 7140 Introduction to Data Management and Analysis for Research Designs: Application of Computers

An introduction to the quantitative methods of data management and analysis used in research for nursing. An introduction to SPSS statistical software with basic concepts needed for creating, running and editing computer files.

Prerequisite: a course in introductory statistics. *1 credit*

NURS 7141 Nursing Research I

This course examines methods of nursing research. Critique of published quantitative and qualitative nursing research studies is conducted. Emphasis is on the utilization of knowledge to provide evidence-based nursing skills. Students develop skills for preparing practice focused, nursing research utilization projects. Prerequisite: Undergraduate Nursing Research course, Undergraduate Basic Statistics Course. *3 credits*

NURS 7143 Nursing Research II

This is the second course in the graduate nursing research sequence where the student develops skills for analysis of data and interpretation of findings. The focus is on data collection, data analysis and interpretation. Qualitative and quantitative data collection and analysis techniques are presented and applied through course assignments. Prerequisite: NURS 7141. *2 credits*

NURS 7145 Leadership, Management, and Administration in School Health

The focus of this course is the conceptual, theoretical and practical perspectives of school health and school nursing. The role of the school nurse as a leader in health care is examined and demonstrated. *3 credits*

NURS 7240 Primary Health Care of Women

Provides the knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate primary healthcare regimens for women of all ages. Course integrates the concepts of health promotion and health maintenance continue. Prerequisite: NURS 7339. *3 credits*

NURS 7241 Curriculum Structure and Development in Nursing

Focuses on the evolution of curricula structure in contemporary nursing education. Concepts identified from nursing models developed and utilized within curricular frameworks. Analysis and evaluation of nursing curricula. Prerequisites: NURS 6123, 6124. *3 credits*

NURS 7242 Advanced Practice Nursing I: Younger Years

Students acquire theory to initiate, manage, and evaluate health care regimens for children and adolescents within a framework for clinical decision-making and clinical management in a variety of pediatric health care situations, building on the prerequisite courses. The student

conceptualizes the nurse practitioner role as part of a collaborative interdisciplinary team. Prerequisites: NURS 7334, 7370 and 6415. Corequisites: NURS 7344 and 7345. *3 credits*

NURS 7243 Advanced Practice Nursing I: Older Years

This course focuses on providing the student nurse practitioner with the necessary knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate culturally competent health care regimens for adults. Content is built upon concepts of the biopsychosocial aspects taught in the required prerequisites. Emphasis is placed on commonly occurring health problems. The concepts of health promotion and health maintenance are integrated throughout this course. Prerequisites: Successful completion of core courses and NURS 7333 and 7370. Corequisite: NURS 7343. *3 credits*

NURS 7244 Advanced Practice Nursing II: Younger Years

This course focuses on the synthesis of current nursing theory relevant to pediatric health care and special care management of the developing individual with a long-term health care deviation from birth through adolescence within the context of the family, community and culture. Prerequisite: NURS 7334, 7370, 7242, 7344 and 7345. Corequisite: NURS 7357. *3 credits*

NURS 7246 Advanced Practice Nursing II: Older Years

This course builds on information taught in the required prerequisites and provides the student with the necessary knowledge and skill to formulate complex clinical judgments needed to initiate, manage, and evaluate culturally competent primary health care regimens for adults. The concepts of health promotion and health maintenance continue to be integrated throughout this course. Students will continue to synthesize and evaluate theoretical knowledge in primary health care of adults with increased independence and decision-making ability. Prerequisite: NURS 7243 and 7343. Corequisite: NURS 7356. *3 credits*

NURS 7249 Advanced Primary Health Care Theory: Women's Health

This course focuses on providing the knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate primary healthcare regimens for women during pregnancy and postpartum. Complications of pregnancy and problems of high-risk pregnant women are included. Prerequisites: NURS 7240, 7250. Corequisite: NURS 7451. *3 credits*

NURS 7250 Acute Care Theory

This course focuses on the diagnosis and management of the illness trajectory of patients with chronic conditions. Diagnosis and management of select chronic conditions will be discussed via case scenarios. Risk factor modification is included for leading causes of morbidity and mortality spanning ages from older adolescent to the elderly, including ethnic minorities. Prerequisite: NURS 7339. *3 credits*

NURS 7252 Advanced Acute Care Theory

This course focuses on acute care through rehabilitation using a case management approach. The content focuses on acute conditions: cardiovascular, respiratory, GI and renal disease, trauma and neuroendocrine emergencies. Students learn to diagnose and manage patients with acute conditions in collaboration with physicians. Research utilization is incorporated. Family dynamics are included. Special considerations for ethnic minorities and the age range of late adolescents to the elderly are incorporated. Prerequisite: NURS 7250. *3 credits*

NURS 7307 Managed Care and Reimbursement Systems

This practicum course examines how integrated health care delivery systems are reimbursed for services. Types of managed care organizations and their organizational and operational structures are studied. The practicum format allows the student to examine and participate in financial management operations employed in an actual health care setting. Prerequisite: NURS 6305 or by permission. *3 credits*

NURS 7310 Managerial Internship in Health Systems Administration

The initial internship experience offers students the opportunity to develop midlevel leadership/management competencies within selected healthcare organizations. Course focus is on the assessment of integrated health care delivery systems and on the multicultural constituencies served by these systems. The roles and interrelationships of managers and administrators in organizational units are examined. Prerequisite: NURS 7307 or by permission. *3 credits*

NURS 7333 Graduate Practicum I: Older Years

Students spend 135 hours in a practice setting where they acquire mastery of advanced comprehensive and integrated assessment skills. These include bio-psycho-socio-economic, developmental and functional appraisals of all age groups, with a focus on cultural competence. Specialty assessments are incorporated. The student practices advanced assessment skills and begins role acculturation under close preceptorship supervision. Prerequisites: Matriculation for the Master of Science in Nursing Degree or acceptance for the Post-Master's Certificate. Basic Physical Assessment course completed within previous three years, NURS 6415 Corequisite: NURS 7370. *3 credits*

NURS 7334 Graduate Practicum I: Younger Years

The focus of this course is on clinical practice with children, performing behavioral, developmental, functional, environmental and physical assessments. Emphasis is on the student's clinical judgment and decision-making during pediatric care and health supervision for children. Current best evidence for practice is applied in clinical encounters with children and families. The student develops an appreciation of the role of the advanced practice nurse in pediatric health care. Prerequisites: Matriculation for the Master of Science in Nursing Degree or acceptance for the Post-Master's Certificate. Basic Physical Assessment course completed within previous three years, NURS 6415 Corequisite: NURS 7370. *3 credits*

NURS 7339 Advanced Health Assessment: Graduate Nursing Practicum I

This course focuses on providing the student with knowledge of biopsychosocioeconomic, developmental and functional appraisals of all age groups with a focus on cultural competence. Specialty assessments are incorporated. Students spend 135 hours in a clinical setting where they acquire mastery of advanced comprehensive and integrated assessment skills and begin role acculturation under close preceptor supervision. Prerequisites: Basic Physical Assessment course completed within previous three years; NURS 6415. *5 credits*

NURS 7343 Graduate Nursing Practicum II: Older Years

Students spend 135 hours in a clinical practice setting where they gain skill in providing scientifically based culturally competent primary health care to adults. With faculty guidance and preceptor supervision students manage the health and illness of clients based upon analysis of findings from health histories, physical examination, developmental and behavioral assessments. Prerequisite: NURS 7339. Corequisite: NURS 7243. *3 credits*

NURS 7344 Graduate Practicum II: Younger Years

This course focuses on building the student's clinical appraisal, diagnostic decision-making, and management skills for health promotion, illness prevention or acute episodic illness in children. Students manage the care of children and their families from a variety of economic, cultural, and familial backgrounds. The advanced practice nursing role is analyzed. *3 credits*

NURS 7345 Graduate Nursing Practicum IIA: Younger Years

This is a continuation course which focuses on building clinical appraisal, diagnostic decision-making, and management skills for health promotion, illness prevention or acute, episodic illness management with children from a variety of economic, cultural, and familial backgrounds who are healthy or experiencing acute, episodic illness, and their families. There is opportunity for advanced practice nursing role analysis. Prerequisite: NURS 7339 and 6415. Corequisite: NURS 7242. *1 credit*

NURS 7348 Graduate Nursing Practicum II: Acute Care

Students will begin to function in the role of ACNP. Students will be involved in team rounds, working with health professionals. Desired experiences are settings where patients have chronic conditions or stabilizing acute conditions. Seminars will focus on case studies relevant to content in Acute Care Theory II. Case management is stressed. Seven clinical hours and 2 hours of seminar/week. Prerequisite: NURS 7339. Corequisite: NURS 7250. *3 credits*

NURS 7349 Graduate Nursing Practicum II: Older Years

Students spend 180 hours in a clinical practice setting where they gain skill in providing scientifically-based, culturally competent primary health care to adults and the aged. With faculty guidance and preceptor supervision, students manage the health and illness of clients based upon analysis

of findings from health histories, physical examination, developmental and behavioral assessments. Prerequisite: NURS 7333. Corequisite: NURS 7243. *4 credits*

NURS 7355 Final Role Practicum in Nursing Education

The teaching practicum provides students with the opportunity to select, test and expand theory in an educational or staff development setting. Practice teaching and assumption of the educator's role permit students to evaluate and refine their effectiveness in role socialization. Prerequisites: All program requirements with the exception of NURS 7143 and one functional support course which may be taken simultaneously. *3 credits*

NURS 7356 Graduate Nursing Practicum III: Older Years

Students spend 135 hours in a clinical practice setting where they continue to develop skills needed to provide culturally competent primary health care to adults with increasingly complex health and illness issues. With faculty guidance and preceptor supervision students manage the health and illness of clients. Prerequisite: NURS 7243, 7343. Corequisite: NURS 7246. *3 credits*

NURS 7357 Graduate Nursing Practicum III: Younger Years

This course focuses on providing cost-effective care for clients with a long term health deviation. Emphasis is on development of therapeutic regimens for children with long term health deviations in collaboration with the family and the interdisciplinary team. Prerequisites: NURS 7242, 7339, 7344 and 7345. Corequisite: NURS 7244. *3 credits*

NURS 7359 Graduate Nursing Practicum III: Older Years

Students spend 180 hours in a clinical practice setting where they continue to develop skills needed to provide culturally competent primary health care to adults and the aged with increasingly complex health and illness issues. With faculty guidance and preceptor supervision, students manage the health and illness of clients. Prerequisite: NURS 7243, 7349. Corequisite: NURS 7246. *4 credits*

NURS 7360 Graduate Nursing Practicum III: Acute Care

This practicum course emphasizes strategies for the ongoing assessment and management of clients. All settings are inner city with multicultural groups. Students will carry a case load of patients with both acute and chronic illnesses in the tertiary care setting, including the critical care areas. New procedures/tests will be performed as per the following approach: (1) observe and assist, (2) perform with assistance and (3) perform with supervision. Seven clinical hours and two hours of seminar per week. Prerequisites: NURS 7250, 7348. Corequisite: NURS 7252. *3 credits*

NURS 7363 Graduate Nursing Practicum IV: Older Years

Students spend 135 hours in a clinical practice setting where they continue to integrate and synthesize data and demonstrate expert clinical judgment and decision making in the provision of culturally competent care to adults. With faculty and preceptor consultation students manage the health and illness of increasing numbers of clients with complex problems. Prerequisites: NURS 7356, 7246. Corequisite NURS 7453 *3 credits*

NURS 7364 Graduate Nursing Practicum IV: Younger Years

The focus of the course is on the advanced application of knowledge and skills synthesized from previous work in nursing and the supportive biopsychosocial sciences and humanities. Interdisciplinary collaboration for effective, holistic health care is emphasized. Students function in the role of the nurse practitioner under supervision. Prerequisites: NURS 7339, 7344, 7345, 7357, 7242, 7244. Corequisite: NURS 7365. *3 credits*

NURS 7365 Graduate Nursing Practicum IVA: Younger Years

This is a continuation course which provides for further advanced application of knowledge and skills synthesized during previous work in nursing and the supportive bio-psycho-social sciences and humanities. Interdisciplinary collaboration for effective, holistic health care in the acute care setting is emphasized. Students function in the role of the nurse practitioner under supervision. Prerequisites: NURS 7339, 7344, 7345, 7357, 7242, 7244. *1 credit*

NURS 7366 Graduate Nursing Practicum IV: Older Years

Students spend 180 hours in a clinical practice setting where they continue to integrate and synthesize data and demonstrate expert clinical judgment and decision making in the provisions of culturally competent care for adults and the aged. With faculty and preceptor consultation, students manage the health and illness of increasing numbers of clients with complex problems. Prerequisites: NURS 7359, 7246. Corequisite: NURS 7470. *4 credits*

NURS 7369 Graduate Nursing Practicum IV: Acute Care

The focus of this clinical course is on the acute care nurse practitioner's management of critically ill adults and their families from critical illness onset through rehabilitation or resolution. Case management is holistic and incorporates the family, critical care and long term institutions and the community. The application of complex technologic care is emphasized and analyzed. This course affords the learner continued opportunity to collaborate with clinical nurse specialists in the care of critically ill adults and their families in healthcare institutions and the community. Prerequisites: NURS 7252, 7360. *3 credits*

NURS 7370 Advanced Health Assessment and Clinical Decision Making

The focus of this course is on advanced comprehensive and integrated assessment skills leading to the making of accurate, efficacious, and expedient clinical decisions in the expanded nursing role. Relevancy of data is considered in the context of the patients' bio-psycho-socio-economic, cultural, developmental, and functional status. Strategies in shared decision making and decision support are explored. Failed heuristics, biases, and cognitive dispositions to respond are addressed. Assessments relevant to specialties are included. Pre-requisite: NURS 6415, Co-requisite: NURS 7333 or NURS 7334. *3 credits*

NURS 7449 Final Role Practicum: Acute Care

The focus on this fifth and final practicum is on solidifying functioning as an acute care nurse practitioner. Students manage a case load of clients under the guidance of faculty and preceptors. Critical thinking and conceptual model integration are incorporated as are current research findings. Corequisite: NURS 7369. *3 credits*

NURS 7450 Graduate Nursing Practicum II: Women's Health

Opportunity to gain skills in providing sound, scientifically based primary health care to women. Students participate in the care of women (from adolescence to the advanced years) who are well, have common or minor illnesses, or are experiencing common gynecological disorders. They assess, execute and manage the health/illness care of clients based on analysis of findings from health histories, physical, developmental and behavioral assessments. Prerequisite: NURS 7339. Corequisite: NURS 7240. *3 credits*

NURS 7451 Graduate Nursing Practicum III: Women's Health

With faculty guidance and preceptorship supervision, students begin to manage women and uncomplicated pregnancies and actively care for women who are well, have common minor illnesses or are experiencing common gynecological disorders. The opportunity to test and utilize theoretical concepts in primary health care practice and to develop competencies in clinical judgment. Prerequisites: NURS 7240, 7450. Corequisite: NURS 7249. *3 credits*

NURS 7452 Graduate Nursing Practicum IV: Primary Health Care of Women

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of providing health care to women. Focus is on mastery of skills and leadership strategies. A variety of clinical settings are utilized. Prerequisites: NURS 7249, 7451. *4 credits*

NURS 7453 Advanced Professional Role Enactment within Healthcare Systems

This course will focus on sensitizing the nurse practitioner student to the emerging and ever changing role of the Advanced Practice Nurse. Students will explore the societal, economic and politico-legal developments affecting acceptance and utilization of the nurse practitioner role. Issues related to role development, leadership skills and case management for diverse client populations are analyzed. *2 credits*

NURS 7470 Advanced Professional Role Enactment

This course will focus on sensitizing the student to the emerging and ever changing role of the Advanced Practice Nurse. Students will explore the societal, economic, and politico-legal developments affecting acceptance and utilization of the role. Issues related to role development, leadership skills and case management for diverse client populations are analyzed. Prerequisite: Three semesters of advanced practice clinical nursing courses. *3 credits*

NURS 7600 Executive Internship in Health Systems Administration

This executive-level internship experience offers students the opportunity to demonstrate advanced leadership/management competencies in a selected healthcare organization. Course focus is on the depth and breadth of integrated delivery system components and on the multicultural constituencies served by these systems. Learning outcomes stress creative leadership behaviors and the development of a strategic business initiative for a product or service that serves organization's constituency. Prerequisite: Successful completion of all courses in HSA major or by permission. *4 credits*

NURS 8000 - 8008 Continuing Ph.D. Advisement

Doctoral students who are engaged in preparation for, or have passed Candidacy, but have not completed NURS 9902, must register for the one credit continuing Ph.D. advisement course each semester they are not registered for any other 3 credit course. *1 credit*

NURS 8048 Curriculum Development and Teaching in Nursing

This course examines issues in higher education with a focus on curriculum development and teaching in nursing education. This course includes critiquing a curriculum identifying student outcomes and competencies as well as designing a nursing course. The role of nursing faculty in higher education is included. *3 credits*

NURS 8049 Measurement and Evaluation in Nursing Education

This course focuses on the development, evaluation, selection and use of tools that measure a variety of intended learning outcomes. The relationship between measurement and evaluation in teaching are discussed. *3 credits*

NURS 8052 Practicum in Nursing Higher Education

This course provides the student the opportunity to synthesize components of the faculty role by working with a faculty mentor. Students will spend a minimum of 90 hours working with the faculty mentor and participating in varied faculty roles. Prerequisites: NURS 8048 & NURS 8049. *3 credits*

NURS 8101 Emerging Nursing Theory

The focus of this course is the development of scholarly inquiry in nursing. Students engage in a systematic analysis and critical evaluation of current nursing theory. Emphasis is placed on the historical development of nursing theory from its inception to the present. The course highlights the relationship between scientific inquiry and the development of knowledge and the practice of nursing. *3 credits*

NURS 8102 Building Nursing Knowledge: Evidence for Practice

The focus of this course is the critical evaluation of evidence derived from contemporary nursing research from a theoretical and methodological perspective. Selected studies that are representative of different methods of inquiry are carefully critiqued. Students are helped to interrelate findings, identify gaps in knowledge, and explore concepts

of their own interest. Emphasizes the extent and nature of potential synthesis of knowledge across traditional boundaries. Prerequisite: NURS 8101. *3 credits*

NURS 8104 Special Topics in Health Care

This course is designed to develop knowledge about contemporary issues in health care and the state of nursing science in specific areas. Emphasis is placed on critical appraisal and synthesis of nursing and multidisciplinary literature that will guide future research and practice. Culturally informed competencies and health disparities will be threaded throughout course discussions. Prerequisites: NURS 8701, CPSY 7005. *3 credits*

NURS 8201 Independent Study

1 credit

NURS 8202 Independent Study

2 credits

NURS 8203 Independent Study

3 credits

NURS 8500 Informatics for Evidence-Based Practice

The focus of this course is on the integration of informatics knowledge, skills, and attitudes to support culturally-competent evidence-based practice. Selected informatics topics relevant to evidence-based practice with varied populations are included, such as: 1) the development, use, and evaluation of computer systems for clinical practice, decision support and shared clinical decision-making; 2) standards in clinical terminology; data storage, and transmission; 3) clinical data capture, analysis, and application for quality improvement; and 4) computer-aided instruction. Prerequisites: Successful completion of core courses and Practicum III. Corequisite: NURS Practicum IV. *3 credits*

NURS 8600 Executive Interpersonal Collaboration

This executive-level communication and advanced collaboration strategies course offers students the opportunity to recognize and eventually demonstrate advanced leadership/management, communication and relationship management competencies to improve unique patient, family, community and population health outcomes. The major emphasis of the course will focus on the depth and breadth of integrated delivery system components and on nurse-patient-community-physician partnerships to achieve health outcomes and organizational efficiency through the development and implementation of high performing, multidisciplinary teams. Prerequisites/ Corequisites: Successful completion of all didactic courses in HSA major or by permission of the professor. *3 credits*

NURS 8701 Research Design and Methods of Inquiry in Nursing

The principles and methods employed in a variety of qualitative and quantitative research designs used for the development of nursing knowledge are presented and compared. Issues of clinical practice research are discussed. The importance of selecting an appropriate design for an identified research problem is emphasized. Prerequisites: NURS 8102, GMHS 7403. Corequisite: CPSY 7005. *3 credits*

NURS 8702 Qualitative Research Design

The focus of this course is the use of qualitative methods to build knowledge. This is the first of two courses in the qualitative research sequence that are required for students who choose to do a qualitative dissertation. In this course the student develops a simple qualitative study (not the dissertation), and collects data. In the second course the student leaves the field and the focus is on rigorous analysis and writing up the results. In this course the students learn by doing. Students conduct interviews, engage in participant observation, develop field notes, and examine their personal beliefs. Students are guided with support from peers to develop codes, categories and themes. Trustworthiness guides the design, data collection, and analysis. Ethical issues related to qualitative research are discussed. Prerequisite: NURS 8701. *3 credits*

NURS 8703 Qualitative Research Analysis

The focus of this course is the completion of the field study begun in NURS 8702 Qualitative Research Design. The student leaves the field and continues the work of deeper analysis. Work becomes increasingly focused and complex. Trustworthiness guides the work of analysis. Students are challenged to reflect and understand the influence of personal beliefs on their interpretations. Students have an opportunity to explore a wide range of ways of reporting findings and writing qualitative reports. At the completion of the course the student has the foundational skills required to do the qualitative dissertation. Prerequisite: NURS 8702. *3 credits*

NURS 9900 Doctoral Colloquium

This course integrates scholarship and policy central to the role of nurse scientist, nurse leader, and nurse educator that influence the future of nursing and health care. An emphasis is placed on identifying potential phenomena of interest to nursing and engaging in focused academic discussions in an ongoing process to select and refine a specific phenomenon for dissertation research. Prerequisites: Candidacy Status; NURS 8701. *3 credits*

NURS 9902 Dissertation Seminar I

This course consists of a seminar and discussion for doctoral candidates. Students develop the dissertation research proposal with guidance of faculty and input of fellow students. Emphasis is on the refinement of the problem statement, research question(s)/hypothesis, review of the literature and selection and application of appropriate methods. Prerequisites: NURS 9901 or NURS 9900 and all previously required research and statistics courses. *3 credits*

NURS 9903 Dissertation Seminar II

This course consists of a seminar and discussion for doctoral candidates who are continuing to develop their dissertation proposal. The focus is on candidate discussion and presentation of topics related to issues dealing with the development of the dissertation proposal. Discussion of scholarly writing is included as well as opportunities for a "mock" oral defense of final dissertation proposal. Prerequisite: NURS 9902. *3 credits*

NURS 9904 - 9918 Dissertation Advisement

Doctoral students who have completed Dissertation Seminars I or II, with or without having successfully passed dissertation proposal review, must continuously register for dissertation advisement (NURS 9904-NURS 9923) any semester they are not registered for any other 3 credit course until the dissertation is completed and the final oral defense of dissertation is passed. Students must maintain contact with their dissertation chair and committee members and be involved in the research and writing process. Prerequisite: NURS 9902 or NURS 9903. *1 credit*

NURS 9919 Using Research for Evidence-Based Practice

This course will build on knowledge of the essentials of research and the components of evidence-based practice (EBP). The student will acquire the knowledge and skills necessary to evaluate and apply evidence-based principles in clinical settings. Development of scholarly writing ability utilizing APA format will be emphasized. Prerequisite: NURS 7141 Nursing Research or equivalent. *3 credits*

NURS 9920 D.N.P. Residency I (Two semester course sequence)

Synthesis of the evidence for health care delivery occurs. Depending upon the focus of the student's D.N.P. studies, the emphasis of the residency is on health care delivery for clients or on health care delivery in systems. Settings for practice are varied and expand upon previous practica in the D.N.P. curriculum. A total of 135 clinical practice hours are completed within the first semester of the D.N.P. residency. Prerequisites: NURS 7363 Practicum IV or NURS 7364 Practicum IV or NURS 7308 Practicum III. *3 credits*

NURS 9921 D.N.P. Residency II (Two semester course sequence)

Synthesis of the evidence for health care delivery occurs. Depending upon the focus of the student's D.N.P. studies, the emphasis of the residency is on health care delivery for clients or on health care delivery in systems. Settings for practice are varied and expand upon previous practica in the D.N.P. curriculum. A total of 135 clinical practice hours are completed within the second semester of the D.N.P. residency. Prerequisites: NURS 9920 D.N.P. Residency I. *3 credits*

NURS 9922 Scholarly Project I

This course focuses on designing and implementing a scholarly project in which research is translated into practice in the student's specialty. The project benefits a group, population or community rather than an individual patient or family, and addresses an identified health related need. Students develop the scholarly project with the guidance of faculty and community-based nursing experts. A total of 120 clinical hours are completed within the semester. This is a Pass/Fail course Prerequisites: NURS 9921 D.N.P. Residency II. *3 credits*

NURS 9923 Scholarly Project II

This course is a continuation of Scholarly Project I. The focus is project implementation, and evaluation. Students implement and evaluate project outcomes with the guidance of faculty and community-based nursing experts. A plan for professional and public dissemination of the project results will be elaborated. A total of 120 clinical hours are completed within the semester. Prerequisites: NURS 9922 Scholarly Project I. *3 credits*

NURS 9924-9935 D.N.P. Continuous Scholarly Project Advisement

D.N.P. students who have completed Scholarly Project I and II must continuously register for advisement (NURS 9924-NURS 9935) any semester they are not registered for any other 3 credit course until the Project is completed and the final presentation is passed. Students must maintain contact with their Scholarly Project chair and committee members and be involved in the project implementation and evaluation. Prerequisite: NURS 9922 or NURS 9923. *1 credit*

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Director, Center for Diaconal Formation:

Monsignor Joseph R. Chapel, S.T.D.

Faculty: Justin M. Anderson, Ph.D.; 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.; 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. Roberto Ortiz, S.T.L.; Rev. Lawrence B. Porter, Ph.D.; Joseph P. Rice, Ph.D.; Ellen R. Scully, Ph.D.; Dianne M. Traflet, J.D., S.T.D.; Rev. D. Vincent Twomey, S.T.D.; Víctor Velarde-Mayol, M.D., Ph.D.; Monsignor Robert J. Wister, Hist.Eccl.D.

Formation Faculty: Rev. Renato J. Bautista, M.Div.; Rev. Donald E. Blumenfeld, Ph.D.; Rev. W. Jerome Bracken, C.P., Ph.D.; Monsignor Joseph R. Chapel, S.T.D.; Rev. Hong-Ray Cho, S.T.L., Ph.D.; Rev. Christopher M. Ciccarino, S.S.L., S.T.D.; Rev. Pablo T. Gadenz, S.S.L., S.T.D.; Monsignor Anthony J. Kulig, M.A.; Monsignor Gerard H. McCarren, S.T.D.; Rev. Roberto Ortiz, S.T.L.; Monsignor Joseph R. Reilly, S.T.L., Ph.D.; Rev. Robert K. Suszko, M.B.A., M.Div.

Emeritus Faculty:

Monsignor James C. Turro, S.T.L., S.S.L., Ph.D.

Immaculate Conception Seminary School of Theology (ICSST) is the School of Theology of Seton Hall University and the major seminary of the Roman Catholic Archdiocese of Newark. ICSST admits both seminarians studying for the Catholic priesthood and lay students.

Founded in 1860 at Seton Hall, Immaculate Conception Seminary remained part of the University until 1927, when it moved to separate facilities in Darlington, near Mahwah. In 1984, Immaculate Conception Seminary re-affiliated with the University.

Mission Statement

Immaculate Conception Seminary is a House of Formation for the Roman Catholic priesthood and the School of Theology of Seton Hall University.

As a House of Formation, the Seminary offers men preparing for the priesthood the personal, academic, ministerial and spiritual formation essential for their conversion to Jesus Christ and for their commitment to a life of service to the Church.

As a School of Theology, the Seminary provides: a theological and philosophical foundation for men and women pursuing undergraduate studies; a theological foundation and a pastoral and spiritual formation for men and women preparing for ministries among the people of God; a theological foundation for men and women desiring to pursue doctoral studies; and varied opportunities for continuing theological education. Approved by the Board of Overseers – June 2, 2008

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.

Degree Programs

For the past 153 years, the Seminary has dedicated itself to providing an educational and formational program of the highest caliber for men preparing to serve God's People through the priesthood. Since 1974, the Seminary also has prepared lay men and women to fulfill their Christian vocations, rooted in the new life received in the Sacrament of Baptism, and to dedicate themselves to their specific roles in the mission of the Church.

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ICSST offers three graduate degree programs: the Master of Arts in Theology, the Master of Arts in Pastoral Ministry and the Master of Divinity.

ICSST offers one undergraduate degree program: the Bachelor of Arts in Catholic Theology.

Certificate Program

In addition to degree programs, ICSST offers a certificate program in the Seminary's Theological Education for Parish Services (STEPS).

Center for Diaconal Formation

The academic program offered through the Center for Diaconal Formation is the prescribed curriculum for all deacon candidates who are seeking ordination and are enrolled in their diocese's class cohort. The program is consistent with the intellectual norms established in the *National Directory for the Formation, Ministry and Life of Permanent Deacons in the United States*. Completion of the academic program leads to a Master of Arts in Theology with a systematic concentration (12 courses; 36 credits) and includes four extra specialized diaconate-specific courses for a Certificate in Diaconal Studies. For more information on the Center for Diaconal Formation, contact Deacon Andrew E. Saunders, M.A. '08, Associate Director, at (973) 313-6335.

Summer Session

ICSST offers courses throughout the Summer both for students already matriculated in a program and for nonmatriculated and visiting students. For more information on Summer classes, contact the Academic Resource Coordinator at (973) 761-9633.

Visiting Scholars

ICSST regularly invites visiting scholars from other institutions as a way of providing students with exposure to distinguished faculty and thinkers in the field of theology. Past scholars have included Eamon Carroll, O.Carm. (Loyola, Chicago); Norris Clarke, S.J. (Fordham, New York); Marcel Dumais, O.M.I. (St. Paul's University, Ottawa); Balthasar Fischer (Trier); Albert Fuchs (Katholisch-Theologische Hochschule, Linz); Bruno Hidber, C.Ss.R. (Alphonsian Academy); Edward T. Oakes, S.J. (Regis, Denver); Mary O'Driscoll, O.P. (Angelicum, Rome); Alberic Stacpoole, O.S.B. (Ampleforth Abbey, Yorkshire); Walter Vogels (University of St. Paul, Ottawa); Edward J. Yarnold, S.J. (Oxford University); and Zygmunt Zielinski (Catholic University of Lublin).

Archbishop Peter L. Gerety Fund for Ecclesiastical History

The Archbishop Peter L. Gerety Fund for Ecclesiastical History was established by the former Archbishop of Newark (1974-86) to promote study, research and scholarship in Church history broadly considered. It carries out its mandate in four major ways:

- **Gerety Lectures:** ICSST sponsors lectures by distinguished guest speakers on subjects in the field of Church history. Past lecturers have included J. Ian Boyd, C.S.B.; Raymond Leo Cardinal Burke; Stephen Carter; Avery Cardinal Dulles, S.J.; Virgilio Elizondo; John Tracy Ellis; James Fisher; Gerald Fogarty; Robert P. George; Philip Gleason; Scott W. Hahn; Jan Michael Jonas; Mary Kenny; John O'Malley, S.J.; Mark Francis O'Malley; Jaroslav Pelikan; Peter C. Phan; Dermot A. Quinn; Albert Raboteau; Margaret Reher; Most Reverend Arthur J. Serratelli S.T.D., S.S.L., D.D.; Thomas Shelley; and Robert J. Wister.
- **Gerety Seminarian Award:** An annual prize is given to the Catholic seminarian enrolled at ICSST who completes the best project in Church history in a given year.
- **Gerety Book Award:** A biennial subvention of \$2,000 is provided for the publication of a book, a substantial portion of which deals with the history of the Roman Catholic community in New Jersey. It is expected that the book will reflect the use of the archives of the Archdiocese of Newark and/or other deposits in the archives of Seton Hall University under care of the New Jersey Catholic Historical Records Commission.
- **Gerety Research Award:** A \$300 prize is given for the best monograph produced as a result of research in the archives of the Archdiocese of Newark and/or other deposits in the archives of Seton Hall University under care of the New Jersey Catholic Historical Records Commission.

For additional information about these awards, contact Monsignor Robert J. Wister at (973) 761-9575.

Admission

In addition to the general University requirements for admission to graduate studies, the Seminary School of Theology requires the following:

- a baccalaureate degree, preferably in the humanities, from an accredited college or university (particular distribution requirements are listed under each degree program);
- official transcripts of all undergraduate and graduate work done to date. Student transcripts or photocopies are not acceptable;
- scores from the Graduate Record Examination (GRE) are preferred; alternatively, Miller Analogies Test (MAT);
- two letters of reference attesting to the student's academic potential and personal qualifications to pursue advanced theological studies;
- completed application forms with a \$50 nonrefundable application fee; and
- results of the TOEFL Test (for students born or raised in non-English-speaking countries). Seminarians applying to the M.Div. program already sponsored by a diocese or religious community may elect to take ESL testing on campus prior to initial registration.

Additional requirements or exceptions for particular degree programs are included in the descriptions of those programs.

Master of Arts in Theology (M.A.)

The Master of Arts in Theology offers students a substantial academic background in specific theological disciplines. ICSST offers the M.A. in Theology in two formats: general and research. The general M.A. is for students seeking a terminal degree in theology that allows them to pursue in-depth studies without a formal research component. The general M.A. is well-suited for persons teaching at the secondary school level. The research M.A. serves as the basis for further graduate studies and includes language reading and research requirements usually deemed prerequisites to doctoral studies. Admission and matriculation requirements and concentrations are the same for both formats.

Students considering further studies in theology are advised to pursue the research M.A., which leaves more options available. Because the general format M.A. is a terminal degree, ICSST will not recommend general format graduates to doctoral programs.

Admission Requirements

In addition to the University's general admission requirements for graduate study and the special admission requirements for all ICSST programs, M.A. applicants should have completed at least 12 credits or the equivalent in theology/religious studies in their undergraduate programs. Students lacking this background may be required to enroll in additional coursework to satisfy this requirement.

Matriculation Requirements

All students must maintain an average of at least 3.0 on a 4.0 scale in coursework leading to the M.A. in Theology. Students must complete degree requirements within five years. Extensions of time to fulfill degree requirements may be requested from the ICSST Educational Policy Committee for justifiable reasons.

Concentrations

Concentrations are available in four areas: biblical studies, moral theology, systematic theology and Church history. A fifth concentration, in Judaeo-Christian studies, is available by taking courses offered through the University's Department of Jewish-Christian Studies.

Degree Requirements

All students must take STHO 6020 Research Seminar in the first semester of study.

General (Terminal) Option

Students selecting the M.A. in Theology, general option, must complete 36 credits of coursework, divided into 21 credits in one of the major areas listed under "concentrations" and 12 credits in the other areas of concentration, divided as evenly as possible among them. Students concentrating in biblical studies also must complete 3 credits in Biblical Greek or Hebrew. As close as possible to their final semester

of studies, students also must complete 3 credits in the M.A. Seminar (STHO 6999), a capstone course integrating their theological studies from among the various concentrations.

Research Option

The M.A. in Theology program, research format, consists of four components: coursework, language reading requirement, comprehensive examinations and thesis. These four components are divided as follows:

I. Coursework (36 credits)

Students must complete 36 hours of graduate coursework, divided into 21 credits in one of the major areas listed under "concentrations" and 15 credits in the other areas of concentration, divided as evenly as possible among them. No pastoral theology (PTHO) courses are applicable to the M.A. in Theology degree.

II. Language Reading Requirement

Students must demonstrate reading knowledge of French or German. This requirement should be met as early as possible; no student will be permitted to advance to comprehensive examinations without satisfying it. Substitution of other languages is generally not permitted unless the student demonstrates a compelling relationship between the proposed language substitute and his area of research. Students meet the language reading requirement by taking a one-hour translation examination administered and graded by a faculty member chosen by the associate dean. The exam may be taken during the Fall or Spring semester.

III. Comprehensive Examinations

Students must complete written comprehensive examinations in their areas of concentration, demonstrating relative mastery of the chosen area of concentration. Comprehensives are taken after coursework and the language reading requirement have been fulfilled. Exams may be taken during the Fall or Spring semester.

IV. Thesis

Students must submit an acceptable thesis of substantial length (80-100 pages) in the chosen field of concentration on a topic previously approved by the Educational Policy Committee, only after all other degree requirements have been met successfully. The thesis is read by a mentor and a reader, each of whom grades the thesis, with the final grade established as an average by the associate dean. The final thesis must be filed in the ICSST Library.

V. Additional Requirements for Biblical Studies Students

In addition to the requirements described in I-IV, students concentrating in biblical studies must successfully complete at least one semester of Biblical Greek (3 credits) and one semester of Biblical Hebrew (3 credits) prior to comprehensive examinations.

Master of Arts in Pastoral Ministry (M.A.P.M.)

The Master of Arts in Pastoral Ministry program prepares students for competent leadership in a specialized ministry in the Catholic Church. The program strives to provide the student with both a theological education and specialized training in a chosen field of ministerial engagement.

Admission Requirements

In addition to the University's admission requirements for graduate study and the general admission requirements for ICSST programs, M.A.P.M. applicants must:

- submit the results of psychological testing, including the Minnesota Multiphasic Personality Inventory (MMPI), the Rorschach, the Autobiographical Sketch, the Gestalt Test and the Draw-a-Person Test, all taken at a center approved by ICSST; and
- have a personal interview with the associate dean.

Note: At least two years of service to the Church is preferred.

Degree Requirements

The M.A.P.M. program consists of four components: coursework; field education and theological reflection; spiritual formation; and the Integration Seminar/Final Comprehensive Project, as follows. All students must take STHO 6020 Research Seminar in the first semester of study.

I. Coursework (42 credits)

Students complete coursework according to the distribution below, divided into 30 credits in a core theological curriculum and 12 credits in their area of pastoral specialization. Specific courses are selected in consultation with the student's academic adviser.

A. Core Theological Curriculum

Students must complete 3 credits in each of the following core areas. The courses listed represent typical choices, not concrete requirements.

Core Areas	Possible Course Choices
New Testament	BIBL 6501, 6503, 6505
Old Testament	BIBL 6201, 6203, 6205
Church History	HSTD 6201, 6202, 6301
Liturgy	STHO 6501
Christology or Trinity	STHO 6203, 6204
Ecclesiology	STHO 6207, 6208
Sacramental Theology	STHO 6503, 6505, 6509
Moral Theology	CETH 6105, 6306
Theological Foundations for Ministry	STHO 6208, 6575

B. Concentration Area

Students must earn 12 credits in PTHO courses. The coursework should represent a coherent concentration in a particular area of pastoral ministry and be determined by the student's present and prospective ministerial needs. Areas

of concentration currently available include Seminary's Theological Education for Parish Services (STEPS), Youth Ministry, Christian Spirituality and Great Spiritual Books.

II. Field Education and Theological Reflection

All M.A.P.M. students must complete the equivalent of 6 credits of field education in professionally supervised settings approved by ICSST. Students may meet this requirement as follows: (1) by taking part in two single-semester field education experiences of six to eight hours weekly in a supervised setting; (2) by enrolling in clinical pastoral education; or (3) by other means approved by the associate deans.

Concomitantly with field education, students must enroll in a theological reflection group, which normally meets approximately 10 times over the course of an academic year. Registration for the group is made through the associate dean.

III. Spiritual Formation

The formation program has three components. The first is the "Foundational Spiritual Experience." A cognitive and experiential introduction to the spiritual life, this year-long program explores movements in the spiritual life. Liturgy, instruction, faith-sharing and communal prayer are some of the elements.

The second component of formation is spiritual direction. A list of recommended directors, persons associated in some way with the School who are familiar with the program and its goals, is available from the associate dean.

The third formation component is a retreat of several days made at some time during the course of studies. When the retreat has been completed, the student should inform the associate dean.

IV. Integration Seminar and Final Comprehensive Project

All students must enroll in and successfully complete the 3-credit Integration Seminar (PTHO 9101). Completion of this seminar involves successful preparation of an acceptable final comprehensive project in ministry, attesting to the student's successful integration of theological knowledge and pastoral expertise with its appropriate application to a selected pastoral issue. Copies of the final project are submitted to the ICSST Library.

Master of Divinity (M.Div.)

The Master of Divinity program is the first professional degree program providing theological training for those preparing to undertake ministry in the Roman Catholic Church, primarily through ordination to the priesthood. The program meets all the requirements of the United States Conference of Catholic Bishops' *Program of Priestly Formation* (Fifth Edition, 2005). While the M.Div. program is oriented toward seminarians preparing for the Roman Catholic priesthood, others may be admitted to this program, at the discretion of the rector and dean, provided that they meet all other requirements.

Admission Requirements

In addition to the University’s general admission requirements for graduate study and the special admission requirements for all ICSST programs, M.Div. applicants:

- must undertake psychological testing, according to protocols issued by the Office of the Rector and Dean;
- must have a personal interview with the rector and dean and/or Admissions Committee. Scheduling for such interviews is initiated by ICSST; and
- should have earned at least 15 undergraduate hours in religious studies/theology and at least 30 undergraduate hours in philosophy as part of their undergraduate education, corresponding to the themes required by the *Program of Priestly Formation* (Fifth Edition, 2005). Further preparation will be provided through the Pre-Theology program at ICSST.

Note: For seminarians already affiliated with a diocese or religious community, on-site testing at Seton Hall University for English language abilities (with possible additional requirements in ESL classes) might be substituted for the TOEFL, in consultation with the associate dean.

Matriculation Requirements

M.Div. students must maintain at least a 3.0 GPA on a 4.0 scale. The M.Div. program should be completed within six years (exclusive of any Philosophy or Pre-Theology requirements) unless extension of time is granted upon petition to the ICSST Educational Policy Committee due to extenuating circumstances.

Degree Requirements

The M.Div. curriculum consists of four components: coursework; field education and theological reflection; spiritual formation; and the M.Div. Comprehensive Projects, as follows. All students must take STHO 6020 Research Seminar in the first semester of study.

I. Coursework (72 credits)

Students must complete academic coursework according to the following distribution:

A. Biblical Studies (12 credits)		Credits
<i>Select any two of the following three Old Testament courses:</i>		
BIBL 6201, 6203, 6205		6
BIBL 6501	Synoptic Gospels (or specific study of a Gospel)	3
BIBL 6505	Pauline Literature	3
B. Historical Studies (6 credits):		
HSTD 6201	History of Christianity I	3
<i>Select any other HSTD course.</i>		3

C. Moral Theology (6 credits)

CETH 6105	Fundamental Moral Theology	3
<i>Select any other CETH course.</i>		3

D. Pastoral Theology (27 credits)

Students preparing for priestly ordination must select the following courses:

PTHO 6109	Introduction to Preaching	2
PTHO 6112	Preaching Practicum I	2
PTHO 6113	Preaching Practicum II	2
PTHO 6203	Pastoral Psychology & Counseling	3
PTHO 6401	General Canon Law	3
PTHO 6405	Canon Law of Marriage	3
PTHO 6726	History of Spirituality	3
PTHO 6601	Pastoral Ministry: Introduction	3
PTHO 6608	Ministry of Leadership: Priest and Minister in Service to the Community	2
PTHO 6609	Ministry Synthesis	1

Select a spirituality course in consultation with adviser. 3

Students who are not preparing for priesthood must complete 27 credits of PTHO courses selected in light of ministerial needs, in consultation with their academic adviser.

E. Systematic Theology (21 credits)

STHO 6202	Revelation and Faith	3
STHO 6203	Christology	3
STHO 6204	Trinity	3
STHO 6205	Christian Anthropology	3
STHO 6207	Ecclesiology	3
STHO 6503	Sacraments of Initiation	3
<i>Select one of the following:</i>		3
STHO 6501	Worship of the Church	
STHO 6505	Eucharist	

II. Field Education and Theological Reflection

All students must complete the equivalent of 12 credits of pastoral field education accompanied by participation in a minimum of 10 sessions (two semesters) in a theological reflection group. Students preparing for priestly ordination meet these requirements during their second and third years of studies by taking PTHO 6602, 6603, 6604 and 6605 (which, together with PTHO 6601 and 6608/9 make up a six-course pastoral sequence for priesthood). Students who are not preparing for priesthood, in consultation with the Office of the Associate Dean, can fulfill the requirements for pastoral field education and theological reflection in other ways, including: (1) four semesters of supervised field education experience of six to eight hours weekly at an approved site; (2) two such semesters and an internship of at least five days per week for at least six weeks; or (3) clinical pastoral education. ICSST must approve the proposed method of complying with the field education requirement.

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III. Spiritual Formation

ICSST provides an integrated spiritual formation program for resident seminarians enrolled in the M.Div. program, based on the vision of Pope John Paul II's Apostolic Exhortation *Pastores Dabo Vobis*. The program includes: daily celebration of the Eucharist and the Liturgy of the Hours; a weekly group formational program, which includes distinguished speakers; a structure of regular personal mentoring and spiritual direction; days of reflection and organized retreats; and participation in a Summer program of enhanced spiritual formation after I and III Theology, in conjunction with the International Institute for Clergy Formation (Seton Hall University) and the Institute for Priestly Formation (Creighton University). Resident students are regularly reviewed and assessed by the formation faculty. Non-resident seminarians usually participate in the formation programs of their own communities, though they are welcome to avail themselves of formational opportunities at ICSST as may be beneficial to them. Students who are not preparing for priesthood participate in the formation program outlined under Spiritual Formation of the M.A.P.M. degree program.

IV. M.Div. Comprehensive Projects

Students must demonstrate successful integration of theological knowledge with application to specific pastoral issues. Students preparing for priestly ordination fulfill this requirement through a series of written comprehensive projects, which are part of the six-course pastoral sequence for priesthood (PTHO 6601, 6602, 6603, 6604, 6605 and 6608/9). Students who are not preparing for priesthood fulfill this requirement through a seminar and M.Div. comprehensive project in consultation with the associate dean. Copies of the M.Div. project are submitted to the ICSST Library.

Academic Program for Priesthood Candidates

The 124-136 credit Academic Program for Priesthood Candidates is the prescribed curriculum at ICSST for all seminarians seeking ordination to the Roman Catholic priesthood. The program fulfills all the requirements of the United States Conference of Catholic Bishops' *Program of Priestly Formation* (Fifth Edition, 2005). Students meeting the requirements of this program automatically fulfill the requirements of the M.Div. program. The curriculum is as follows:

First Year

	Credits
Fall Semester (14 credits)	
BIBL 6501	Synoptic Gospels 3
HSTD 6201	History of Christianity I 3
PTHO 6518	Integrating Music and Liturgical Celebration 2
STHO 6202	Revelation and Faith 3

STHO 6501	Worship of the Church	3
STHO 6020	Research Seminar	0
Spring Semester (15 credits)		
BIBL 6201	Pentateuch	3
HSTD 6202	History of Christianity II	3
PTHO 6601	Pastoral Ministry: Introduction	3
STHO 6205	Christian Anthropology	3
STHO 6503	Sacraments of Initiation	3

Second Year

Fall Semester (18 credits)		
BIBL 6203	Prophetic Literature	3
CETH 6105	Fundamental Moral Theology	3
HSTD 6807	American Christianity	3
PTHO 6203	Pastoral Psychology and Counseling	3
PTHO 6602	Ministry of Healing	3
STHO 6203	Christology	3
Spring Semester (17 credits)		
BIBL 6503	Johannine Literature	3
CETH 6205	Healthcare Ethics	3
PTHO 6109	Introduction to Preaching	2
PTHO 6603	Justice and Charity Ministry	3
STHO 6207	Ecclesiology	3
	Required Elective 1	3

Third Year

Fall Semester (17 credits)		
BIBL 6505	Pauline Literature	3
CETH 6306	Catholic Sexual Teaching	3
PTHO 6112	Preaching Practicum I	2
PTHO 6604	Ministry of Sanctifying: Priest, Ministers and Congregation	3
STHO 6204	Trinity	3
	Required Elective 2	3
Spring Semester (17 credits)		
BIBL 6205	Wisdom Literature and Psalms	3
CETH 6407	Catholic Social Teaching	3
PTHO 6401	General Canon Law	3
PTHO 6503	Liturgical Practicum	2
PTHO 6605	Ministry of Teaching	3
	Required Elective 3	3

Fourth Year

Fall Semester (14 credits)		
PTHO 6113	Preaching Practicum II	2
PTHO 6405	Canon Law Marriage	3
PTHO 6608	Ministry of Leadership: Priest and Minister in Service to the Community	2

PTHO 6609	Ministry Synthesis	1
STHO 6505	Eucharist	3
	Required Elective 4	3
Spring Semester (12 credits)		
PTHO 6726	History of Spirituality	3
STHO 6507	Reconciliation and Anointing of the Sick	3
STHO 6509	Christian Marriage	3
STHO 6740	Priesthood and Ministry	3

Additional Requirements

Electives: The four required electives shown above must consist of one course each in: moral theology (CETH); Church history (HSTD); spirituality (PTHO); and systematics (STHO).

Spanish Language: Seminarians for whom English is their primary language and who are studying for dioceses that require Spanish language proficiency also take PTHO 6017/8 Intermediate Pastoral Spanish and/or PTHO 6019/20 Advanced Pastoral Spanish in their third and/or fourth year of theological studies. (Students should complete Elementary Spanish prior to beginning Pastoral Spanish).

Joint M.Div./M.A. Option

In the course of complying with the Academic Program for Priesthood Candidates, a student meets all requirements for the M.Div. degree. Because there are “surplus” credits in the Academic Program for Priesthood Candidates beyond what is applied toward the M.Div., a student may apply these additional credits toward the M.A. in Theology, either in the research or general format. Credits cannot serve “double-duty.” That is, once credits have been applied toward one degree, they cannot be used toward the other. Assuming that a student has met all the requirements of the Academic Program for Priesthood Candidates, including successful completion of the four required electives, he needs the following additional credits in his concentration area to meet credit requirements of the M.A.: systematics – 6; moral theology – 6; Church history – 15; biblical studies – 15 (plus the Greek and/or Hebrew requirements).

Remaining Requirements

(I) For students choosing the research format: language reading requirements, comprehensive examinations and thesis; (II) for students choosing the general format: the M.A. Seminar also must be completed successfully. In the four years of preparation for the priesthood, it is possible to complete all coursework requirements (in either degree format) and, where applicable, language requirements. Students choosing the research option often complete comprehensives and thesis after ordination. The M.A. is conferred one semester after the M.Div. For more information on the joint degree option, contact the Office of the Associate Dean at (973) 761-9633.

Pre-Theology Program

For students preparing for priestly ordination who possess an undergraduate Bachelor’s degree or equivalent, but who do not have sufficient preparation in Philosophy and Theology, the Pre-Theology program provides a sequence of courses that satisfies all the preparatory requirements for admission to major seminary study in accordance with the United States Conference of Catholic Bishops’ *Program of Priestly Formation* (Fifth Edition, 2005).

Students whose undergraduate preparation includes one or more of the courses in this sequence may be exempted from particular requirements. The normative duration of the program is two academic years, with the following course sequence:

First Year

		Credits
Fall Semester (18 credits)		
PLTL 1111	History of Philosophy I	3
PLTL 1242	Philosophical Logic	3
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine	3
COST 1600	Oral Communication	3
LATN 1101	Elementary Latin I	3
	English Proficiencies	3

Spring Semester (18 credits)

PLTL 1112	History of Philosophy II	3
PLTL 2223	Philosophy of Nature	3
THEO 1102	The Bible: Word of God and Book of the Church	3
THEO 1502	The Church’s Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments	3
LATN 1102	Elementary Latin II	3
Elective		3

Second Year

Fall Semester (18 credits)

PLTL 1113	History of Philosophy III	3
PLTL 2218	Philosophy of Being	3
PLTL 3214	Philosophy of Person	3
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology	3
BIBL 3106	New Testament Greek I	3
Elective (or Elementary Spanish I)		3

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Spring Semester (18-21 credits)

PLTL 2243	Theory of Knowledge	3
PLTL 2241	Philosophical Ethics	3
PLTL 3416	Philosophy of God	3
THEO 2302	American Context	3
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions	3
BIBL 3107	New Testament Greek II	3
Elective (or Elementary Spanish II)		3

Additional Requirements

Languages: Each student must complete Elementary Latin I and II, as well as either New Testament Greek I and II or Elementary Greek I and II. Students without prior Spanish study should take Elementary Spanish I & II in Pre-Theology as prerequisites for Intermediate Pastoral Spanish in the M.Div. program.

Certificate

An ICSST certificate attests to the completion of a substantial and coherent program of learning, involving 12 to 24 credits in a given area of study, without completion of all the requirements for a degree program. A certificate program allows some students to finish a discrete program of learning and obtain a credential for it. Other students may use a certificate program as a way of “testing the waters” prior to and/or en route to completion of a degree program. A certificate can be earned concurrently with a degree. ICSST offers the Seminary’s Theological Education for Parish Services (STEPS) certificate.

Certificate Program in Seminary’s Theological Education for Parish Services (STEPS)

For persons seeking a deeper understanding of their faith, particularly those who are preparing to work in a parish setting or those who already work in a parish and seek additional academic and professional credentials.

Admission Requirements: Students must meet the same requirements as those for the M.A. in Pastoral Ministry program, except that the GRE/MAT and psychological testing are not required.

Course Requirements: 24 credits, divided as follows:
Foundational Level: 12 credits, including: BIBL 6529 Spirituality of the Old Testament; BIBL 6501 Synoptic Gospels; HSTD 6809 History of Christianity; STHO 6246 Theology of Vatican II. Advanced Level: 12 credits, including: BIBL 6506 Introduction to Pauline and Johannine Literature; STHO 6503 Sacraments of Initiation; STHO 6202 Revelation and Faith; CETH 6130 Major Themes in Christian Ethics.

Additional Requirements: Students are required to participate in spiritual formation and praxis opportunities that allow them to deepen their spiritual gifts while gaining practical skills that will better prepare them for pastoral service. These include theological reflection, retreats, days of reflection, spiritual conferences and training in public speaking and leadership skills.

The STEPS program was designed in collaboration with Education for Parish Services (EPS), a nationally-recognized lay education organization based in Washington, DC.

Course Descriptions

BIBL 3106/6006 New Testament Greek I

Introduction to New Testament Greek vocabulary and grammar, focusing on noun declensions and elementary verb tenses. Reading, translation and analysis of short passages from the New Testament. *3 credits*

BIBL 3107/6007 New Testament Greek II

Further study of New Testament Greek vocabulary and grammar, focusing on more advanced verb tenses and moods. Reading, translation and analysis of passages from the New Testament. Prerequisite: BIBL 3106/6006. *3 credits*

BIBL 6113 Biblical Hebrew I

An introduction to the most basic elements of Hebrew grammar with accent on the noun and the qal stem of the verb, Hebrew thought patterns and sentence structure, plus instruction in use of a Hebrew lexicon. A study of grammar accompanied by selected readings from Genesis. *3 credits*

BIBL 6114 Biblical Hebrew II

A continuation of BIBL 6113. Prerequisite: BIBL 6113. *3 credits*

BIBL 6117 Bible/Christian Morality

This course takes up the issue of difficult moral questions and the way in which the Bible provides resources for resolving these questions in a Christian manner. The course is divided into two parts: Part 1 deals with difficult moral questions provided by biblical narratives themselves and reviews ways in which Christians have addressed them. These questions include the “dark passages of scripture,” such as laws commanding genocide in the book of Joshua, and Old Testament legislation on polygamy, slavery, adultery and homosexuality. Part 2 deals with the biblical principles of New Testament Christian ethics and how they apply to difficult contemporary moral problems in beginning, middle and end-of-life issues, sexual morality, capital punishment, pacifism and war. (Cross-referenced to CETH 6117) *3 credits*

BIBL 6122 Biblical Archaeology

The purpose of this course is to provide students with an introduction to biblical archaeology. The course (1) introduces students to the history of archaeology in the Holy Land, (2) reviews the nature, goals and methods used by archaeologists in excavating and studying the material and religious cultures of the Bible and (3) explores ways in which archaeological data can be placed in dialogue with the study of Scripture. (Cross-referenced to HSTD 6122) *3 credits*

BIBL 6201 Pentateuch

Introduction to critical theories useful to Pentateuchal research; historical and geographical context of the Pentateuch; literary genres; development of Pentateuchal books and their underlying theologies; exegesis of selected passages. *3 credits*

BIBL 6203 Prophetic Literature

A study of the authority, role and key concepts of the Hebrew prophets in the context of their own times and the possible paradigms for the present; an in-depth study of significant passages in the classical prophets; exegesis of selected texts. *3 credits*

BIBL 6205 Wisdom Literature and Psalms

An examination of the notion of wisdom in the ancient Near East; genre of wisdom literature; close examination of selected sapiential books; study of various types of Psalms, their significance in Israel and their importance to the Church today; exegesis of selected passages. *3 credits*

BIBL 6210 Biblical Call Narratives

Exploration of how divine calls bestow dramatic meaning and personhood upon the lives of various figures in the Bible and those who hear and receive their message. Such figures include Adam and Eve, Cain, Abraham, Jonah, St. Paul and the Church-Bride of the Apocalypse. Clarification of the nature of human objections to the divine call and the way in which they are divinely resolved. Exploration of how biblical narrative can enrich a theology and philosophy of vocation and personhood and strengthen the capacity to live and work in faith, hope and charity. *3 credits*

BIBL 6231 Suffering and the Book of Job

Many Old Testament texts explore the meaning of human suffering, but the most sustained reflection on this subject is the Book of Job. The book focuses on how Job, a man renowned for his righteousness, is forced to prove by his suffering that this righteousness is authentic. In doing so, it prompts its readers to explore their own assumptions about suffering and righteousness and leads them to perceive how the meaning of human suffering is linked to religious freedom and love. The book will be of interest to all who wish to understand the poetic and spiritual power of the Old Testament and its pastoral applications to life's deepest problems. (Cross-referenced to PTHO 6267) *3 credits*

BIBL 6236 The Book of Genesis and Family Spirituality

This course explores how and why the family dynamics portrayed in the Book of Genesis constitute the foundations of biblical wisdom and spirituality. By examining the stories about Adam and Eve, Cain and Abel, Abraham, Sarah and Hagar, Isaac, Rebekah and Ishmael, Jacob, Esau, Rachel and Leah, and Joseph and his brothers and sister, the course seeks to clarify the wisdom and depth of the principles that ground biblical family spirituality in Judaeo-Christian tradition and in Catholic theology. (Cross-referenced to PTHO 6236) *3 credits*

BIBL 6237 Biblical Family Narratives

This course examines the central role of family life in the covenant relationship with God. Significant texts from the Old Testament and the New Testament are analyzed. Particular emphasis is given to the Infancy Narratives. (Cross-referenced to PTHO 6237) *3 credits*

BIBL 6239 Wedding Feast at Cana

This course studies the Wedding Feast at Cana (John 2:1-11) by looking at the pericope in light of the four senses of Scripture: the literal, the allegorical, the moral and the anagogical. It looks at the passage as it fits into the plan of John's Gospel and the broader scope of John's theology. In doing so, major themes from the wedding feast are examined with regard to how these themes apply to marriage today. These themes include: New Creation; bride and bridegroom; sacrifice; the domestic church; marriage; and the Eucharist. The course draws heavily on Pope John Paul II's Apostolic Exhortation *Familiaris Consortio*. (Cross-referenced to PTHO 6239) *3 credits*

BIBL 6240 The Family in the Early Church

In his writings, Pope John Paul II stresses that parenthood is a spiritual rather than a biological function. This course sets out to trace the sources of this conception in the history of the early Church, looking for the sources and development of this conception in the Old Testament, in Christ's redefinition of the family on spiritual grounds, and in the lives and writings of the early Christians who took up His call to spiritual rebirth. Keeping to the thread of this central idea, the course seeks to identify the essential characteristics of the Christian conception of the family in the early Church in relation to the various dominant but non-Christian models of the family in the Jewish, Greek and Roman cultural world, which the early Christians inhabited. (Cross-referenced to HSTD 6240) *3 credits*

BIBL 6241 The Gospel and the Family

What images and lessons of faith, hope and, above all, love, did Jesus impart to families? Close readings of Scripture passages dealing with the family—taken from the Four Gospels—and lively class discussions are the focus of this course. Practical implications and spiritual disciplines for families today will be drawn from Scripture, class discussions and lectures and class exercises and projects. (Cross-referenced to PTHO 6241) *3 credits*

BIBL 6248 Deuterocanonical Books

Spiritual and social developments within Judaism between the third century B.C. and the second century A.D. are studied through representative works. Interest in the course centers on the heritage of the Hebrew Bible in a variety of religious expressions. The roots of both Rabbinic Judaism and Christianity can be appreciated only within this context. *3 credits*

BIBL 6408 Introduction to the New Testament

This course introduces students to the scholarly study of the New Testament, with a view also to its use in the liturgy and pastoral ministry. The background, structure, characteristics, themes, and theology of the various books of the New Testament are discussed, with special attention given to the four Gospels, the Acts of the Apostles, and the letters

of St. Paul. Numerous passages from the New Testament are considered through more detailed exegesis, using both diachronic (historical-critical) and synchronic (narrative) methods, but also considering their theological meaning in light of the whole Bible (canonical exegesis), the Church's Tradition (e.g., Fathers of the Church and the liturgy) and the analogy of faith (the Church's faith taught by the Magisterium). Catholic principles for biblical interpretation guide the approach of the course. *3 credits*

BIBL 6410 Catholic Epistles – Hebrews

This course presents the Epistle to the Hebrews together with the seven Epistles, known as the seven Catholic or General Epistles: James, 1-2 Peter, 1-2-3 John and Jude. These works present a witness to Jesus of those who had seen him in his earthly career, namely two members of his family (James and Jude) and two of the most important of the Twelve (Peter and John). While discussing various scholarly debates about the Epistles, the course emphasizes basic themes and structure. *3 credits*

BIBL 6413 Infancy Narratives

This course examines the infancy narratives in the canonical Gospels. The cultural, historical and theological aspects surrounding the Nativity and its proclamation will be considered. An exegetical study of the passages will be undertaken, emphasizing the historical-critical approach to biblical theology. *3 credits*

BIBL 6501 Synoptic Gospels

An historical and critical approach to the study of the gospels, its limits and benefits and its acceptability to the Church. The "synoptic problem" and the consequences of its resolution for study of the gospels. Diverse forms within the gospels and the characteristics of each gospel. *3 credits*

BIBL 6503 Johannine Literature

Consideration of the general characteristics, literary relationships, possible sources, overall structure and recurrent themes in John's Gospel; numerous passages exegeted. Overview of the Johannine epistles and their historical context. *3 credits*

BIBL 6504 St. Paul in Acts

This course examines the figure of Paul the Apostle in the Acts of the Apostles. Particular attention is paid to Paul's missionary journeys as articulated by Acts, the theologically-rich preaching of the apostle and his judicial trials. In this way, students will enter into conversation with early Christian *kerygma*, missionary strategy, cultural dialogue and *apologia* for the faith. (Cross-referenced to HSTD 6504) *3 credits*

BIBL 6505 Pauline Literature

Treatment of Paul's life and background; introduction to each of Paul's letters with attention to the historical situation and major interpretive concerns associated with each; theological development as evidenced from letter to letter; exegesis of selected passages. *3 credits*

BIBL 6506 Introduction to Pauline and Johannine Literature

This course aims to introduce the student to an appreciation of various historical, literary and theological aspects of the Fourth Gospel and of Paul's Letters, especially those to the Galatians and Romans. Special attention is paid to the way in which these writings reflect, interpret and develop the early Christian *kerygma* (proclamation) and thereby contribute to the Christian interpretation of Jesus, person and mission (Christology and Soteriology) and the means by which faith in him as the Christ and Son of God communicates abundant life (the Sacraments and Ecclesiology). *3 credits*

BIBL 6508 Acts & Primitive Christianity

This course treats the Acts of the Apostles, its motifs and its ideas. It focuses especially on the Acts' presentation concerning the emergence and development of the Christian movement in the decades following Jesus' death and resurrection, and it compares this presentation with evidence found elsewhere in the New Testament. (Cross-referenced to HSTD 6508) *3 credits*

BIBL 6522 The Passion and Resurrection of Jesus

A historical, literary and theological study of the Passion and Resurrection Narratives in the four Gospels, as well as related texts from the letters of St. Paul and Hebrews. Different theories for understanding Christ's saving work (soteriology) also are examined in historical perspective, so as to address the question of how Christ's Paschal Mystery effects the world's redemption. The pastoral application of the material to the Lent and Easter seasons also is considered. (Cross-referenced to STHO 6532) *3 credits*

BIBL 6527 Spirituality of John

A study of the Gospel of John from the viewpoint of his spiritual doctrine; the role of faith for John; Jesus' "Signs" and their Christological significance; antinomies in the Gospel of John: light/darkness, life/death; prayer in John. (Cross-referenced to PTHO 6527) *3 credits*

BIBL 6529 Spirituality of the Old Testament

The Old Testament insight into the progressive revelation of Divine Presence and Fidelity. A study of the creation stories; the Exodus event; the sagas; Divine forgiveness and faithfulness; the call to holiness and its particular and universal aspects. (Cross-referenced to PTHO 6396) *3 credits*

BIBL 6530 Peter in the New Testament and Christian Antiquity

Few of the disciples of Jesus have created such a vivid and lasting impression on their contemporaries or upon history and theology as has Simon Peter. Through an attentive dialogue with the documents of the New Testament, the first two Christian centuries and the witness of the archaeological record, participants in this course attempt to come to know more profoundly the fisherman from Galilee. In doing so, they make use of the best tools of biblical study, historical investigation and theological inquiry to understand Peter and the basis of his ongoing role in the Christian faith for both individual disciples and the community of faith. (Cross-referenced to HSTD 6530) *3 credits*

BIBL 6570 Mary in Sacred Scripture

A study of Scriptural texts and themes related to the Blessed Virgin Mary: Old Testament texts/institutions that prefigure Mary; New Testament texts that refer to Mary. Exegesis of select Lucan and Johannine texts using both modern and traditional methods of interpretation. Scriptural foundations of Marian dogmas/doctrines, liturgical feasts and devotional practices. (Cross-referenced to PTHO 6570 and STHO 6570) *3 credits*

BIBL 6571 The Parables of Jesus

From the Prodigal Son to the Good Samaritan to the Good Shepherd, there are few things as familiar to us as these disarmingly simple yet penetrating narratives that Jesus used to articulate and proclaim the Kingdom of God during his ministry. They were fashioned by him both to awaken insight and to provoke response in his listeners. This course provides a close study of selected parables of Jesus from the Synoptic Gospels. Particular attention is paid to the cultural, biblical and literary contexts of the parables examined, so that students might approach “hearing” the parables as did their first audiences, both grasping their profound insights and responding to their call to conversion. Through doing so, students will come to appreciate the parables as indispensable sources of theology by and about Jesus, and as founts for authentic Christian spirituality in our own day. (Cross-referenced to PTHO 6571) *3 credits*

BIBL 6577 Mariology

Planned lectures include: “Encountering the Mother of God in the New Testament,” “Encountering the Mother of God in the Church Fathers,” “Encountering the Mother of God in Medieval Spirituality,” “Encountering the Mother of God in the Renaissance & Baroque,” “Encountering the Mother of the God in 19th century Spirituality” and “Encountering the Mother of God Today.” (Cross-referenced to HSTD 6577, PTHO 6577 and STHO 6577) *3 credits*

BIBL 6595 Book of Revelation

A study of the Book of Revelation, examining issues related to its authorship and interpretation. Analysis of the book within the context of the apocalyptic genre, followed by a study of its particular message and theology of hope. Special attention to imagery and symbolism in Revelation. *3 credits*

BIBL 6724 Jewish Roots of Christian Spirituality

See PTHO 6724. *3 credits*

BIBL 6803 Biblical Prayer & Spirituality

The theme of prayer is intrinsic to biblical narrative. The course contains four units, which explore, respectively: 1) The role of prayer in the Old Testament and the perennial relevance of Old Testament prayers, especially the Psalms, to Christian prayer; 2) Jewish and Rabbinic prayer forms and their relevance to the understanding of Christian New Testament prayers, especially the Lord’s Prayer, the Hail Mary and the liturgy of the Eucharist; 3) The Lord’s Prayer and the Hail Mary themselves; and 4) The role that Scripture plays in the prayers of great Christian thinkers, writers, missionaries and saints. (Cross-referenced to PTHO 6803) *3 credits*

CETH 6105 Fundamental Moral Theology

This course examines the central characteristics of Roman Catholic moral theology in the post-Vatican II era: specifically, how the discipline currently appropriates Scripture, tradition, the magisterium, human experience and reason, the universal desire for happiness, and the realities of sin and grace, to express the dynamics of the Christian moral life conceived as a dialogic response to the gracious initiatives of God and ultimately, as an act of worship that finds its source and summit in the Eucharist sacrifice (Catechism 2031). *3 credits*

CETH 6112 Moral Evil and Moral Absolutes

Perhaps no ethical topic is more hotly debated today than moral absolutes: whether there are some actions that are always and everywhere morally wrong. From abortion to artificial contraception, from torture to the death penalty, these issues are of pressing concern for marriages, families, associations, government and international relations. This course seeks to review the Catholic response to this question through encountering the Christian tradition. After a short investigation on the nature of moral evil in Thomas Aquinas, this reading seminar will begin its historical overview of the Christian tradition with Sacred Scripture and culminate with Blessed John Paul II’s Encyclical *Veritatis Splendor*. All of this as we seek to get a clearer grasp on the Church’s teaching on moral evil and moral absolutes. (Cross-referenced to STHO 6112) *3 credits*

CETH 6116 Social Justice in the Fathers

This course examines the social teachings of early Christianity so as to delineate the distinctive features of modern and ancient social doctrines while at the same time revealing the fundamental continuum and trajectory that characterize the genuine development of Catholic theology and moral teaching. (Cross-referenced to HSTD 6419) *3 credits*

CETH 6117 Bible/Christian Morality

See BIBL 6117. *3 credits*

CETH 6126 Ethics of Virtue

This course examines moral strengths as lived through the four cardinal virtues — both how these virtues can be obtained and how they are related to the Christian life through the theological virtues (faith, hope and charity), the gifts of the Holy Spirit and the Beatitudes. (Cross-referenced to STHO 6126) *3 credits*

CETH 6130 Major Themes in Christian Ethics

A team-taught survey of Christian ethics, including fundamental moral theology and Catholic teaching in sexual morality, healthcare and social justice. Not applicable to M.Div. or M.A. with Christian ethics concentration. *3 credits*

CETH 6132 The Four Loves

See PTHO 6132. *3 credits*

CETH 6134 Four Loves and Family Life

This course begins with Benedict XVI’s *Deus Caritas Est* and concludes with C. S. Lewis’ *The Four Loves* and John Paul II’s *Love and Responsibility*. Illuminating these works by engaging with the key philosophical and biblical texts that

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they cite, the course proceeds to illuminate the nature of love through the writings of Anglican, Protestant and Catholic novelists and theologians. The purpose of the course is to help people to understand the spiritual nature of love in its manifold forms, and so, gracefully to inflame and sustain their aptitude for courtship, family affection, friendship and charity. (Cross-referenced to PTHO 6134) *3 credits*

CETH 6138 Theological Aesthetics: God, Beauty, and Film

Few realities captivate us culturally, emotionally and aesthetically, as the medium of film. In the complex multimedia culture we live in, film moves us in a way that no other media seem capable of doing. Moreover, films have a rich capacity to explore ideas and raise questions in something more than merely an intellectual manner. In this course, we seek to capture film capturing us as we study three aspects of this draw: First, we explore the medium of film itself and why it is so powerful. Second, we examine the human emotional life to which film is intimately connected and on which it operates. Finally, we explore some theological themes, issues and questions – ranging from anthropology to morals to eschatology – which are raised in contemporary film. (Web-based; Cross-referenced to STHO 6138) *3 credits*

CETH 6205 Healthcare Ethics

To develop skills in using Catholic Church teaching and Natural Law argumentation, an examination of the concepts of health, the human person, personal and social responsibility, confidentiality, reproductive technologies, abortion, medical research, experimentation, transplants, psychotherapy, addiction, suicide, euthanasia and care of the disabled, those with AIDS and the dying. *3 credits*

CETH 6215 End-of-Life Issues

This course treats contemporary issues regarding the end of human life, including sanctity of human life, patient autonomy, euthanasia, physician-assisted suicide, organ donation, and medically-assisted nutrition and hydration, examined from the perspectives of Faith (Scripture, tradition and magisterium), Reason (philosophy) and Law (natural and civil law). (Cross-referenced to PTHO 6216) *3 credits*

CETH 6217 Beginning-of-Life Issues

This course treats contemporary issues regarding the beginning of human life, including cloning, embryonic stem cell research, reproductive technologies including *in vitro* fertilization, abortion, ectopic pregnancies, early induction and the ethical treatment of rape victims. This course seeks to apply the teaching of the Church and sound ethical reasoning to the issues raised by recent reproductive and prenatal technologies so that students will be able to advise effectively the people to whom they minister in making virtuous medical decisions. (Cross-referenced to PTHO 6217) *3 credits*

CETH 6227 John Paul II and Sexual Ethics

This course investigates some of the major contributions of Pope John Paul II to the Church's understanding of sexual ethics. It uses his *Theology of the Body* and pre-papal work *Love and Responsibility* as a foundation, placing sexual ethics within an "integral vision of the human person." It also

explores relevant passages in his other writings. This course addresses some culturally controversial topics in sexual ethics—such as contraception, homosexual marriage and *in vitro* fertilization—and discusses the competing "visions of the human person" that are at the root of the modern debate. (Cross-referenced to PTHO 6227 and STHO 6256) *3 credits*

CETH 6252 Theology of the Body

See PTHO 6224. *3 credits*

CETH 6254 Theology and Spirituality of Marriage and the Family

Marriage and family life is a great gift of God's creation. Through the Sacrament of Marriage, spousal and familial love is taken up into the infinite love of Christ and the Church. In the communion of love open to God's gift of life, all married couples and their children are called to holiness. Through readings based on the works of St. Paul, St. Augustine, St. Thomas Aquinas, Hugh of St. Victor and Pope John Paul II, this course explores the ways in which God's sanctifying presence is manifest in and through Christian spousal love that is open to life and placed at the service of the human community. (Cross-referenced to PTHO 6254 and STHO 6254) *3 credits*

CETH 6264 Rules for a Holy Life

This course illuminates Christian conceptions of holiness by exploring how these are reflected in the Scriptures and in Christian monastic rules and practices of spiritual discernment. It begins by reviewing Mosaic commandments regarding the hallowing of space and time and the narratives about Elijah's prophetic witness to the relevance of these commandments to eternal life. It then reviews the ethical teaching of Christ's Sermon on the Mount. These form the background for the study of the rules and principles of spiritual discernment grounding and guiding Basilian, Augustinian, Benedictine, Franciscan, Carmelite and Jesuit life and present-day lay attempts to reflect theologically on ways of applying these rules to familial and professional life. The course is of value for students who wish to obtain an introductory overview of classic Christian spirituality, of its root values, final goals and practical applications. (Cross-referenced to PTHO 6264 and STHO 6264) *3 credits*

CETH 6266 Spirituality of Disability

This course focuses on people who have sacrificed or suffered the loss of normal and vital bodily organs and physiological faculties but who nonetheless, or on account of that loss, have gained or developed wondrous faculties of perception and insight that have brought immeasurable wealth to humanity. A partial aim of the course is to explore how such cases can serve to challenge the pressures upon medics to abandon the Hippocratic oath "to do no harm" to the disabled. Thus, by exploring such accounts and the philosophical, ethical and pastoral issues surrounding them, the course seeks to train and sustain pastoral ministers and medical and legal professionals interested in sustaining our culture's adherence to the Hippocratic oath to nurture and protect human life. (Cross-referenced to PTHO 6266) *3 credits*

CETH 6306 Catholic Sexual Teaching

An historical and systematic study of Church teaching using the Scriptures, guest lectures, case studies and film to develop a cognitive and affective appreciation of the Catholic view of human sexuality. The course considers chastity, friendship, spousal love, procreation, natural family planning, extramarital sex, masturbation, homosexuality and birth control. *3 credits*

CETH 6310 Sexuality, Friendship and Christian Perfection

A theological appreciation of human sexuality at its physical, psychological, socio-moral and spiritual levels in the context of a person's call to Christian perfection, aimed at assisting the student to integrate sexuality with a call either to celibacy or marriage and a call to contemplation. *3 credits*

CETH 6407 Catholic Social Teaching

An exploration of the theological warrants for Catholic social justice ministry, its scriptural foundations and its major principles as articulated in papal and episcopal documents. The application of these principles to family, to work, to economic systems and to political orders. An examination of the various ways that local churches and parishes can be effective instruments in bringing about God's reign of peace and justice. *3 credits*

CETH 6409 War and Christian Conscience

A survey of historical movements, issues and ideas that contributed to the evolution of Christian thought on the morality of war, including: the Old Testament and the theory of holy war; early Church and conscription; Crusades; just war theories; pacifism; knighthood; magisterial teaching on war and peace; and contemporary issues. *3 credits*

CETH 6421 Theology of Work

This course explores various meanings/definitions of work; Biblical, historical and theological warrants for a theology of work; ecclesial and ecumenical dimensions of a theology of work; theology of work in Catholic social teaching; spirituality of work in today's culture; applications to business/business ethics; implication and application of theology of work at the parish level. (Cross-referenced to PTHO 6758) *3 credits*

CETH 6507 Reconciliation and Anointing

The Sacrament of Penance in its systematic, moral, pastoral and liturgical aspects, with special attention to the ministry of the priest-confessor. The Sacrament of the Sick in its Biblical roots, historical evolution, systematic theology and contemporary liturgical celebration. *3 credits*

CETH 6509 Christian Marriage

The Biblical, historical, systematic and liturgical development of Christian marriage, from Biblical origins, Patristic thought, medieval synthesis, Reformation issues and Tridentine responses, to its contemporary theology. Issues related to the theology of marriage, e.g., sacramentality of marriage, divorce and remarriage, faith and marriage and the pastoral care of Christian marriage. *3 credits*

CETH 6602 Ministry of Healing

Utilizing the resources of our Catholic tradition regarding our pastoral and sacramental practices, an examination of the spiritual and psychological dimensions of ministry to the sick and dying. Emphasis is given to the interpersonal dynamic among patient, caregiver and minister. To develop skills in this regard, about one-quarter of the course is set aside for each member of the class to present a pastoral situation from his field education for theological reflection and class discussion. *3 credits*

HSTD 6122 Biblical Archaeology

See BIBL 6122. *3 credits*

HSTD 6201 History of Christianity I

The development of Christianity from the close of the Apostolic period to the beginning of the Age of Discovery. The course utilizes primary source materials and audiovisual presentations. *3 credits*

HSTD 6202 History of Christianity II

The development of Christianity from the Reformation to the present day. The course utilizes primary source materials and audiovisual presentations. *3 credits*

HSTD 6222 Popes and the Papacy

The institution of the papacy and individual holders of the papal office; a survey of major periods in the development of Catholicism from the perspective of the papacy; special attention given to the last century and an investigation/analysis of the papal office. *3 credits*

HSTD 6224 Eastern Christianity

An overview of Eastern Christian Churches, including Catholic, Orthodox, non-Chalcedonian and others. Origins and development, especially with regard to ecclesiology, theology and culture; examines themes in Eastern Christian spirituality and art, historical origins of the separation between East and West, and current ecumenical situation. *3 credits*

HSTD 6235 Ecumenical Dialogue and Marriage

The questions of marriage and mixed marriage have been among the many subjects taken up in the ecumenical dialogues, both international and national, between the Catholic Church and other Christians since the Second Vatican Council. This course surveys the results of these dialogues, looking to see the extent to which Christians of different traditions share a common understanding of marriage. It also takes into account perspectives on the pastoral care of mixed or "inter-church" marriage between Catholics and Christians of other traditions. (Cross-referenced to PTHO 6235 and STHO 6235) *3 credits*

HSTD 6240 The Family in the Early Church

See BIBL 6240. *3 credits*

HSTD 6245 American Catholic History and the Family

This course considers the history of the Catholic Church in the United States, with an emphasis on family. It includes, among others, such topics as the efforts of colonial Catholic families to preserve the faith, Catholic schools and the family, and challenges of immigrant Catholic families. (Cross-referenced to PTHO 6245) *3 credits*

HSTD 6301 Mediterranean Christianity

This course studies the development of Christianity from the close of the Apostolic/Second Temple periods (ca 100 AD/CE) to the creation of the Papal States and the evangelization of northern Europe (ca 750 AD/CE). Patristic texts and other primary sources are used to illustrate the Church's passage from its Semitic roots into the Hellenistic and Germanic worlds. Special attention is given to institutional and sacramental development; persecutions; the Constantinian revolution; early Councils; the collapse of the Western Roman Empire; the rise of Islam; and the development of Eastern Christianity. *3 credits*

HSTD 6310 History of Spirituality

A survey of the history of Christian spirituality: Biblical origins; Patristic period; Desert Fathers; Benedict; Augustine; Benedictine Reforms; Franciscan and Dominican renewals; medieval spirituality; Rhineland Mystics; Ignatius; Francis de Sales; Sulpician influences; 20th-century movements; Vatican II; and contemporary situations (Cross-referenced to PTHO 6726). *3 credits*

HSTD 6406 Monuments and Artifacts of Christendom

From illuminated manuscripts to the grandeur of cathedrals, the monuments, artistry and artifacts of Christendom enhance, illuminate and explain the culture, belief and history of the Catholic Church. Surveying ecclesiastical objects from the 4th century to the 16th century, students will gain insight into medieval thought and the persons and historical events that contributed to the creation of Christendom. *3 credits*

HSTD 6416 Confessions of Saint Augustine

Examines St. Augustine's masterpiece, *Confessions*, in detail to see how Augustine seamlessly fuses Scripture, theology, rhetoric, personal history and spiritual growth into a comprehensive whole. (Cross-referenced to PTHO 6772 and STHO 6416) *3 credits*

HSTD 6419 Social Justice in the Fathers

See CETH 6116. *3 credits*

HSTD 6425 Priesthood – History and Theology

This course surveys the concept of priesthood in comparative religion and then proceeds to an historical and systematic examination of the notion of priesthood as applied to Christ, His people and their ministers. Special attention is given to such constitutive notions of priesthood as sacrifice, holiness and mediation. (Cross-referenced to PTHO 6425 and STHO 6240) *3 credits*

HSTD 6426 Priesthood in the Fathers

The Fathers of the Church are routinely and rightly studied for their essential role in laying the foundations of Christian doctrine, life, worship and morals. At the same time, nearly every one of them was a pastor as actively engaged in shepherding souls as in theological reflection. This course will examine a number of Church Fathers as priests, whose lives in the ministry remain instructive for modern Christians. (Cross-referenced to PTHO 6426 and STHO 6426) *3 credits*

HSTD 6430 Worshipping with the Fathers of the Church

Examines the earliest records and descriptions of Christian worship alongside the spiritual and theological understandings the first Christians brought to their worship and how these factors contributed to forming the liturgical sensibilities, structures and cycles familiar to Christians today. Special attention is given to the writings of Church Fathers of the first 500 years. (Cross-referenced to STHO 6430) *3 credits*

HSTD 6501 Worship of the Church

See STHO 6501. *3 credits*

HSTD 6504 St. Paul in Acts

See BIBL 6504. *3 credits*

HSTD 6508 Acts & Primitive Christianity

See BIBL 6508. *3 credits*

HSTD 6528 Ecumenical Movement in the Church

Since Vatican II, the Catholic Church has been deeply involved in ecumenism, the search for Christian unity. Theological dialogue and cooperation with other churches and ecclesial communities have helped to develop mutual understanding, and have shown that separated Christians today share a great deal of the apostolic faith, though important differences also remain. Significant agreements have been reached, helping to resolve some theological differences over which Christians divided centuries ago. This course traces some of the main achievements of the modern ecumenical movement to which the Catholic Church has contributed. (Cross-referenced to PTHO 6528 and STHO 6528) *3 credits*

HSTD 6530 Peter in the New Testament and Christian Antiquity

See BIBL 6530. *3 credits*

HSTD 6577 Mariology

See BIBL 6577. *3 credits*

HSTD 6583 Sanctification of Time

The aim of this course is to explore the way in which the Church over the centuries has employed the various cycles of time — daily, weekly and annual — to redirect our lives toward the Kingdom, which is our ultimate goal. Just as all the major passages of our lives, from birth to death, are sanctified, so also is the daily course of life. The approach will be primarily historical, moving through the origin and development of the cycles of time in both Judaism and Christianity. The first half of the course will focus on the daily cycle, which is the most primitive. The second part will focus on the annual cycles, including the moveable Easter cycle, as well as the cycle of fixed feasts and the sanctoral cycle. (Cross-referenced to PTHO 6583 and STHO 6583) *3 credits*

HSTD 6709 Spiritual Heritage of the Fathers

The Fathers of the Church are readily recognized for their historic contributions in shaping the Christian faith. Doctrine, sacraments, liturgy, Church organization, Christian living and theological understanding all find their most basic expressions in patristic writings. Less appreciated, however, is the pervading spiritual vision that underlies these other

contributions. This course examines how the Fathers saw all these facets of the Christian religion as vehicles for encountering God and growing to perfection in His image and likeness. (Cross-referenced to PTHO 6768) *3 credits*

HSTD 6710 Women Mystics

An exploration of the phenomenon and meaning of mysticism. A study of the lives, times and spirituality of such women mystics as Teresa of Avila, Thérèse of Lisieux, Edith Stein, Catherine of Siena, Faustina, Elizabeth of the Trinity and Julian of Norwich. An analysis of their major writings, including autobiographies, letters and poetry. (Cross-referenced to PTHO 6710) *3 credits*

HSTD 6734 Italian Saints

Using the city of Rome as a point of departure, this intensive course provides an opportunity for students to deepen their Christian identity and spirituality by exploring how various martyrs and saints have lived out the call to holiness through the ages. The lectures, discussions and site visits focus on the various traditions of spirituality that are reflected in the lives of the saints who have lived, ministered and worshiped in Rome throughout the various stages of the history of the Church in the Eternal City. (Cross-referenced to PTHO 6734) *3 credits*

HSTD 6807 American Christianity

The development of Christianity in the Americas from the beginnings of evangelization to the present, focusing on the Catholic Church in the United States; the impact of the English Reformation as setting the stage for the major cultural forces influencing the present-day United States; growth of the Church in the English colonies and its subsequent expansion, particularly due to 19th and 20th century immigration; Catholic education and the evolution of pastoral ministry; issues facing Catholicism in its contemporary encounter with cultural forces in America today. *3 credits*

HSTD 6809 History of Christianity

An overview of the development of Christianity from its origins to the present: the evolution of Christianity from a movement within Judaism to a world religion; Church polity, belief and spirituality in succeeding periods; current challenges facing contemporary Christianity. Issues such as Church-state relations, the Reformation and the influence of the Enlightenment on the Church are major themes. *3 credits*

HSTD 6811 20th Century Catholicism

A survey of Catholic Church history in the 20th century, from the Modernism controversy under Pope Pius X up to the pontificate of Pope John Paul II. Topics covered include the Lateran Treaties, the Liturgical Movement, World War II, the Church and Communism, and Vatican II. *3 credits*

HSTD 6815 Reformation: Its History and Theology

This course begins with an introduction to the idea of church reform, institutional and doctrinal, and the issue of true and false reform. Focusing principally upon the Protestant Reformation of the 16th century, the course examines the careers and thought of the major intellectual figures of the Reformation: Luther and Calvin. The course also traces

the rise of the more Radical Reformation as represented by Anabaptists, Mennonites and Unitarians. After analyzing the Reformation in England, it concludes with a consideration of the Catholic Counter-Reformation. (Cross-referenced to STHO 6218) *3 credits*

HSTD 6837 Church in New Jersey

Using diocesan and institutional archives in the custody of the NJ Catholic Historical Records Commission at Seton Hall, an investigation and analysis of archival sources and other primary source materials. Research required on a particular topic, using archival materials. *3 credits*

PTHO 6017 Pastoral Spanish I

Beginning Spanish for non-Spanish speakers, focusing on building communication skills and addressing language situations encountered in pastoral ministry. *3 credits*

PTHO 6018 Pastoral Spanish II

A continuation of PTHO 6017. Prerequisite: PTHO 6017. *3 credits*

PTHO 6019 Pastoral Spanish III

An intermediate Spanish course for those with elementary knowledge of Spanish, continuing to build communication skills for use in pastoral ministry settings. Prerequisite: PTHO 6018. *3 credits*

PTHO 6020 Pastoral Spanish IV

A continuation of PTHO 6019. Prerequisite: PTHO 6019. *3 credits*

PTHO 6011 Oral Interpretation

The purpose of this class is to familiarize and empower each student with the techniques of oral interpretation in order to make the Word of God alive and vital to the listener. The course is a skills course, concentrating on the practice of presentation. *1 credit*

PTHO 6109 Introduction to Preaching

Introduction to homiletics and engagement in the process of Biblical preaching, with attention to its pastoral function. Emphasis on organization, composition and delivery. Evaluation of several homilies as preached to the class. *2 credits*

PTHO 6112 Preaching Practicum I

A continuation of homiletic instruction where students deliver homilies for various occasions, subject to self, peer and professional criticism. *2 credits*

PTHO 6113 Preaching Practicum II

A continuation of PTHO 6112, with special attention to the practical delivery of homilies. Particularly designed for deacons. Prerequisite: PTHO 6112. *2 credits*

PTHO 6132 The Four Loves

This course explores fundamental Christian teaching on the spiritual nature of loving relationships by surveying classic philosophical and theological explorations of love. Texts surveyed include the Song of Songs, the Gospel of St. John, St. Paul's Letter to the Corinthians, passages from Plato and Aristotle, the Letters of Abelard and Eloise, Vladimir Solovyov's *The Meaning of Love*, Soren Kierkegaard's *Diary of a Seducer* and Pope Benedict XVI's recent encyclical *Deus Caritas Est*. (Cross-referenced to CETH 6132) *3 credits*

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PTHO 6133 Solitaries, Hermits and Prisoners

An exploration of the value and power, personal and social, residing in spiritual literature written in solitude and prison. The student is called to wrestle with Dietrich Bonhoeffer's questions about the broad failure of modern Christian middle-class culture to sustain Christians who are imprisoned and bereaved of their loved ones as well as of the possibility of fulfilling their vocational hopes and projects. The readings will stimulate teachers, counselors and ministers wrestling with Bonhoeffer's questions to share their pastoral experiences and provide those who find or may in the future find themselves in analogous situations with memories and knowledge that may prove to be a source of spiritual friendship, consolation and strength. *3 credits*

PTHO 6134 Four Loves and Family Life

See CETH 6134. *3 credits*

PTHO 6135 Spiritual Journey in Christian Fiction

This online course explores the spiritual journey in Christian fiction. It surveys fairy tales, Christian allegories and plays, and films of popular spiritual fiction. The course aims to clarify what makes Christian spiritual journeys unique, how they impact people's understanding of life, and how these stories can facilitate spiritually-heroic decision making. The course will be of special interest to people holding a variety of leadership roles (pastors, parents, teachers, counselors, chaplains). (Cross-referenced to STHO 6135) *3 credits*

PTHO 6136 Great Spiritual Biographies

This course focuses on seven classic Catholic biographies that span the Christian centuries. In surveying this material the course aims to prompt the student to identify the essential ingredients of Christian sanctity, the key stages of the Christian spiritual journey, and the characteristic qualities of Christian leadership. The course will be of value to mentors, preachers, pastors and all students and teachers of Christian spirituality, history and literature. (Web-based; Cross-referenced to STHO 6136) *3 credits*

PTHO 6203 Pastoral Psychology and Counseling

This course provides an introduction to interpersonal skills basic to the helping professions; the nature of counseling; responsibility of the counselor; goals in counseling; resistance and termination. Particular emphasis is placed on competency and self-understanding. The course is taught through lecture, demonstration and class exercises. *3 credits*

PTHO 6216 End-of-Life Issues

See CETH 6215. *3 credits*

PTHO 6217 Beginning-of-Life Issues

See CETH 6217. *3 credits*

PTHO 6224 Theology of the Body

This course examines in depth the Theology of the Body as presented by Pope John Paul II, along with evaluative commentary from within the Catholic theological community. It also explores the implications of this theology for sexual ethics, sacramentality of marriage and celibacy. (Cross-referenced to CETH 6252 and STHO 6252) *3 credits*

PTHO 6226 The Four Pillars of Formation and Family Life

Since the Apostolic Exhortation of Pope John Paul II, *Pastores Dabo Vobis* ("I Will Give You Shepherds"), the foundation of priestly formation and the ongoing formation of priests have been the four pillars of formation: the human, the spiritual, the intellectual and the pastoral. As marriage and family life stand side-by-side with a vocation to the priesthood or religious life, this course explores how the four pillars of priestly formation can find their parallel or mirror in marriage and family life. Students will attempt to transform the four pillars of priestly formation into parallel pillars for marriage and family life. The course will seek further to see how these transformed pillars are and can be implemented further in marriage and family life. (Cross-referenced to STHO 6226) *3 credits*

PTHO 6227 John Paul II and Sexual Ethics

See CETH 6227. *3 credits*

PTHO 6228 Pope Benedict XVI and the Family

This course examines the theology of Pope Benedict XVI, with particular emphasis on his thought on family life. It is true that compared with his predecessor, Benedict XVI has not composed as many encyclicals and documents that directly pertain to the family. Yet, from a careful review of major themes from his writings (both prior to, and from his pontificate), this course indicates some important implications for family life and spirituality, from the thought of Pope Benedict. (Cross-referenced to STHO 6228) *3 credits*

PTHO 6235 Ecumenical Dialogue and Marriage

See HSTD 6235. *3 credits*

PTHO 6236 The Book of Genesis and Family Spirituality

See BIBL 6236. *3 credits*

PTHO 6237 Biblical Family Narratives

See BIBL 6237. *3 credits*

PTHO 6238 Pope John Paul II and the Family

Analysis of selected texts from the papal and pre-papal periods of Pope John Paul II's thought on the family, in light of his affirmation of the inalienable dignity of each human person. What makes a human being a person? How is our personhood rooted in the primordial subjectivity of the family? What is the role of the family in society, the responsibility of spouses toward each other and toward their children, and the authentic experience of conscience that makes human love and community possible? (Cross-referenced to STHO 6238) *3 credits*

PTHO 6239 Wedding Feast at Cana

See BIBL 6239. *3 credits*

PTHO 6241 The Gospel and the Family

See BIBL 6241. *3 credits*

PTHO 6244 Prayer, Discipleship and Community

This class looks at the journey of a person's Spiritual Life. The journey involves an initial invitation from God, our response through prayer, our commitment as disciples and our living out this commitment in community. Our

experiences of family life, past and present, become landmarks on this journey. The class consists of lectures, class participation, readings and prayer. (Cross-referenced to STHO 6244) *3 credits*

PTHO 6245 American Catholic History and the Family

See HSTD 6245. *3 credits*

PTHO 6251 Families and the Church

This course considers the role of marriage and child-rearing in the mission of the Church. Pertinent Church documents are used to illuminate the importance of families in the life of the Church, to identify and track trends in secular society, to guide Christian families in their response to such trends and to reflect on the family as the “Church in miniature.” (Cross-referenced to STHO 6255) *3 credits*

PTHO 6254 Theology and Spirituality of Marriage and the Family

See CETH 6254. *3 credits*

PTHO 6258 The Trinity and the Family

What can we discover about family from the image of God as Trinity? A careful exploration of Catholic tradition (Scripture, John Paul II’s *Theology of the Body*, etc.) provides the basis for this reflection on family, leading to lively class discussions. Practical implications and spiritual disciplines for families today will be drawn from class discussions and lectures, readings and class exercises and projects. (Cross-referenced to STHO 6258) *3 credits*

PTHO 6264 Rules for a Holy Life

See CETH 6264. *3 credits*

PTHO 6265 Spiritual Theology of Suffering

An exploration of the mystery of human suffering from a Christian perspective, with a particular emphasis on *Salvifici Doloris*, the 1984 Apostolic Letter of Pope John Paul II. Rooted in Scripture, themes include: different types of suffering; the “why” of suffering; prayers in times of trial; the problem of evil; and the role of the Cross. Spiritual writings on the topic are explored, including essays and poems by John of the Cross, Titus Brandsma, Thérèse, Faustina, Thomas Merton and C.S. Lewis. (Cross-referenced to STHO 6265) *3 credits*

PTHO 6266 Spirituality of Disability

See CETH 6266. *3 credits*

PTHO 6267 Suffering and the Book of Job

See BIBL 6231. *3 credits*

PTHO 6301 Parish as Learning Community

A consideration of the parish as a learning community and its catechetical approaches to adults, along with the shifts and trends affecting contemporary catechesis. Contemporary approaches to catechesis/religious education, as well as the relationship of catechesis/religious education to liturgy, social justice and human development. Developmental psychology as it pertains to faith development. Current trends in the Church particularly supportive of adult faith growth. *3 credits*

PTHO 6323 Adult Catechesis

The history of adult education and adult religious education; psychological and sociological considerations; adult faith development; principles of adult education; learning styles; adult spirituality; program planning; collaboration and integration with other ministries. *3 credits*

PTHO 6340 Exploring Catechetical Partnerships

Using catechetical and organizational theory, an exploration of old and new catechetical partnerships between parishes and families. Preparation of a three-to-five year plan to create catechetical partnerships meeting the needs of people and parishes for: an integrated approach to total parish catechesis; enspiriting true family involvement in the faith development of all its members; and establishing a parish faith mentoring program especially for youth, young adults and young families. *3 credits*

PTHO 6345 Vatican II & the New Evangelization

From its beginning, the Church has sought to respond to the call of God to evangelize, or to share the Good News of our faith in Jesus Christ. In the Apostolic Exhortation *Evangelii Nuntiandi*, Pope Paul VI goes so far as to say that evangelization is an essential part of the Church’s mission: “We wish to confirm once more that the task of evangelizing all people constitutes the essential mission of the Church. It is a task and mission which the vast and profound changes of the present day society make all the more urgent. Evangelizing is in fact the grace and vocation proper to the Church, her deepest identity. She exists in order to evangelize.” This course, conducted in Rome, Italy, explores how the Church through the ages, as reflected in the art and architecture of the city of Rome, has fulfilled this mission. (Rome-based; Cross-referenced to STHO 6345) *3 credits*

PTHO 6395 Sacramental Themes in Modern British and American Literature

Twentieth-century literary works written by distinguished American and British authors are considered as works of art in their own right, as comments upon the religious meaning of the human condition and, above all, as examples of the ways in which sacramental themes are embodied in works of the imagination. (Cross-referenced to STHO 6236) *3 credits*

PTHO 6396 Spirituality of the Old Testament

See BIBL 6529. *3 credits*

PTHO 6401 General Canon Law

Church law and its role in the Church today; history of canon law, particularly the 1983 Code. Consideration of the character of the 1983 Code of Canon Law as well as certain general institutes of law as they appear in Book I and particular canons in Books II and VII with reference to the status of laity and clerics. *3 credits*

PTHO 6403 Sacramental Life: Canonical Issues

The theology of the sacraments of the Catholic Church, and their relationship to the Code of Canon Law. Drawing from the documents of Vatican II and post-conciliar teaching, the course will provide a solid understanding of the theological-canonical understanding on the sacraments, how the sacraments are reflected and regulated in the Church’s

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legislative structure, and how they are applied and ministered in the life of the Church. Theological-canonical issues on sacramental life that arise will be analyzed and explored in detail, using the tools of theological analysis and reflection, Church law and other legal sources, including civil legislation. Students will be invited to engage actively in the subject, deepening their understanding of the issues that arise, so enabling them to arrive at a deeper understanding of the sacraments as the saving actions of Christ among us. (Cross-referenced to STHO 6403) *3 credits*

PTHO 6405 Canon Law of Marriage

Canonical and pastoral aspects of current Church legislation on the Sacrament of Matrimony. Aspects of the 1983 Code having practical and innovative impacts on the marital state, particularly in the area of tribunal jurisprudence. *3 credits*

PTHO 6409 Sacraments of Initiation & Canon Law

This course examines from a canonical-pastoral perspective the Sacraments of Baptism, Confirmation and Eucharist. Drawing from the Code of Canon Law, Vatican II and the teaching of the Church's Magisterium, the course provides the student with a clear understanding of the sacraments of initiation, an examination of the pastoral issues that may arise, and an appreciation of the important role that Church law plays in the ministry of those engaged in catechesis on the sacraments of initiation. (Cross-referenced to STHO 6409) *3 credits*

PTHO 6425 Priesthood – History and Theology

See HSTD 6425. *3 credits*

PTHO 6426 Priesthood in the Fathers

See HSTD 6426. *3 credits*

PTHO 6441 Penance and the 12 Steps

A Biblical, historical and pastoral treatment of the Sacrament of Penance, and an in-depth look at the 12 Steps of Addiction Recovery. Examination of questions relating to this sacrament and to these 12 Steps, with an attempt to see just how these 12 Steps could be fulfilled best by celebrating and living out the Sacrament of Penance. (Cross-referenced to STHO 6441) *3 credits*

PTHO 6503 Liturgical Practicum

Demonstration and practical exercises for priesthood candidates in the ministries of celebrating Eucharist and other sacramental liturgies, including RCIA and baptism of children, marriage, funerals, sacramental ministry to the sick and dying, Benediction and the Liturgy of the Hours in parishes. *2 credits*

PTHO 6516 Eucharist and the Family

This course explores the Church's teaching and spirituality of the Eucharist as it relates to family life. It involves an in-depth examination of the Venerable Pope John Paul II's final encyclical, *Ecclesia de Eucharistia* (2003), and the reading of several essays on the Eucharist and Eucharistic spirituality from Pope Benedict XVI. Special attention is paid to how the Second Vatican Council's teaching that the Eucharist is the "source and summit of the Christian life" (*Lumen Gentium* 11) pertains to family life and spirituality. (Cross-referenced to STHO 6506) *3 credits*

PTHO 6518 Integrating Music and Liturgical Celebration

Principles of Vatican II and subsequent Church teaching on liturgical/musical integration. An overview of the history of liturgical music, emphasizing the proper balance of liturgical, pastoral and musical factors. Other topics: liturgical year; effective selection of music for particular celebrations; copyright issues. *2 credits*

PTHO 6527 Spirituality of John

See BIBL 6527. *3 credits*

PTHO 6528 Ecumenical Movement in the Church

See HSTD 6528. *3 credits*

PTHO 6565 Dante and Lay Vocation

In this course, students read all of Dante's Divine Comedy, and perhaps sections of his treatises "On Monarchy" and "On the Eloquence of the Vernacular." Dante emphasizes the harmony of nature and grace, the path to God through the goodness of ordinary life and human love. Thus the focus in class discussions and papers is on what Dante reveals about the spirituality of ordinary life in the world, as opposed to the "easier path" - as Dante describes it at the beginning of the Divine Comedy - of religious life. (Cross-referenced to STHO 6565) *3 credits*

PTHO 6570 Mary in Sacred Scripture

See BIBL 6570. *3 credits*

PTHO 6571 The Parables of Jesus

See BIBL 6571. *3 credits*

PTHO 6572 Ecumenical Dialogue and Mary

The importance of Mary, the Mother of Jesus, is clearly depicted in the New Testament. At the same time, because of divisions among Christians, which began centuries ago, there are some significant differences, even conflicts, on various doctrinal issues, including important aspects of Marian doctrine, especially between Catholics and Christians of communions stemming from the 16th century Reformation. In the context of the modern ecumenical movement, which has been underway for a century, aimed at restoring unity among Christians, this course explores the formal ecumenical dialogues since Vatican II concerning Mary, between Catholics and other Christian Communions, to see how they have taken steps both toward new common understanding about Mary, and/or clarification of issues on which disagreement continues. (Cross-referenced to STHO 6572) *3 credits*

PTHO 6574 Priests and Laity

See STHO 6574. *3 credits*

PTHO 6575 Ministry of the Laity

See STHO 6575. *3 credits*

PTHO 6577 Mariology

See BIBL 6577. *3 credits*

PTHO 6583 Sanctification of Time

See HSTD 6583. *3 credits*

PTHO 6587 Psychology of Religion

This course is situated on the interdisciplinary boundary between Psychology and Religion. It will undertake an appreciative and critical investigation of major psychologists Freud, Jung, Adler, Rank, Allport, Maslow, Skinner, Winnicott, Sullivan, Erikson, Kohut, Lifton, Becker, Prusyer, James, Lacan, Kristeva, et al., and the implications of their thinking for Theology. Areas of exploration will be fundamental issues of human personality and behavior, the struggle with suffering, the awareness of death, the imputability of guilt, the grace of forgiveness and the experience of the Holy. (Cross-referenced to STHO 6587) *3 credits*

PTHO 6601 Pastoral Ministry: Introduction

An introduction to pastoral theology in its mediating role between theological insight and pastoral practice. This course focuses on the pastoral situation as encountered through Catholic tradition, personal and cultural experience, aspects of pastoral ministry in the contemporary Church and ways of responding both pastorally and prophetically. *3 credits*

PTHO 6602 Ministry of Healing

Examines the spiritual and psychological dimensions of ministry to the sick, dying and grieving in the Catholic pastoral and sacramental tradition. Interpersonal dynamics among patient, caregiver(s), family and pastoral ministers are emphasized through theological reflection and discussion of students' field experience. *3 credits*

PTHO 6603 Justice and Charity Ministry

This course considers the ways in which the Church today continues to fulfill the Gospel call to care for those in need, and to address issues of social justice. The role of the parish community and its leaders (priests, deacons and lay ministers) is explored. The collaborative work of clergy and laity is viewed in light of Catholic social teaching. *3 credits*

PTHO 6604 Ministry of Sanctifying: Priest, Ministers and Congregation

Discusses the priest as presider in the worshipping community, together with the roles of other liturgical ministers and the assembly. This course focuses on the nature of the parish as a praying people and of the family as a domestic Church. Students will learn to integrate liturgical planning, sacramental catechesis and community worship in parish life. *3 credits*

PTHO 6605 Ministry of Teaching

Examines the ministry of teaching in the New Testament, the early Church and our Church today. Explores the role of culture and community in faith information, the nature of faith and conversion, the contribution of developmental psychology and the implications for the various teaching ministries (evangelization, catechesis, preaching). Students will acquire practical skills in identifying resources, lesson planning and teaching and theological reflection on the ministry of teaching. *3 credits*

PTHO 6608 Ministry of Leadership: Priest and Minister in Service to the Community

Investigates the spiritual, theological, theoretical and behavioral concepts underlying the dynamics of pastoral leadership. Examines the role of priest as leader and the diversity of leadership roles and functions in parishes today. Considers tools and techniques for effective parish leadership, as well as the spiritual challenges inherent in leadership. This course requires a writing project integrating the ministry course. *2 credits*

PTHO 6609 Ministry Synthesis

This course invites students to review the work of their Pastoral Theology sequence of courses, using the six reflection papers they have written, and then to articulate their vision of foundational principles for their own future pastoral work. (Linked to PTHO 6608) *1 credit*

PTHO 6644 Youth Ministry I

Section A (Justice and Service): an exploration of the foundations for fostering a justice and service consciousness and spirituality in youth, drawn from: Scripture, Catholic social teaching, adolescent development and contemporary catechetical principles. Section B (Pastoral Care): a focus on the depth and breadth of pastoral care, exploring the principles and methods of caring for young people from various cultures and their families. *3 credits*

PTHO 6645 Youth Ministry II

Section A (Evangelization and Catechesis): an exploration of the foundations of nurturing young and older adolescent faith development and Catholic identity through an integrated approach to faith formation, which incorporates teaching, prayer and liturgy, community life and justice and service within ministry with adolescents. Section B (Prayer and Worship): an investigation of the foundational roles that Christian worship and sacraments have in fostering the spiritual growth of youth. *3 credits*

PTHO 6646 Youth Ministry III

Section A (Principles of Youth Ministry): a presentation of the vision and principles for comprehensive youth ministry and a model for developing youth ministry, which incorporates developmentally appropriate youth programming, strengthens family life, involves young people as integral members of the faith community and collaborates with civic organizations. Section B (Practices of Youth Ministry): rooted in a theological and pastoral vision of community life, an exploration of the development of comprehensive youth ministry through the collaborative sharing of the resources in the community. *3 credits*

PTHO 6647 Youth Ministry IV

Section A (Foundations for Ministry Leadership): an exploration of the processes and skills for effective leadership in ministry, combining theory presentation with experiential learning. Section B (Skills for Christian Leadership): an emphasis on the application of leadership skills to various ministry settings, problems and issues, with the goal of developing a practical, working understanding of

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leadership process and skills. Note: Descriptions for PTHO 6644-47 sometimes change. Contact the associate dean for up-to-date information. *3 credits*

PTHO 6702 Faith Formative Leadership

The roles of the catechist and catechetical leaders in nurturing and supporting the development of faith; leadership styles and teaching strategies to assist faith development. *3 credits*

PTHO 6705 Marian Spirituality

See STHO 6576. *3 credits*

PTHO 6710 Women Mystics

See HSTD 6710. *3 credits*

PTHO 6715 Spiritual Direction

Human and psychological bases for sound spiritual growth; relation of growth to the direction relationship and the journey toward freedom through awareness and discernment. *3 credits*

PTHO 6718 Spirituality and Contemporary Culture

An investigation of the correlation between Christian spirituality and contemporary American culture, seeking to achieve sensitivity to prevailing cultural ideas and to norms of the Christian tradition. The focus is on helping students to develop a spirituality that integrates the best of both realities. *3 credits*

PTHO 6724 Jewish Roots of Christian Spirituality

Survey of the Jewish roots of Christian spirituality, with special attention to prayer (personal and communal) and liturgy (particularly the Eucharist). Theological roots of Jewish spirituality; Psalms; Catholic-Jewish dialogue today. *3 credits*

PTHO 6726 History of Spirituality

See HSTD 6310. *3 credits*

PTHO 6728 Theology of Spiritual Life

Theology of the Christian spiritual life: Biblical foundations; Patristic writings; classical sources; contemporary writings; anthropological foundations; progress in the spiritual life and its various stages; and mysticism. (Cross-referenced to STHO 6728) *3 credits*

PTHO 6734 Italian Saints

See HSTD 6734. *3 credits*

PTHO 6735 The Priest Today

A contemporary look at theological and spiritual perspectives on the priesthood, presenting growth and development in priesthood as a profoundly human experience that finds its source and intelligibility only in the living Christ; love, self-esteem and rediscovery of ministry in the priesthood. (Cross-referenced to STHO 6735) *3 credits*

PTHO 6743 Spirituality of St. Francis

The life and spiritual rule of St. Francis of Assisi; early Franciscanism; development of the Franciscan spirit through Church history; permanent influences of Franciscan spirituality on the Church. *3 credits*

PTHO 6746 Carmelite Spirituality

Origins of Carmelite spirituality; development of the Carmelite charism; expressions of Carmelite spirituality in Saints John of the Cross, Teresa of Avila and Thérèse of Lisieux; permanent influences on the Church. *3 credits*

PTHO 6758 Theology of Work

See CETH 6421. *3 credits*

PTHO 6768 Spiritual Heritage of the Fathers

See HSTD 6709. *3 credits*

PTHO 6772 Confessions of Saint Augustine

See HSTD 6416. *3 credits*

PTHO 6774 Theology and Practice of Prayer

This course provides a theology of Christian prayer, beginning in Scripture and then examining the teaching on prayer in Christian history. Various models of Christian prayer, expectations in prayer, difficulties in prayer, discernment in prayer, consolations and extraordinary phenomena in prayer, as well as some schools of prayer are covered. The place of liturgical prayer and ecclesial prayer are discussed, along with contemporary writing on prayer. This course introduces exercises in prayer: meditation, vocal prayer, centering prayer, *lectio divina*. A study of part IV of the *Catholic Catechism* is included, along with discussion of the articles distributed in class. (Cross-referenced to STHO 6774) *3 credits*

PTHO 6802 Theology of Work and Rest

This course explores the values given to work, contemplation, art and worship in antiquity and modernity, in Hebraic, Jewish and Christian cultures. On the basis of these explorations, it argues that leisure is the basis of culture and that liturgy is the basis of leisure. On this basis, it seeks to introduce a spectrum of Christian reflections on the prerequisites to a sane Economy. (Cross-referenced to STHO 6802) *3 credits*

PTHO 6803 Biblical Prayer & Spirituality

See BIBL 6803. *3 credits*

PTHO 6810 Spirituality and the Arts

Discussion of the Christian faith as the source of inspiration for artists, poets, novelists and musicians across the centuries, and, in more recent times, also for film-makers. A survey of several classical examples of Christian-inspired art, focusing on the way faith, hope and love are presented. Themes: Jesus and Christians in the movies, hope and despair in the poetry of Hopkins, peace in the music of Hildegard of Bingen, faith in the short stories of Flannery O'Connor, marriage and the family in the novels of Sigrid Undset, evangelism in the paintings of Caravaggio. *3 credits*

PTHO 6827 Bereavement Counseling

The bereavement process and principles of bereavement counseling, applicable to work of physicians, nurses, clergy and religious. Emphasis on the needs of the bereaved and the emotional support systems available to them and their caregivers. *3 credits*

PTHO 6870 Catholic Education: Yesterday, Today and Tomorrow

An overview of the history of the ministry of teaching in the Christian tradition and of Catholic schools in the United States. An examination of the multiple tasks of the school in fostering faith development and an exploration of the norms for the school of the future. *3 credits*

PTHO 6871 Principal as Spiritual Leader

An exploration of the role of the principal, with a particular focus on the vocation of teaching and leadership. Topics: leadership, the school as an ecclesial system and a community of faith, and the work of formation of faculty and students. *3 credits*

PTHO 6872 Catholic Identity, Ethos and Culture

An examination of key aspects of Catholic identity and belief, and an overview of some components of “Catholicism,” including aspects of Catholic history, doctrine, culture, juridical system, moral teaching and institutional life (Cross-referenced to STHO 6872) *3 credits*

PTHO 6926 New Ministries – Theology Issues and Skills

Many new forms of ministry are emerging in the Church today – in parishes, movements and institutional ministries (Catholic healthcare, education and social services). This course explores the theology that informs these developments, the issues being confronted and the skills needed for effective leadership in lay and ordained ministries. (Cross-referenced to STHO 6926) *3 credits*

PTHO 6931 Spirituality of Leadership

An exploration of the role of leadership as a part of the spiritual journey. Topics include aspects of spirituality (vocation, charism, community) and of leadership (including both theoretical and practical dimensions). Readings, lectures and participative learning are employed. *3 credits*

PTHO 6936 Spiritual Theology and Public Speaking

See STHO 6936. *3 credits*

PTHO 9101 Integration Seminar

Integration of the various theological and pastoral disciplines encountered in the M.A. in Pastoral Ministry program, using “Pastoral Project” or “Case Study” methodologies. Submission and approval/acceptance of the final project complete the M.A.P.M. degree requirements. *3 credits*

PTHO 9102 M.Div. Comprehensive Seminar I

A case study method, along with a class presentation, designed to foster integration of the various theological and pastoral disciplines contained in the M.Div. curriculum. Enrollment of lay ministry candidates with the approval of the instructor. *1 credit*

PTHO 9103 M.Div. Comprehensive Seminar II

Completed upon submission and approval/acceptance of the final M.Div. project. Required of M.Div. candidates. Enrollment of lay ministry candidates with the approval of the instructor. *2 credits*

STHO 6020 Research Seminar

This course consists of three one-hour meetings in which new students are instructed on effective study habits, on the use of the libraries and their resources, on the manner of conducting theological research and on the strategies and standards for composing research papers. Students are required to take this within the first three semesters of matriculation into a degree program. *no credits*

STHO 6112 Moral Evil and Moral Absolutes

See CETH 6112. *3 credits*

STHO 6136 Great Spiritual Biographies

See PTHO 6136. (Web-based) *3 credits*

STHO 6138 Theological Aesthetics: God, Beauty, and Film

See CETH 6138. (Web-based) *3 credits*

STHO 6216 Ethics of Virtue

See CETH 6126. *3 credits*

STHO 6135 Spiritual Journey in Christian Fiction

See PTHO 6135. *3 credits*

STHO 6201 Foundations for Theology

An examination of contemporary attempts to establish the identity of Christian doctrine through a multiplicity of expressions. Philosophical theologies discussed include: existentialism; process thought; linguistic analysis; transcendental Thomism; liberation/praxis thought; and hermeneutical theory. *3 credits*

STHO 6202 Revelation and Faith

An historical and systematic examination of the Catholic understanding of God’s Self-Communication and humanity’s correlative response in faith. On revelation: transmission of revelation; natural and supernatural revelation; Reformation and *sola Scriptura*; Trent and tradition; Newman on doctrinal development; and *la nouvelle theologie* and Vatican II. On faith: grace and faith; faith and scholasticism; Luther and *sola fides*; Trent on *fides fiducialis*; Vatican I and rational preparation for the act of faith; Blondel and the apologetics of immanence; and contemporary attempts (e.g., Rahner, Tracy, Metz) to ground the act of faith. *3 credits*

STHO 6203 Christology

The faith response to the Mystery of Jesus Christ, God’s gift to us, in Scripture and Church tradition; an attempt to answer the question “Who do you say I am?” [Mt. 16:15] in light of contemporary concerns. *3 credits*

STHO 6204 Trinity

A systematic and historical examination of the doctrine of the Triune God: dialectical nature of God as both hidden and revealed, immanent and transcendent; attributes and perfections of God; Patristic and Conciliar debates about the nature of the Trinity; persons, processions, relations and missions within the Godhead; speculation in relation to the “economic” and “immanent” Trinity, as well as contemporary retrievals of psychological analogies. *3 credits*

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STHO 6205 Christian Anthropology

Beginning with the Scriptural understanding of human origins, an examination of the human condition from the viewpoint of Christian revelation. The relationship of God with humanity; sin and redemption; the significance of grace, brokenness and healing; and the meaning of death and resurrection. Consideration of particular and general eschatology in developing a theological anthropology. *3 credits*

STHO 6206 Christian Eschatology

An historical and systematic study of central eschatological themes: the Christian understanding of death; the relationship between resurrection and “immortality;” intermediate eschatology and its underlying anthropology; particular and final judgments; the final states in Catholic, Orthodox and Protestant thought; apocatastasis, universalism and conditional immortality; purgatory and the efficacy of suffrages for the dead; nature of eschatological language. *3 credits*

STHO 6207 Ecclesiology

The mystery of the Church in its various human incarnations throughout history; the Church’s foundation, nature and fundamental structure. Themes: pluralism and the development of ecclesial life; “models” of the Church; the importance of Mary in the life of the Christian community. *3 credits*

STHO 6208 Mission and Ministry

The mission of Christ and His Church as it unfolded in human history with the hope of arriving at a contemporary understanding of Christian mission; the nature, functions and structures of Christian ministry from an historical perspective to appreciate the Spirit-filled forms of ministry present in the contemporary Church: lay and ordained ministries; the Petrine Office in an ecumenical age; authority in the Church; and the gift of women in the service of Christ and His Church. *3 credits*

STHO 6209 Christology of the Paschal Triduum

An extended examination of the historical development and current expression of the various liturgies of the Paschal Triduum, applying the principle *lex orandi, lex credendi*, to discover the various Christologies expressed in those rites. *3 credits*

STHO 6218 Reformation: Its History and Theology

See HSTD 6815. *3 credits*

STHO 6223 Magisterium

A study of the origins, development and role of the teaching office in the Catholic Church; forms of exercise of the magisterium; contemporary theological speculation regarding the magisterium. *3 credits*

STHO 6226 The Four Pillars of Formation and Family Life

See PTHO 6226. *3 credits*

STHO 6228 Pope Benedict XVI and the Family

See PTHO 6228. *3 credits*

STHO 6235 Ecumenical Dialogue and Marriage

See HSTD 6235. *3 credits*

STHO 6236 Sacramental Themes in Modern British and American Literature

See PTHO 6395. *3 credits*

STHO 6238 Pope John Paul II and the Family

See PTHO 6238. *3 credits*

STHO 6240 History and Theology of the Priesthood

See HSTD 6425. *3 credits*

STHO 6244 Prayer, Discipleship and Community

See PTHO 6244. *3 credits*

STHO 6246 Theology of Vatican II

A study of the background against which Pope John XXIII called Vatican Council II, the Council’s preparation and its deliberation, as well as some consideration of its implementation. *3 credits*

STHO 6252 Theology of the Body

See PTHO 6224. *3 credits*

STHO 6254 Theology and Spirituality of Marriage and the Family

See CETH 6254. *3 credits*

STHO 6255 Families and the Church

See PTHO 6251. *3 credits*

STHO 6256 John Paul II and Sexual Ethics

See CETH 6227. *3 credits*

STHO 6257 The Philosophy & Theology of Sexual Difference

This course seeks to discern and define the nature of human sexual difference. It employs an interdisciplinary approach towards elucidating the essential difference between male and female. Thus the findings of medical science, evolutionary biology and psychology, and deconstructionist theory are assessed in light of Thomistic metaphysics culminating in a provisional definition of sexual difference. This broad philosophical view provides a unique perspective for theological exploration of the same theme. *3 credits*

STHO 6258 The Trinity and the Family

See PTHO 6258. *3 credits*

STHO 6264 Rules for a Holy Life

See CETH 6264. *3 credits*

STHO 6265 Spiritual Theology of Suffering

See PTHO 6265. *3 credits*

STHO 6317 The Thought of Joseph Ratzinger

This course is by no means intended to be a complete treatment of Ratzinger’s theology. However, the salient features of his thought are worthy to be noted as they present the deep concern and sincere love of the Pope Emeritus towards the human person, the Church and Christ Jesus. His theological perspectives on Anthropology, Christology, Ecclesiology, Patristics and Eschatology are covered in the context of special themes such as “Grace and Nature,” “Faith and Reason” and “Caritas in Veritate.” *3 credits*

STHO 6345 Vatican II & the New Evangelization

See PTHO 6345. (Rome-based) *3 credits*

STHO 6403 Sacramental Life: Canonical Issues

See PTHO 6403. *3 credits*

STHO 6409 Sacraments of Initiation & Canon Law

See PTHO 6409. *3 credits*

STHO 6416 Confessions of Saint Augustine

See HSTD 6416. *3 credits*

STHO 6426 Priesthood in the Fathers

See HSTD 6426. *3 credits*

STHO 6430 Worshipping with the Fathers of the Church

See HSTD 6430. *3 credits*

STHO 6441 Penance and the 12 Steps

See PTHO 6441. *3 credits*

STHO 6501 Worship of the Church

An introduction to the theology of liturgy and the historical development of liturgy in the Catholic Church, focusing on the Roman Rite; an introduction to the history and theological development of the Mass, the Liturgy of the Hours and the Roman Calendar. (Cross-referenced to HSTD 6501) *3 credits*

STHO 6503 Sacraments of Initiation

A Biblical, historical, theological and liturgical treatment of the Sacraments of Christian Initiation: the theologically normative adult initiation with restored catechumenate and its pastoral adaptation to infant baptism, confirmation and first Eucharist of children; anthropological, Christological and ecclesial dimensions of sacramentology, as well as questions common to the seven sacraments. *3 credits*

STHO 6505 Eucharist

A Biblical, historical, systematic, liturgical and pastoral treatment of the Eucharist and the development of the Mass. Questions relating to institution, Real Presence, sacred meal, sacrifice, eschatology and ecumenism are examined. *3 credits*

STHO 6506 Eucharist and the Family

See PTHO 6516. *3 credits*

STHO 6507 Reconciliation and Anointing of the Sick

The Sacrament of Penance in its systematic, moral, pastoral and liturgical aspects, with special attention to the ministry of the priest-confessor. The Sacrament of the Sick in its Biblical roots, historical evolution, systematic theology and contemporary liturgical celebration. *3 credits*

STHO 6509 Christian Marriage

The Biblical, historical, systematic and liturgical development of Christian Marriage from Biblical origins, Patristic thought, medieval synthesis, Reformation issues and Tridentine responses, to its contemporary theology. Issues related to the theology of marriage, e.g., sacramentality of marriage, divorce and remarriage, faith and marriage, and the pastoral care of Christian marriage. *3 credits*

STHO 6510 Sanctification of Life

The aim of this course is to provide students with an historical and theological overview of the sacramental life of the Church. While many aspects of the Church's liturgy are covered throughout the theological curriculum, this treatment is often from a theological, canonical or pastoral viewpoint. This course aims at a synthetic view of the Church's liturgical life from the vantage point of liturgical theology. However, the Sacraments of Initiation (including the Holy Eucharist) and the Sacraments of Healing are not covered, as these sacraments have other courses dedicated exclusively to them. *3 credits*

STHO 6515 Feasts and Seasons

A study of the development of the Christian celebration of time, historically considered and in its contemporary expression, regarding the day (Liturgy of the Hours), the week (with the primacy of Sunday) and the year (in the Roman Calendar). Attention given to Marian devotions and the sanctoral cycle, the origins of various feasts and issues related to their proper liturgical celebration. *3 credits*

STHO 6526 Christian Worship and Spirituality

An introduction to the liturgy of the Roman Rite, with a focus on the liturgy of Vatican II, especially the Mass, with attention also to its history and theological development, the Liturgy of the Hours and the liturgical year. An examination of the relationship of liturgical prayer and personal prayer. Consideration of spiritualities, including the monastic tradition, mystical traditions and Ignatian discernment. *3 credits*

STHO 6527 Doctrinal Development: Classical and Contemporary Approaches

This lively seminar examines the most significant understandings of doctrinal development that have been advanced in the history of Catholic theology. Seminar participants read and discuss classical and contemporary works, with the purpose of understanding the salient theological issues related to the "development of doctrine." How is development to be understood? Is development a legitimate theological proposal, or an after-the-fact construct that seeks to skirt significant problems? How are magisterial reversals to be understood? Has the Church reversed its prior teaching on religious freedom, slavery, usury and the death penalty? These questions and others are treated in the seminar. *3 credits*

STHO 6528 Ecumenical Movement in the Church

See HSTD 6528. *3 credits*

STHO 6532 The Passion and Resurrection of Jesus

See BIBL 6522. *3 credits*

STHO 6565 Dante and Lay Vocation

See PTHO 6565. *3 credits*

STHO 6570 Mary in Sacred Scripture

See BIBL 6570. *3 credits*

STHO 6572 Ecumenical Dialogue and Mary

See PTHO 6572. *3 credits*

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STHO 6574 Priests and Laity

Using Rome as a classroom, this program offers an historical and theological survey of how laity and ordained have promoted the communion and mission of the Church. Special attention is given to the ways co-responsibility is lived today by focusing on some specific examples: the Sant'Egidio Community and other new lay ecclesial movements. Using the U.S. Bishops' Document "Co-workers in the Vineyard of the Lord" as a basis for discussion, the course features an international colloquium of priests and laity reflecting on pastoral co-responsibility in the context of communion and mission. (Cross-referenced to PTHO 6574) *3 credits*

STHO 6575 Ministry of the Laity

New Testament origins of ministry; the history of ministry through the centuries; an exploration of contemporary developments in the ministry of the laity; the teachings of Vatican II that have given rise both to an expansion of ministry in the Church and a focus on ministry in the world; recent developments, both in the teaching of Pope John Paul II and grassroots initiatives. (Cross-referenced to PTHO 6575) *3 credits*

STHO 6576 Marian Spirituality

The Biblical image of Mary; devotion to Mary as it developed through the ages and its effect on contemporaneous spiritualities; Vatican II on Mary; post-Conciliar developments in Mariology and their implications for a Marian spirituality today. (Cross-referenced to PTHO 6705) *3 credits*

STHO 6577 Mariology

See BIBL 6577. *3 credits*

STHO 6582 Catholic Theologians Today

This seminar examines the writings of the great Catholic theologians of the 20th century. The class carefully examines and intensively discusses selections from the writings of Henri de Lubac, Yves Congar, Karl Rahner, Bernard Lonergan, Hans Urs von Balthasar and others. *3 credits*

STHO 6583 Sanctification of Time

See HSTD 6583. *3 credits*

STHO 6587 Psychology of Religion

See PTHO 6587. *3 credits*

STHO 6728 Theology of Spiritual Life

See PTHO 6728. *3 credits*

STHO 6735 The Priest Today

See PTHO 6735. *3 credits*

STHO 6740 Priesthood and Ministry

This course sets forth the history and theology of the presbyteral office or priestly ministry in the Catholic Church and the relationship of priestly ministry to other ministries in the Church, such as lay ministry; the other two forms of ordained ministry, episcopal and diaconal; and the Petrine ministry. *3 credits*

STHO 6802 Theology of Work and Rest

See PTHO 6802. *3 credits*

STHO 6774 Theology and Practice of Prayer

See PTHO 6774. *3 credits*

STHO 6872 Catholic Identity, Ethos and Culture

See PTHO 6872. *3 credits*

STHO 6926 New Ministries – Theology Issues and Skills

See PTHO 6926. *3 credits*

STHO 6936 Spiritual Theology and Public Speaking

An overview of spiritual theology, emphasizing key figures of Christian mysticism and models of Vatican II's universal call to holiness, and their witness to the Gospel. Examples of great Christian speeches and inspirational writings are studied, followed by opportunities for students to prepare, organize and deliver spiritual talks, such as retreats, lectures and days of recollection. (Cross-referenced to PTHO 6936) *3 credits*

STHO 6999 M.A. Seminar

Capstone course required for all M.A. in Theology general format students, to be taken near the end of course work. Integration of the various theological perspectives gleaned from the student's study of the several concentrations in the degree. Seminar topic to be established by the professor and student. *3 credits*

Division of Continuing Education and Professional Studies



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Dean: Nancy Low-Hogan, Ph.D.

Assistant Dean: Kelly E. Wilk, Ph.D.

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 (page 72)
- Master of Healthcare Administration (page 95)

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 (page 182)
- Master of Arts with a major in School Counseling/Ed.S. in Mental Health Counseling (page 182)
- Master of Arts in Education Leadership, Management and Policy (page 197)
- Master of Arts in Human Resources Training and Development for Law Enforcement Officers (page 199)

The following programs are offered through the College of Nursing.

- Master of Science in Nursing – Nurse Practitioner Program and Health Systems Administration Program (pages 277 and 280)
- Bachelor of Science in Nursing for Registered Nurses (Please see the 2013-14 Undergraduate Catalogue.)

Tuition

Tuition for the online degree programs includes all fees (except for the application fee), and room and board for the three-to-five residency weekends (depending upon the program). Travel expenses, books and materials, computer equipment, software and student ISP costs are not included. A deposit of \$200 - \$500 (depending upon the program) is required upon admission to the program. This NONREFUNDABLE deposit guarantees space in the program, and is credited toward 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 further information and to access the application.

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Disability Support Services

Duffy Hall
(973) 313-6003
Director: Angela Millman

Economics and Legal Studies, Department of

Jubilee Hall
(973) 761-9511
Chair: Richard J. Hunter, Jr.

Education and Human Services, College of

Jubilee Hall
(973) 761-9025
Dean: Grace M. May

Education, Graduate Administrative Services

Jubilee Hall
(973) 761-9668
Associate Dean: Joseph J. Martinelli

Education Leadership, Management and Policy,

Department of
Jubilee Hall
(973) 313-6334
Chair: Michael J. Osnato

324 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
Academic Director: Mary F. Ruzicka

Educational Studies, Department of

Jubilee Hall
(973) 761-9394
Interim Chair: Debra Zinicola

Elizabeth Ann Seton Center for Women's Studies

Walsh Library
(973) 275-2223
Co-Directors: Vanessa May and Karen Gevirtz

English, Department of

Fahy Hall
(973) 761-9388
Chair: Mary McAleer Balkun

English as a Second Language Program

Jubilee Hall
(973) 761-9394
Director: William McCartan

English, M.A. in

Fahy Hall
(973) 275-5889
Director of Graduate Studies: Angela Weisl

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
Director: Michael Taylor

Facilities and Operations

Bayley Hall
(973) 761-9615
Associate Vice President: John Signorello

Facilities Engineering

Facilities Office
(973) 761-9454
Director: Leon Vandemeulebroeke

Finance, Department of

Jubilee Hall
(973) 761-9127
Chair: Anthony Loviscek

Financial Affairs

Bayley Hall
(973) 761-9318, (973) 761-9011
Vice President for Finance and Chief Financial Officer:
Stephen A. Graham
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
Vice President for Student Services: 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 Opderbeck

Government and Community Relations, Department of

Ring Building
(973) 378-9847
Associate Vice President: Matthew Borowick

Graduate Educational Studies - College of Education and Human Services

Jubilee Hall
(973) 275-2824
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
 Interim Director: Nicholas H. Snow
 IRB Director: Mary Ruzicka

Health and Medical Sciences, School of

McQuaid Hall
 (973) 275-2800
 Dean: Brian B. Shulman

Health and Physical Education Programs

Jubilee Hall
 (973) 761-7498
 Coordinator: Paula R. Zaccone

Health Law and Policy Program

Seton Hall University School of Law
 One Newark Center, Newark, NJ 07102
 (973) 642-8871
 Faculty Director: John V. Jacobi

Health Professions Advisement

Arts and Sciences Hall
 (973) 761-9487
 Director: Roberta Moldow

Health Sciences, Graduate Program 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: Reverend John J. Ranieri

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
 Director: David K. McNichol
 (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 Joseph R. Reilly

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 Education Leadership, Research and Renewal

Jubilee Hall
 973-275-2870
 Executive Director: Michael J. Osnato

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

326 Directory

Instructional Design and Technology Program

Jubilee Hall
(973) 761-9393
Director: Rosemary W. Skeele

Internal Audit

Presidents Hall
(973) 275-2036
Executive Director: T.B.D.

International Institute for Clergy Formation

Marshall Hall
(973) 761-9739
Director: Reverend Albert Haase, OFM

International Programs, Office of

Presidents Hall
(973) 761-9072
Director: Maria V. Bouzas

Internships

Bayley Hall
(973) 761-9355
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: Frederick J. Booth

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) 642-8750 - Dean's Office
(973) 642-8747 - Admissions
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: Frederick J. Booth

Museum Professions, M.A. in

Art Center
(973) 761-7966
Chair: Deirdre Yates
Director of Graduate Studies: Petra Chu

Music Programs

Department of Communication and the Arts
Corrigan Hall
(973) 761-9474
Chair: Deirdre Yates

Networking and Telecommunications

Corrigan Hall
(973) 761-9214
Director: Matthew J. Stevenson

New Jersey Superintendents' Council

Jubilee Hall
973-313-6334
Executive Director: Michael J. Osnato

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

Pathways to Nursing

Mooney Hall
(973) 275-2159
Co Directors: Robin L. Cunningham and Majid Whitney

Payroll

Bayley Hall
(973) 761-9364
Manager: Nina Champion

PC Support Services

Corrigan Hall
(973) 761-9551
Director: John Fernandes

Philosophy, Department of

Fahy Hall
(973) 275-2179
Interim Chair: Abe Zakhem

Physical Therapy

McQuaid Hall
(973) 275-2051
Chair: Doreen Stiskal, PT

Physician Assistant Program

McQuaid Hall
(973) 275-2596
Chair: Christopher Hanifin

Physics, Department of

McNulty Hall
(973) 761-9050
Chair: M. Alper Sahiner

Pirate Blue Athletic Fund

Richie Regan Recreation and Athletic Center
(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: Roseanne Mirabella

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. Skeeel

Professional Psychology and Family Therapy, Department of

Jubilee Hall
(973) 761-9450
Chair: Laura Palmer

Project Acceleration and University Scholarships

Fahy Hall
(973) 761-9224
Director: TBD

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) 275-2703
Director of Graduate Studies: Kelly M. Goedert

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) 378-9856
Associate Vice President: Daniel Kalmanson

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
University Registrar: Mary Ellen Farrell

Religion, Department of

Fahy Hall
(973) 275-5847
Chair: Anthony Sciglitano

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 Matusевич

Ruth Sharkey Academic Resource Center

Arts and Sciences Hall
(973) 761-9108
Director: Monica Burnette

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

Department of Sociology, Anthropology and Social Work
Arts and Sciences Hall
(973) 761-9470
Director: Richard Blake

Sociology

Department of Sociology, Anthropology and Social Work
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
Chair: Vikram N. Dayalu

Sport Management, Center for

Jubilee Hall
(973) 761-9707
Director: Ann M. Mayo

Stillman School of Business

Jubilee Hall
(973) 761-9222
Dean: Joyce A. Strawser

Student Financial Aid

Bayley Hall
(800) 222-7183
Director: Javonda Asante

Student Services, Division of

Bishop Dougherty University Center
(973) 761-9075
Vice President: Tracy Gottlieb
Associate Vice President: Robin L. Cunningham
Associate Vice President and Dean of Students:
Karen Van Norman

Student Support Services

Presidents Hall
(973) 275-9230
TRIO Director: Cassandra Davis

Summer Session

Mooney 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: Charisse Pagan

Theatre

Department of Communication and The Arts
Fahy Hall
(973) 761-9474
Chair: Deirdre Yates

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

Richie Regan Recreation and Athletic Center
(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
Vice President: David J. Bohan

University Core

Fahy Hall
(973) 275-5847
Director: Anthony Sciglitano

University Honors Program

Fahy Hall
(973) 275-2011
Director: Reverend John J. Ranieri

University Libraries

Walsh Library
(973) 761-9435
Dean: John E. Buschman

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
Acting Director: Msgr. C. Anthony Ziccardi

Walsh Library Gallery

Walsh Library
(973) 275-2033
Director: Jeanne Brasile

Women and Gender Studies Program

Walsh Library
(973) 275-2223
Director: Vanessa May

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. Please visit the following link for NJ Transit's bus schedule: http://www.njtransit.com/sf/sf_servlet.srv?hdnPageAction=BusTo

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.

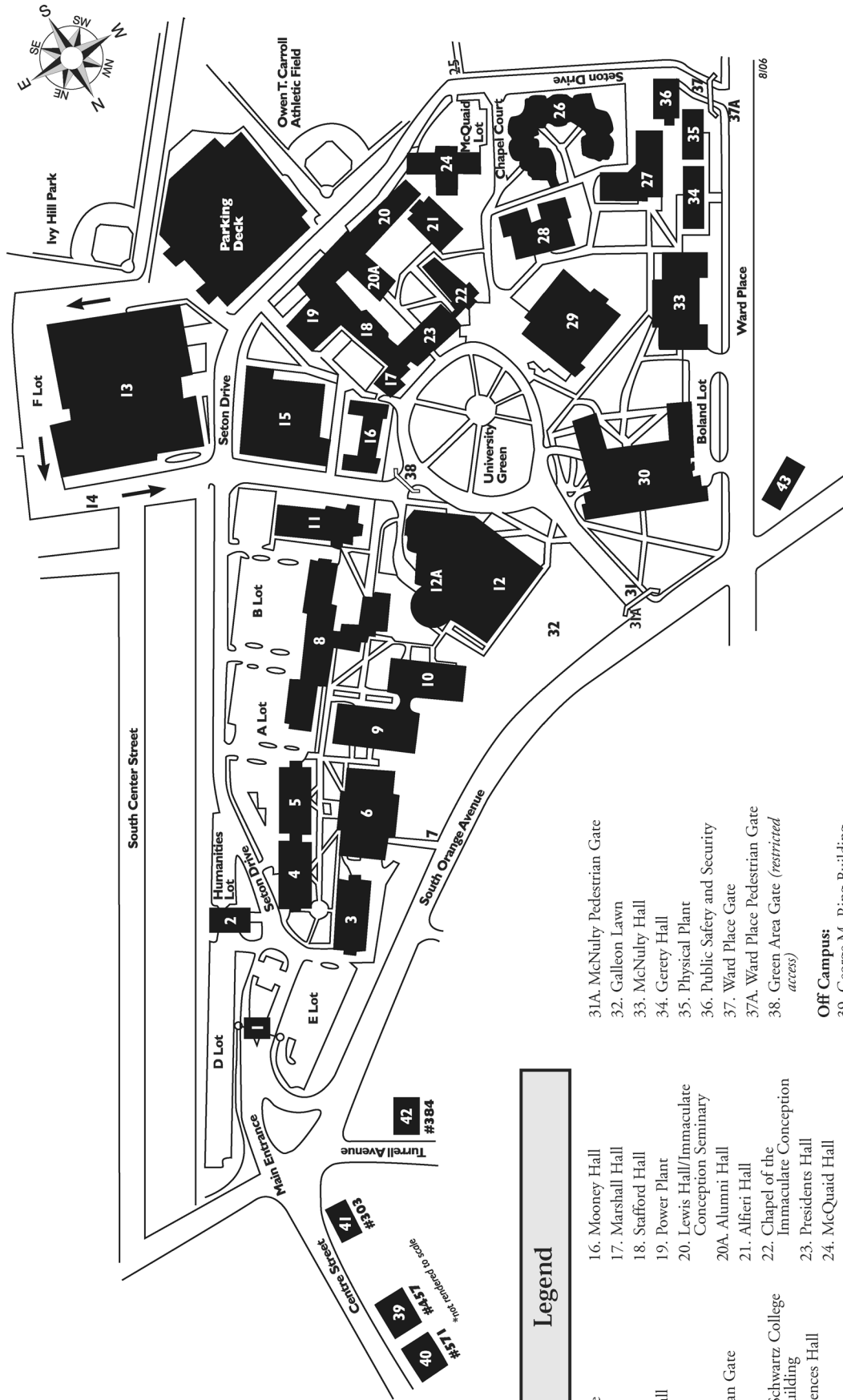
From Pennsylvania. Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Turnpike at Exit 11 (Garden State Parkway North). Take the Parkway to Exit 145. Follow directions for 280 West.

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 | 16. Mooney Hall | 31A. McNulty Pedestrian Gate | Not Pictured: |
| 2. Arts Center | 17. Marshall Hall | 32. Galleon Lawn | • School of Law, |
| 3. Cabrini Hall | 18. Stafford Hall | 33. McNulty Hall | • One Newark Center, Newark |
| 4. Neumann Hall | 19. Power Plant | 34. Getety Hall | • Ora Manor, 324 Valley Street, |
| 5. Serra Hall | 20. Lewis Hall/Immaculate
Conception Seminary | 35. Physical Plant | • South Orange |
| 6. Fahy Hall | 20A. Alumni Hall | 36. Public Safety and Security | • 525 South Orange Avenue, |
| 7. Fahy Pedestrian Gate | 21. Alfieri Hall | 37. Ward Place Gate | • South Orange |
| 8. Xavier Hall | 22. Chapel of the
Immaculate Conception | 37A. Ward Place Pedestrian Gate | |
| 9. Caroline D. Schwartz College
of Nursing Building | 23. Presidents Hall | 38. Green Area Gate (<i>restricted
access</i>) | |
| 10. Arts and Sciences Hall | 24. McQuaid Hall | | |
| 11. Duffy Hall | 25. Wilden Place
Pedestrian Gate | | |
| 12. Bishop Dougherty
University Center | 26. Aquinas Hall | | |
| 12A. Theatre-in-the-Round
and Athletic Center | 27. Corrigan Hall | | |
| 13. Richie Regan Recreation
Center | 28. Bayley Hall | | |
| 14. South Centre Street
Pedestrian Gate | 29. Jubilee Hall | | |
| 15. Walsh Library | 30. Boland Hall | | |
| | 31. McNulty Gate (<i>closed</i>) | | |

Off Campus:

- 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*)

Note: All pedestrian gates are card-access controlled.

University Buildings

Alfieri Hall. Alfieri Hall, completed in 1984, contains classrooms and faculty offices 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 faculty offices.

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, Anthropology and Social Work. 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 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, the original Stafford Hall, designed by Jeremiah O'Rourke who also designed Presidents Hall and the Chapel, was first called the College Building and was home to many classes in the late 1800's prior to becoming space for the art studio. It is currently being replaced with a state-of-the-art academic building housing 12 classrooms. Scheduled to open in late 2014, the new building will incorporate many design elements of the original.

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. Features of this facility, which is scheduled to complete a multi-million dollar renovation process in 2014, include the Richard and Sheila Regan Field House – home to a newly-installed four-lane MONDO track and recently re-surfaced basketball courts – and a 25-yard pool. The facility also offers a variety of fitness options available to the entire University community with dedicated areas for dance and exercise classes, extensive free weight and aerobic equipment, in addition to 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 Archbishop Thomas Walsh. Walsh Gymnasium is the site of practice and competition for many intercollegiate teams. The state-of-the-art WSOU-FM facility is also 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.

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