Seton Hall University
Publication Number CLII, Volume I.

Produced by the Seton Hall University Office of the Provost in conjunction with the Department of Public Relations and Marketing. The information presented in this catalogue is current as of May 2009. While this catalogue was prepared on the basis of updated and current information available at the time, the University reserves the right to make changes, as certain circumstances require. For more information, visit our Web site at www.shu.edu

All of Seton Hall’s programs and policies are consistent with the University’s mission and are carried out in accordance with the teachings of the Catholic Church and the proscriptions of the law.

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

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

Thomas Del Core, employee and labor relations manager, is the University’s equal employment opportunity/affirmative action officer who is responsible for providing information regarding the provisions of the laws and regulations referenced in the preceding paragraphs and their applicability to the services, programs and activities offered by the University. Mr. Del Core is located in the Department of Human Resources in the Martin House, 366 South Orange Avenue and may be contacted at delcoreth@shu.edu or (973) 761-9284. Lori Brown is the University compliance officer who is responsible for providing information regarding sexual harassment and racial and/or ethnic discrimination, as well as protocols for the investigation of complaints in those areas. Ms. Brown is located in Presidents Hall and may be contacted at brownlor@shu.edu or (973) 313-6132.

For further information and inquiry, call, toll free, 1-800-THE-HALL (843-4255). Information sessions are available; please call for an appointment.

Other offices may be reached via the University switchboard at (973) 761-9000.

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

Note: University policy indicates that the provost is responsible for the decision regarding partial or complete suspension of classes on campus and any substantial delayed opening of University operations. When classes are canceled, the University is closed except for essential services. Information regarding suspension of classes and/or University operations will be made available via the Web (www.shu.edu) and voice mail, and aired by the following radio stations: WSOU (89.5 FM), WMGQ (93.3 FM), 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.
Saint Elizabeth Ann Seton, from whom our University takes its name and its inspiration, lived and breathed a lifelong commitment to education. As a visionary and the principal architect of our country’s parochial school system, her deepest and most dearly held conviction was to form responsible citizens capable of bringing to society the wisdom, knowledge, competence and integrity it so desperately needed, then and, perhaps even more so, now.

Today we use the term “servant leader” to encapsulate our commitment to that foundational concept.

“It has been the only desire of my soul to know the Truth,” Mother Seton once wrote, nearly two centuries ago. As our University celebrates more than 150 years of service to you, the students, who are the most important members of our community, I can say without hesitation that our desire remains the same: The courses contained in this catalogue have as their ultimate goal that truth which our patroness sought with her whole heart, mind and strength.

Truth in all its wonderfully rich and varied aspects, theological and scientific, philosophical and literary, is the stated aim and essential characteristic of a Seton Hall education, which seeks to form servant leaders willing and able to give something of lasting value to the society in which they live and work.

Please keep this in mind as you glance through the pages of this catalogue and prepare for the academic year. In selecting your courses, know that you are embarking on a great adventure and following tens of thousands who have gone before you, each pursuing that truth, which alone sets us free.

Godspeed on this, one of the greatest adventures of your life!

Monsignor Robert Sheeran
President
Seton Hall University
From the Provost

As you think about what you expect from your university education, I invite you to reflect on the many dimensions of what it means to be an educated person. While the acquisition of professional skills and expertise is part of what is involved in being educated, a full education goes beyond this and explores the deeper questions of why we are doing what we choose to do. “What is man? What is the meaning, the aim of our life? What is moral good, what sin? Whence suffering and what purpose does it serve? Which is the road to true happiness? What are death, judgment and retribution after death? What, finally, is that ultimate inexpressible mystery which encompasses our existence: whence do we come, and where are we going?” These central questions of the Catholic and other intellectual traditions, as articulated by the Second Vatican Council, form the core of Seton Hall University’s new Core Curriculum, which offers our students that broader framework for understanding the reasons for their education.

Seton Hall University has a wide variety of excellent academic programs and a distinguished faculty, many of whom are nationally and internationally recognized as experts in their fields. For a century and a half, our graduates have gone on to professional success and leadership in their chosen professions. What distinguishes a Seton Hall education, however, is our focus on your personal development as well as on your professional skills.

We challenge you to see your university years as an opportunity to become a fully-educated person: come to grips with the writers and the ideas that matter; learn more about the global world; become the professional you aspire to be. I encourage you to try a new language, study an area of history you have not studied before, immerse yourself in a new culture – to stride boldly in the direction of new ideas. It is through the study of new ideas that we gain a better understanding of ourselves, and learn how we can make a greater contribution to society. Become a servant leader in our global society. And get to know your faculty, staff, and administrators - we are, after all, your servant leaders.

A. Gabriel Esteban, Ph.D.
Provost
Seton Hall University
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# 2009-10 Academic Calendar

## Fall 2009

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<tr>
<td>Mon., August 31</td>
<td>Classes Begin - Add/Drop and Late Registration Begin</td>
</tr>
<tr>
<td>Mon., September 7</td>
<td>Labor Day - University Closed</td>
</tr>
<tr>
<td>Wed., September 16</td>
<td>Mass of the Holy Spirit - 12:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Classes Canceled 12 - 1 p.m.</td>
</tr>
<tr>
<td>Thurs., October 15</td>
<td>Fall Break - No Classes</td>
</tr>
<tr>
<td>Fri., October 16</td>
<td>Fall Break - No Classes</td>
</tr>
<tr>
<td>Wed., November 25</td>
<td>No Classes</td>
</tr>
<tr>
<td>Thurs.- Fri., November 26 - 27</td>
<td>Thanksgiving Recess - University Closed</td>
</tr>
<tr>
<td>Sat., November 28</td>
<td>No Classes</td>
</tr>
<tr>
<td>Tues., December 8</td>
<td>Celebration of the Immaculate Conception Mass - 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Classes Canceled 1 - 2 p.m.</td>
</tr>
<tr>
<td>Fri., December 11</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>Mon.- Sat., December 14 - 19</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

## Spring 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., January 18</td>
<td>Martin Luther King, Jr. Day - University Closed</td>
</tr>
<tr>
<td>Tues., January 19</td>
<td>Classes Begin – Add/Drop and Late Registration Begin</td>
</tr>
<tr>
<td>Mon., February 15</td>
<td>Presidents Day - University Holiday</td>
</tr>
<tr>
<td></td>
<td>Classes in Session; Core Services Available</td>
</tr>
<tr>
<td>Wed., February 17</td>
<td>Ash Wednesday Mass - 12:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Classes Canceled 12 - 1 p.m.</td>
</tr>
<tr>
<td>Mon.- Sat., March 8 - 13</td>
<td>Spring Recess - No Classes</td>
</tr>
<tr>
<td>Thurs., April 1</td>
<td>Holy Thursday - University Closed</td>
</tr>
<tr>
<td>Fri., April 2</td>
<td>Good Friday - University Closed</td>
</tr>
<tr>
<td>Sat., April 3</td>
<td>Holy Saturday - Classes Canceled</td>
</tr>
<tr>
<td>Mon., April 5</td>
<td>Easter Monday</td>
</tr>
<tr>
<td></td>
<td>Day Classes Canceled; Evening Classes Held</td>
</tr>
<tr>
<td>Fri., May 7</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>Sat.- Fri., May 8 - 14</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>Mon., May 17</td>
<td>Commencement (Tentative)</td>
</tr>
</tbody>
</table>
Our Mission

Seton Hall is a major Catholic university. In a diverse and collaborative environment it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and community lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula.

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

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

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

Seton Hall’s eighth school, the School of Law, is located in Newark, New Jersey.

A Tradition of Christian Values

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

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

Seton Hall is Catholic not only by its charter and mission, but also by its ongoing spirit and activity. There exists a basic tenet at the University that religious faith is vital to life and its meaning. This tenet provides a context in which the University has and will continue to define and develop its identity. The Office of Mission and Ministry was instituted in order to foster the spirit and the reality of the Catholic faith on campus.

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

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

Academic Programs: A Commitment to Excellence

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

One thing that has remained consistent, however, is the University’s commitment to individual attention: With more than 400 full-time faculty and many adjunct faculty, the average class size is just 20 students, and the student-faculty ratio is 14-to-1. In addition to a highly dedicated and accessible faculty, the University offers comprehensive academic advising and career development programs, as well as a diversity of special services designed to assist students in their academic, personal, professional and spiritual development. At Seton Hall, students find people who are willing to listen, offer support and help them achieve their goals.

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

A Window to the Wider World

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

The History of Seton Hall

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

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

Seton Hall always has reflected the growing ethnic scope of its students and the increasing diversity of the Church and society it has served. In the 19th century, in spite of setbacks, major fires, lean times and the Civil War, the College continued to expand. By 1937, Seton Hall established a University College. This marked the first matriculation of women at Seton Hall. The University became fully coeducational in 1968.
The years after World War II witnessed unprecedented growth for Seton Hall as it responded to the needs of thousands of veterans seeking higher education. The College was organized into a university in 1950, comprising the College of Arts and Sciences and the schools of Business, Nursing and Education. The School of Law opened its doors in 1951 and the John C. Whitehead School of Diplomacy and International Relations was established in 1997, and formally named in 2002. The next two decades saw the construction and modernization of a large number of facilities and the construction of the library, science building, residence halls and the University Center. Many new programs and majors were inaugurated, as were important social outreach efforts. New ties were established with the private and industrial sectors, and a growing partnership developed with federal and state governments in creating programs for the economically and educationally disadvantaged.

The ‘70s and ‘80s continued to be a time of growth and renewal. New business and nursing classroom buildings and an art center were opened. In 1984, Immaculate Conception Seminary returned to Seton Hall, its original home until 1926, when it moved to Darlington. With construction of four new residence halls between 1986-88, and the purchase of off-campus apartment buildings in 1990 and 2004, Seton Hall now provides living space for approximately 2,100 students.

The physical development of the campus continued in the 1990s. In 1994, construction was completed on the $20 million, four-story Walsh Library. This facility provides first-class study and research resources to undergraduate and graduate students, faculty and scholars from around the world. The opening of Walsh Library is symbolic of Seton Hall’s transformation from a small, local institution whose library housed the personal collection of its president to a major national university with current library holdings of nearly 700,000 volumes.

Seton Hall houses its College of Education and Human Services, Stillman School of Business, Center for Public Service, and the departments of Sociology and Anthropology, Psychology, and Political Science in Jubilee Hall, named to commemorate the University’s Sesquicentennial in 2006. The building provides a wide range of teaching spaces — from seminar rooms to a 390-seat auditorium. All classrooms in the building are wired to accommodate notebook computers, and many of the lecture halls are equipped with distance-learning technology.

When the Sesquicentennial of Seton Hall was observed in 2006, we looked back on the prophetic concluding words from the 1956 centenary history of the University: “Seton Hall University’s great boast and claim to fame is not predicated on expansion, buildings or even curriculum. It lies rather in the hearts and minds of a dedicated and devoted faculty.” Seton Hall’s history has been one primarily of people: students and faculty living and working together in a community of learning, a community rooted in a Catholic tradition that is a home for the mind, the heart and the spirit.

The Science and Technology Center opened in Fall 2007. This state of the art facility houses the departments of Biological Sciences, Chemistry and Biochemistry, Mathematics and Computer Science, and Physics.

**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, more than 40 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 have retired after many years of service to the University and continue to live on campus and contribute to the spiritual and liturgical life of the campus community.

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

**Accreditation and Memberships**

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

Documents describing the University’s accreditation status are available for review in the Monsignor William Noé Field University Archives and Special Collections Center, University Libraries.

**Accreditations**

- Accreditation 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
Association to Advance Collegiate Schools of Business-International (AACSB)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Commission on Accreditation for Marriage and Family Therapy Education (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
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 of Museums
American Association of University Women
American College of Healthcare Executives
American Council on Education (ACE)
American Education Research Association
American Historical Association
American Institute of Physics
American Library Association
American Osteopathic Association
American Podiatric Medical Association
American Political Science Association
American Psychological Association (APA)
American Society for Public Administration (ASPA)
American Society for Higher Education
American Theological Library Association
Association of American Colleges and Universities
Association of American Law Schools
Association of Arts Administration Educators (AAAE)
Association of Baccalaureate and Higher Degree Programs in Nursing
Association of Catholic Colleges and Universities
Association for Excellence and Equity in Education (AEEC)
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 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
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
Metropolitan International
Middle States Association of Collegiate Registrars and Offices of Admission
NAFSA
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 Catholic Education Association
National Collegiate Athletic Association
National Collegiate Honors Council
National Commission for Cooperative Education
National Council of University Research Administrators
National Society of Collegiate Scholars
National Women’s Studies Association
National University Continuing Education Association
New Jersey Association for Affirmative Action in Higher Education
New Jersey Association of Colleges and Universities
New Jersey Association of Colleges for Teacher Education
New Jersey Association of Teacher Educators
New Jersey Library Association
New Jersey Marine Sciences Consortium
New Jersey Project
NJEdge.Net (formerly the New Jersey Intercampus Network)
North American Association of Summer Sessions
Phi Alpha Theta National Honor Society for History
Phi Sigma Tau Honor Society for Philosophy
Pi Alpha Alpha National Honor Society for Public Administration
Pi Mu Epsilon National Honor Society for Mathematics
Pi Sigma Alpha National Honor Society for Political Science
Psi Chi National Psychology Honor Society
Sigma Pi Sigma Honor Society for Physics
Sigma Tau Delta National English Honor Society
Sigma Theta Tau International Honor Society of Nursing, Gamma Nu Chapter
Sigma Xi Honor Society for Science
Sloan Consortium (ALN)
Theta Alpha Kappa National Honor Society for Religious Studies
Theta Rho Honor Society for Spanish
Upsilon Phi Delta Health Administration Honor Society

Schools and Colleges
Schools and colleges of the University that offer both undergraduate and graduate programs are the College of Arts and Sciences, College of Education and Human Services, College of Nursing, the Whitehead School of Diplomacy and International Relations, the Stillman School of Business, and the Immaculate Conception Seminary School of Theology.
Undergraduate programs offered within these areas may be found by consulting the table of contents and/or index of this catalogue. Information regarding graduate programs offered by these schools may be found in the University’s Graduate Catalogue.

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

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

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

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

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

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

The University’s Technology Long-Range Plan
Seton Hall University has made a major commitment to information technology through its Information Technology Long-Range Plan. This plan was approved by the University’s Board of Regents in 1995 and revised in 1997. Under this plan, the University has invested more than $15 million to improve its technology systems and services, including wiring of classrooms, residence halls and public spaces, and replacing the University’s fiber-optic network and servers. The University’s technology plan focuses on the use of information technology in support of teaching and learning. The University views information technology as a transformative agent that not only enhances traditional modes of teaching and learning, but also enables new kinds of teaching and learning and new methods of delivering the University’s educational services.

The University’s 2003 Strategic Plan builds on the momentum and success of the first technology plan. It encourages further innovation in the use of technology to enhance the learning experience of the student and explore the possibilities for achieving an even greater sense of community. Within this plan, technology is used to transcend the limits of the physical classroom. It keeps students connected with one another and their teachers beyond allotted class time, thereby enabling all to be engaged in dynamic and shared learning activities on campus. The University Strategic Plan also focuses on the use of technology to streamline and improve the administrative activities of the University.

For additional information, visit technology.shu.edu
The Mobile Computing Program

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

**Ubiquitous Access:** All students in the Mobile Computing Program are provided with a laptop computer as part of their tuition and fees. The computer is upgraded at the end of the student’s second year as a full-time undergraduate student at Seton Hall University.

**Curricular Integration:** The University supports and encourages faculty to integrate the use of technology into the curriculum.

**Infrastructure and Support:** The University provides the technology infrastructure and support services that enable students and faculty to make effective use of this teaching and learning tool.

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

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

Transforming Education through Information Technology

Seton Hall University has institutionalized the process of educational change through the use of information technology. This commitment was recognized by the University’s receipt of the 2000 EDUCAUSE Award for Systemic Progress in Teaching and Learning with Technology. The University’s Teaching, Learning and Technology Center (TLTC), located in Walsh Library, provides the programs and services that support the effective use of information technology to enhance teaching and learning. The Curriculum Development Initiative (CDI) provides systematic support for departments integrating information technology into required core courses or course sequences.

The Student Technology Assistants Program (STA) is a nationally renowned program, affiliated with the TLT Group STA initiative, which engages students in supporting the University’s technology initiatives for integrating technology into the curriculum, and for supporting the University community on its standard software applications. The STA program is student-centered and student-run with guidance from University faculty and technologists, who provide students with a structured experience in technology support and consulting services.

The Campus Network

Seton Hall University received the 1999 EDUCAUSE Award for Excellence in Campus Networking, and in 2003, Forbes magazine ranked Seton Hall as the 16th “most-connected campus” in the United States. The University also has been included in Yahoo! Internet Life magazine’s listing of the Top 50 “most wired” universities in the United States.

All residence halls are equipped with both wired and wireless connectivity to the University network. All of the University’s classrooms have wireless network capability, including a significant number that provide power and a wired network connection to each seat. All public spaces are also covered by the wireless network and a number have wired data connections, including the University Libraries, the University Center, study lounges in Jubilee Hall, the cafeteria’s Galleon Room, the Pirate’s Cove coffeehouse, the Pirate Cellar freshman lounge and the University Green.

Each student at the University automatically receives a network account. The campus network provides access to e-mail, the Internet and a wide variety of instructional software. All computers use the Microsoft Windows operating system and the Microsoft Office application suite. The University’s campus e-mail is based on Microsoft Exchange, and students access their email by using the University’s portal at piratenet.shu.edu. Many courses use Blackboard 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
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 consultation, as well as phone support for the entire University community. Technical services personnel are available Monday through Friday, 8 a.m. - 6 p.m. The Consultation Area is open Monday through Thursday, 8 a.m. - 8 p.m., and Friday from 8 a.m. - 6 p.m. The Technology Help Desk operates 24 hours a day, seven days a week to support all standard supported software, including the Blackboard learning system. The Technology Help Desk can be reached on campus at ext. 2222, off campus at (973) 275-2222, or by e-mail at helpdesk@shu.edu for more information.

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. For the public computer lab hours of operation, visit the technology Web site.

All of the University’s public computing labs are equipped with modern computers connected to the campus network, public access printers and mobile ports for those students who wish to use a laptop in the lab. The 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. For a more detailed list of the applications in the labs, visit the Public Computer Lab Web site at technology.shu.edu

Jubilee 524 Lab contains an adaptive technology workstation for members of the Seton Hall student community with special needs. We provide scanning, screen reading and voice recognition software, as well as an alternative mouse for easier navigation.

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.

In addition to the professional staff hired to support technology at Seton Hall, PC Support Services also hires 100+ students to work as Student Technology Assistants (STAs). The public computer labs are staffed by STAs who provide assistance in the use of the University’s computers, networks and software. Students interested in learning more about computers and/or working in the field of information technology can visit the technology Web site.

University IT Services (UITS): Located in Corrigan Hall, University IT Services is responsible for maintaining the campus network, 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.

Teaching, Learning and Technology Center (TLT Center): Located in Walsh Library, the Teaching, Learning and Technology Center supports the use of information technology both in and out of the classroom. The TLT Center provides facilities and classroom support; audiovisual equipment for classrooms and events; media production; video conferencing facilities; capabilities for acquiring, converting and editing digital media and streaming media. The TLT Center also offers faculty development and support in the scholarship of teaching with appropriate integration of technology and provides appropriate training for all University-supported computer software to the entire Seton Hall community. Its mission is to link training with the University’s strategic technology goals and to provide free training to faculty, students, administration and staff all year round. In addition, TLT Center sponsors Webcasts, events and conferences to promote a wider understanding of academic activities and learning with technology within the Seton Hall community as well as to connect with other institutions of higher learning. To learn more about the TLT Center visit the technology Web site at technology.shu.edu

University Libraries

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

Library faculty and staff provide Seton Hall University library services on the South Orange campus in the Walsh Library. During the academic year, the Library is open 24 hours a day Monday through Friday; on Saturday from 7:00 a.m. to 11:00 p.m.; and on Sunday from 7:00 a.m. until midnight. This four-story 155,000 square-foot facility, which opened in August 1994, houses the University Libraries; the Walsh Library Gallery; and the Monsignor William Noé Field University Archives and Special Collections Center, which includes the University’s Records Management Center. Walsh Library also accommodates the Teaching, Learning and Technology Center, which includes the Faculty Consultant/Instructional Design Team; the Computer Training Center, the Student Technology Assistant Program; the Interactive Television Classroom; and University Media Services. The 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
The University Libraries

The University Libraries have notable resources, including extensive holdings of almost 800,000 book volumes, and 1,127 current periodical subscriptions, back-files of more than 6,500 serial titles, electronic access to full text articles in more than 35,000 journals, a broad selection of indexing and abstracting services in both digital and print formats, various microform collections, music CDs, and audiovisual aids. The University Libraries are 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 consortium. It provides more than 5,000 interlibrary loans to students and faculty free of charge. A majority of periodical interlibrary loans are delivered through e-mail. The University Libraries have strong and growing collections in the areas of theology, Asian studies, Judaeo-Christian studies, Italian studies (Valente Collection), Slavic and Eastern European studies, and other areas of the humanities. The Curriculum Resource Lab contains K-12 resources that support instruction provided by the College of Education and Human Services.

New books are available on open stacks and are displayed on specially marked “New Books” shelves. Popular periodicals and a variety of local, national and international newspapers are displayed in the Browsing Room, which offers soft chair seating and study tables. All information resources are catalogued and accessible through SetonCat, the University Libraries’ online public access catalog.

Ergonomic seating accommodates more than 1,100 students, faculty and visitors in a variety of study facilities, including tables, carrels, group-study rooms and scholar study rooms. In the past year, more than 25,000 students used group study rooms and more than 500,000 people visited the library. A faculty of 13 qualified full-time professional library faculty, supported by administrative and clerical staff, focus on Seton Hall’s community of students, classroom faculty and scholars by seeking out and listening to needs, and continuously transforming the University Libraries to exceed clientele expectations.

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

The University is committed to developing students’ information literacy skills. Toward that end, University
The Monsignor James C. Turro Theology Library

The Monsignor James C. Turro Library is located in Lewis Hall on the South Orange campus. Its collections support the curriculum of Immaculate Conception Seminary School of Theology, an undergraduate and graduate School of Theology at Seton Hall and the major seminary of the Catholic Archdiocese of Newark. The collection contains more than 80,000 books, 400 periodical titles, periodical microfilm holdings and some audiovisual material. The collection’s focus is on theology and Church history. It is particularly strong in liturgical and biblical studies. Resources are available in German, French, Italian, Latin, Spanish and other essential languages for theological and biblical scholarship such as Hebrew, Greek and Syriac. The Turro Library’s collections are included in SetonCat, the online catalogue, and are housed in a modern facility that provides comfortable and convenient study areas. Collection resources are on open shelves. Access to the collection is limited to students and faculty of Immaculate Conception Seminary School of Theology and other University faculty. Seton Hall undergraduate and graduate students may obtain a one-time-use courtesy card at the University Libraries Reference Desk. Other persons must access the collections through inter-library loan services provided by the University Libraries or their home library. Visit the Turro Library Web site at library.shu.edu/seminary.htm

Monsignor William Noé Field University Archives and Special Collections Center

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

Among the distinctive collection resources are the manuscripts of prominent former New Jersey governors Richard Hughes and Brendan Byrne along with the papers of national political figures, including Marcus Daly, Leonard Dreyfuss, Matthew Rinaldo and Bernard Shanley. The Seton-Jevons papers (1792-1963) showcase activities undertaken by various relatives of the first American-born saint, Elizabeth Ann Seton. Other significant collections include those of prominent Seton Hall personalities and prolific authors such as the late Monsignor John Oesterreicher (1904-1993), founder of the Judaic-Christian studies department, and the late Monsignor William Noé Field (1915-2000), English professor and archivist. The collection also contains more than 10,000 printed works, including rare and autographed books, the MacManus Irish History and Literature Collection, the Gerald Murphy and Pierce Byrne U.S. Civil War and World Military Uniform Book libraries, and hundreds of master-level and doctoral dissertations of Seton Hall graduate students.

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

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

The Walsh Library Gallery

Walsh Library Gallery offers the Seton Hall and external communities an opportunity for cultural appreciation and spiritual growth. Since opening in Fall 1994, Walsh Library Gallery has provided a forum for community members to share society’s richly diverse cultural heritages through artistic expression. Located on the first floor, the gallery is a state-of-the-art, climate-controlled space encompassing 2,500 square feet. During the academic year, Walsh Library Gallery offers a number of rotating exhibits, providing campus and outside community members with an opportunity to observe and experience beauty in works of art. In addition to interior exhibit space, there are six exterior window exhibits. These window galleries highlight exhibitions being shown in the main gallery, showcase special events on campus, draw attention to issues of current interest, and provide an ongoing visual survey of new library acquisitions and technology. Exhibits and special event programs are free-of-charge.

Artists from around the world have displayed their work in Walsh Library Gallery, including artists from the United States, Brazil, China, the Dominican Republic, France, Italy, Lithuania, Poland and the Ukraine, among others. Media have included paintings, watercolors, sculpture, etchings, photographs, posters, prints and textiles. Styles have been equally diverse. Historical topics have ranged from the cultural heritage of the Lenape Indians to the history of the Harlem Renaissance to photography of parks designed by Frederick Law Olmsted. Walsh Library Gallery audiences continue to broaden. University students from undergraduate liberal arts classes such as art, anthropology, ethics, history and literature, and graduate students in programs such as museum professions, often have class assignments and oral presentations that are integrated with exhibit themes. Walsh Library Gallery provides opportunities for students, under the direction of faculty and the Walsh Library Gallery director, to plan, produce and mount exhibitions.

Students from around New Jersey in grades 3-12 visit Walsh Library Gallery to hear presentations that focus on exhibits. Pre- and post-visitation packets provide activities and curricular materials for teachers to enhance their students’ educational experiences.

In addition to exhibits, Walsh Library Gallery regularly hosts scholarly events, such as the Department of English’s Poetry in-the-Round series, which features renowned and award-winning authors and poets. These activities draw a large number of visitors to the gallery’s exhibits. Receptions in conjunction with exhibits, feature lectures, live music, ethnic food tasting, and ample opportunity for students and visitors to meet and speak with featured artists.

Activities of Walsh Library Gallery are regularly featured in local and large-circulation newspapers, including feature articles in The New York Times and the Newark Star-Ledger. Walsh Library Gallery has been featured in New Jersey Monthly magazine’s “Out and About Calendar” of not-to-miss events. Television Channel 12 News, NJN/Channel 13 and Spanish language Channel 48 provide frequent coverage of Walsh Library Gallery exhibits. The campus community regularly learns about exhibits and special programs through The Setonian and e-mail community announcements. Visit the Walsh Library Gallery Web site, which provides access to current and past exhibits, at library.shu.edu/gallery.

Gifts of art from donors and artists, along with the occasional purchase of art, are creating a significant permanent art collection for the University. Many of these pieces are available for viewing throughout the University Libraries and in other campus public spaces. The director of Walsh Library Gallery may be contacted at (973) 275-2033.
Institute for the Advancement of Teaching, Learning and Leading in International Schools
Institute for Christian Spirituality
Institute for Education Leadership, Research and Renewal
Institute for International Business
Institute of Judaic-Christian Studies
Institute of NeuroImmune Pharmacology
Institute of Museum Ethics
International Institute for Clergy Formation
Joseph A. Unanue Latino Institute
Language Resource Center
Micah Institute for Business and Economics
Seton Center for Community Health
Sister Rose Thering Endowment for Jewish-Christian and Holocaust Studies
Alumni Association
Office of International Programs
Seton Hall Sports Poll Conducted by the Sharkey Institute
Seton Hall University Parents’ Association

Ruth Sharkey Academic Resource Center
Peter Hynes, M.B.A., Director

The Ruth Sharkey Academic Resource Center (ARC) is part of the College of Arts and Sciences and is located in Arts and Sciences Hall. The ARC serves all Seton Hall University students, regardless of their year of study, in three ways: it provides expert tutors who assist students with challenging writing projects, mathematics, science and modern language courses; it offers resources for students interested in national scholarship opportunities; and it aids students who are pursuing interdisciplinary and pre-professional majors.

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 schedules and announcements are always accessible on the ARC web pages.

The ARC also promotes and supports student interest in applying for nationally competitive scholarships by providing extensive information on its website and hosting scholarship information sessions.

Pre-professional and interdisciplinary program information and advising are available through the ARC. Students pursuing majors in liberal studies or social and behavioral sciences, or considering graduate programs in law or the health professions can find information on the ARC website or meet with faculty advisors to discuss courses and academic options.

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

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

Academic Success Center
Bernadette, Manno, M.A., Director
Mooney Hall 11

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

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

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

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

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

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

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

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

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

American Humanics
Roseanne Mirabella, Ph.D., Campus Executive Director

The American Humanics (AH) program is an innovative course of study that equips college and university students to become skilled professionals and leaders in local nonprofit organizations. The mission of the program is to prepare and certify future nonprofit professionals to work with America’s youth and families, and to be the region’s preferred source of nonprofit professionals. Seton Hall University’s students are increasingly civic-minded and committed to community service — including an inclination to pursue employment in nonprofit organizations. American Humanics graduates immediately impact the nonprofit agencies they join and continue to make a significant contribution to the nonprofit sector throughout their careers. The American Humanics program is offered to undergraduate students on more than 80 campuses across the country. Seton Hall University became an American Humanics affiliate in December 2000.

Seton Hall University’s American Humanics program offers an innovative course of study and experiential education to students. The benefits to the students include:
- certification in entry-level nonprofit employer competencies;
- coursework grounded in the foundation and practices of nonprofit management;
- tested practices and principles through experiential learning;
- one-to-one support, career development and mentoring;
- networking with prospective employers;
- opportunity to test skills and various nonprofit roles through internships, co-curricular and community service activities;
- potential for references and referrals from nonprofit organizations’ executive directors, advisory board members and community leaders;
- exposure to national nonprofit network of partners and career options;
- increased sense of being connected and belonging to the community; and
- opportunities for lasting friendships.

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 Asian Studies and other groups promoting interest in Asia to support the exploration of Asian history, cultures, politics, and social and economic issues.

Center for Academic Industry Partnership
Nicholas Snow, Ph.D., Director

The Center for Academic Industry Partnership is an institutional initiative to promote our programs specific to ensuring quality laboratory science practice in the chemical and pharmaceutical industries. The center enhances current efforts in the training of undergraduate students, graduate students and industrial scientists through unique programmatic initiatives housed in the University’s Science and Technology Center, a state-of-the-art research and training facility. Laboratories provide the latest in chemical analysis, scientific instrumentation and computing technology. For further information, please call (973) 761-9035, or visit McNulty Hall, 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 Africana Studies, 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
The Center for Catholic Studies at Seton Hall University is dedicated to a dialogue between the Catholic intellectual tradition and all areas of contemporary culture. The center conducts an undergraduate degree program in Catholic Studies, offering a major, minor, certificate program, and foreign study opportunities. In addition to presenting programs on faith and culture for students, faculty and the public, the Center incorporates the Bernard J. Lonergan Institute, the Seton Hall Institute on Work, the Micah Senior Executive Project, and the G.K. Chesterton Institute for Faith and Culture, with its prestigious journal, The Chesterton Review. For more information about the Center for Catholic Studies, visit www.shu.edu/academics/artsci/catholic-studies/index.cfm

Center for Community Research and Engagement
Roseanne Mirabella, Ph.D., Executive Director
The Center for Community Research and Engagement (CCRE) was established in 1997 to support the activities of Seton Hall University as it implements service learning and community-based research on campus. Service learning, defined as a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development, is a pedagogy that integrates academic and community-based learning with the intellectual work at the University.

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

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

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

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

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

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

Naomi Wish, Ph.D., Director

The Center for Public Service is the University’s arm for outreach programs to the public and nonprofit sectors. Housing the Nonprofit Sector Resource Institute, and located in the Department of Public and Healthcare Administration, 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

David R. Foster, Ph.D., 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.

Writing Center

Kelly Shea, Ph.D., Director

Part of the Ruth Sharkey Academic Resource Center, the Writing Center serves as a support system available to all students through the Department of English. It provides a range of services, including free consultations and tutorials, to both undergraduate and graduate students. Located in Arts and Sciences Hall, Room 206, the center is open during the academic year Monday through Thursday, 9 a.m. - 8 p.m., and Friday, 9 a.m. - 4 p.m. For appointments, special accommodations, and finals week and Summer Session hours, call (973) 761-9000, ext. 7501 or (973) 275-2183, or visit the Writing Center Web site at www.shu.edu/academics/artsci/writing-center

In addition to the onsite Writing Center, Seton Hall’s Online Writing Lab (OWL) also is available. This service is a Web-based, virtual tutoring program, designed primarily for upperclassmen and graduate students, as well as faculty 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/
The Charles and Joan Alberto Italian Studies Institute was founded in 2003 to coordinate Seton Hall University’s many activities relating to Italian and Italian-American history and culture. The Institute sponsors cultural events, such as lectures and symposia, and promotes curriculum development and community outreach. The institute additionally administers several scholarships that are made available to students in Italian Studies, as well as in other fields of study. The mission of the Institute is to spread the message of the universal relevance and inclusiveness of the Italian contributions to the history of the world and of America, regardless of nationality and ethnic background. For more information call (973) 275-2926 or visit www.shu.edu/academics/arts/italian-studies/index.cfm

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/arts/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
Rev. Joseph Chapel, S.T.D., Co-Director
Dianne M. Traflet, J.D., S.T.D., Co-Director

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

The institute’s mission is grounded in 2 Timothy 1:6: “I remind you to stir into flame the gift of God within you.”

The institute began in 2005 supported by a grant from the Lilly Endowment to further its goal of preparing the next generation of Church leadership. With the institute, the School of Theology has expanded the various degree and certificate programs already in place and sponsored research and teaching opportunities for faculty and students. For more information about the Institute for Christian Spirituality and its new Catholic Center for Family Spirituality, visit http://theology.shu.edu/ICS/

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 one is The School Study Council, which provides learning and networking opportunities for superintendents. Study councils improve the skills and knowledge of district leaders. At Seton Hall University, this is accomplished through a wide range of activities, including conferences, a “Best Practices” Web site, and exposure to state and national education experts. In addition, the Institute now oversees The New Superintendents Initiative and the Practicum for New Superintendents, formerly sponsored by the Citizens for Better Schools, Inc.

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

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

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

Larry McCarthy, Ph.D., Director

The Institute for International Business, established in 1964, serves as the center of international business expertise for students, faculty and the business community. It fosters the collaboration of faculty, graduate and undergraduate students, to engage in a wide variety of activities and projects to advance the internationalization of the Stillman School. The Institute is a critical part of the mission of Seton Hall University and of the Stillman School in accepting the challenges of globalization. As a center for academic excellence, the Institute aims at assuring that the academic and business communities work in harmony to create an atmosphere of competence, progress, professionalism, and integrity in the realm of international business.

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

At the undergraduate level, the institute offers a minor in international business in which the curriculum includes language and cultural components, as well as core business courses. The Certificate in International Business, offered as part of the M.B.A. program consists of courses in the international aspects of accounting, economics, finance, management and marketing. The certificate also is available to qualified individuals from industry on a non-degree basis.

**Institute of Judaeo-Christian Studies**

Reverend Lawrence Frizzell, D.Phil., Director

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

The institute began a graduate program in Jewish-Christian studies in the fall of 1975. In 1978, the program was incorporated into the College of Arts and Sciences; in 1979, it became a department within the College. The department and institute are thus independent units, even though origin and goal bespeak an intimate relationship. The requirements for admission to the program and a description of the course offerings may be found at [www.shu.edu/academics/artsci/jewish-christian-studies](http://www.shu.edu/academics/artsci/jewish-christian-studies)

**Institute of Museum Ethics**

Janet Marstine, Ph.D., Director

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

The I-NIP missions are: (1) to promote extramural funding-based research and training; (2) to promote interaction between graduate and undergraduate research and training; (3) to promote collaboration between Seton Hall University and the community; (4) to cultivate interdisciplinary research; and (5) to foster translational research in drug use/abuse from the laboratory bench to the community.

The I-NIP’s Scientific Advisory Board includes: Horace H. Loh, Ph.D., Frederick Stark Professor and Head of Pharmacology, University of Minnesota; Howard E. Gendelman, M.D., Larson Professor of Internal Medicine and Infectious Diseases, Chair, Department of Pharmacology and Experimental Neuroscience and Director, University of
Nebraska Medical Center; Linda Chang, M.D., Professor of Medicine; John A. Burns School of Medicine, University of Hawaii; Thomas Rogers, Ph.D., Professor of Pharmacology, Temple University Medical School; Toby Einstein, Ph.D., Professor of Immunology, Temple University Medical School; Kurt F. Hauser, Ph.D., Professor of Pharmacology, Virginia Commonwealth University; Yanhua Tsai, Ph.D., Dean of Pharmacy, China Medical University, Taichung, Taiwan; and Ming Li, Ph.D., Professor of Psychiatry and Neurosciences and Head of Neurology, University of Virginia.

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

The I-NIP and its preceding group has sponsored research for both faculty and students and for their national and international traveling for research presentation. It has sponsored various research and academic meetings including the Life Science Symposium (2000-2005), Molecular Bioscience Symposium (2004-2005), Biannual Molecular Bioscience Meeting (2006-2008), Annual Women’s Conference (2009), and the Petersheim Academic Exposition (2009) 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 to coordinate education, training and faculty research while building on each school’s areas of expertise.

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

International Institute for Clergy Formation
Monsignor James Choma, M.A., M. Div., Director

The International Institute for Clergy Formation of Seton Hall University is the only formation program designed specifically for priests. The off-campus site of the five-week Summer Institute is San Alfonso Retreat Center, Long Branch, New Jersey. In addition, there is an off-campus, one-week winter institute at San Pedro Catholic Retreat and Conference Center in Winter Park, Florida in January.

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

The institute has been in existence for 19 years, and more than 10,000 priests have attended all or part of the summer and winter institutes. Foundation money assists the institute in financing the best possible international faculty and research efforts to guide the implementation of the Vision Statement. For more information, visit clergy.shu.edu

Joseph A. Unanue Latino Institute
Ileana Rodriguez, Ph.D., 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 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 Latino 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, or contact Dr. Ileana Rodriguez at rodrigil@shu.edu

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 Modern Languages and the Teaching, Learning and Technology Center, extensively renovated the Language Resource Center. Language learners will find computer workstations
with headphones and language learning software, allowing them to type compositions in Arabic, Chinese, Japanese, Russian, French, Spanish, German and Italian. Students can also listen to and record audio for classes. Reference books and publications in various languages are displayed for easy access. The Language Resource Center also maintains a collection of classic and modern foreign language feature films and documentaries. A screening room with surround sound and theatre-style seating allows students to comfortably watch and discuss films in small groups.

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

Micah Institute for Business and Economics

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

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

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

Seton Center for Community Health

Anne M. Hewitt, Ph.D., Director

The Seton Center for Community Health (SCCH) was established in 2004 as an academic resource for collaboration, learning and research to enhance the quality of life for individuals and communities in need. The center is located in the Department of Public and Healthcare Administration, 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 Endowment for Jewish-Christian and Holocaust Studies

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

The Sister Rose Thering Endowment for Jewish-Christian and Holocaust 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 Jewish-Christian Studies in the College of Arts and Sciences.

The goals of the endowment 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 Department of Jewish-Christian Studies to obtain a Master of Arts degree.

The endowment 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 included a street being named in her memory in Jerusalem.

Scholarship applications are available by contacting the endowment office at (973) 761-9006, sending an e-mail to zirlmari@shu.edu, or visiting www.shu.edu/academics/artsci/sister-rose-thering-endowment/

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 José Soares, M.A., Director
Jürgen W. Heinrichs, Ph.D., Faculty Adviser

The Office of International Programs serves to internationalize the Seton Hall community through services in three distinct areas.

1. Education Abroad
   Seton Hall faculty members run a number of study abroad programs every year. They are primarily short-term programs run mainly in the summer. These study abroad opportunities are offered in many countries, including Spain, France, Italy, Ireland, England, Russia, Mexico, Japan, China and Korea. The Office of International Programs (OIP) promotes these programs and acts as a central information point. The OIP encourages students to make study abroad part of their college experience, which is why the OIP also provides information, guidance and support to students wishing to study abroad on non-Seton Hall study abroad programs. The office also maintains and develops exchange agreements with many universities abroad.

2. International Student Services
   The Office of International Programs assists international students, professors and visiting scholars who wish to study, do research or teach 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. Additionally, the OIP strives to assist international students with integration into the Seton Hall community through social and cultural events. The OIP also provides assistance and guidance to the International Student Association (ISA).

3. Cultural Activities and Center
   The OIP also aims to promote awareness and understanding of other cultures throughout the campus. In addition to sponsoring cultural events, study abroad and international students on campus, the OIP achieves this by supporting cultural centers and institutes on campus.

For further information, contact the Office of International Programs at (973) 761-9072 or 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 Dinner 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
Susan Kilduff, M.A., M.P.A., Director

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

The Arts Council serves as the umbrella organization for the Arts Council Classical Concert Series, Jazz ’n the Hall, Joseph A. Unanue Latino Institute, Multicultural Film and Lecture Series, 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 conjunction with the Center for Vocation and Servant Leadership, the Council oversees the awarding of grants through the “Exploring Faith and Vocation through the Arts” program.

In 2009-2010, 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, Poetry-in-the-Round and the Multicultural Film and Lecture Series are offered on Seton Hall’s beautiful 58-acre campus.

Visit http://www.shu.edu/academics/artsci/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’Conor, Ruth Laredo and Emanuel Ax, pianists; Ransom Wilson, flutist; Ruggiero Ricci, Jaime Laredo, Robert McDuffie and Elmar Olivera, violinists; Kim Kashkashian, violinist; 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.
Walsh Gallery
Jeanne Brasile, M.A., Director
The Walsh Gallery is the primary exhibition space on the South Orange campus of Seton Hall University. Since its inception in 1994, the 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 five 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 7,000 visitors each year. Students and faculty utilize the gallery as a laboratory for learning, with exhibitions designed to complement the University’s curriculum. The Walsh Gallery hosts students in the Museum Professions Graduate Program, allowing them to receive hands-on training in all facets of exhibition production while earning credit toward their degrees. Undergraduate students may earn credit for internships based upon special projects. The Gallery also produces a number of programs each year including artist talks, gallery lectures, hands-on workshops and educational seminars to enhance the learning potential of the exhibitions. All programs are free and open to the public. For further information, please see page 16 of this catalogue, call the director at (973) 275-2033, or visit the Gallery website at library.shu.edu/gallery

Poetry-in-the-Round
John Wargacki, Ph.D., Director
Poetry-in-the-Round invites the world’s most compelling and celebrated writers to Seton Hall University each year to read and discuss their works with students and community members. Among the many poets, novelists and critics who have come to Seton Hall are Azar Nafisi, Billy Collins, Thomas Lynch, Amy Tan, George Plimpton, Harold Bloom, Adrienne Rich, Jonathan Franzen, Frank McCourt, John Updike, Arthur Miller, Ted Hughes, Jorie Graham, Nadine Gordimer, Derek Walcott and James Merrill. For more information about the series, call (973) 761-9000 Ext. 5105, or visit www.shu.edu/academics/arts/sci/arts-council/poetry-in-the-round.cfm

Multicultural Program Film and Lecture Series
Christopher Sharrett, Ph.D., Director
The Multicultural Program, in addition to its academic courses, offers a free film and lecture series open to the general public and the Seton Hall community. Both the film and lecture series explore diversity issues related to ethnicity, race, religion, class and gender. Feature films, domestic and foreign, and riveting documentaries give the film series a focus and a universal perspective. The film series has lively discussions following each viewing — some led by an expert guest host. The lecture series has brought to campus well-known scholars, including two-time Pulitzer Prize winner historian David Levering Lewis, Andrew Hacker and Deborah White, as well as prominent film directors/ producers Tami Gold, Sam Pollard, William Miles and Peter Miller.

Through films, lectures and conferences, the Multicultural Program has sought to bridge the racial, religious, class and gender fault lines of the national and global divide through the promotion of increased understanding of our similarities and appreciation of our differences. Church and community groups are welcome. For information, call (973) 275-2792 or (973) 761-9385.
**Seton Hall University Gospel Choir**
Reverend Forrest Pritchett, M.A., 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 spring concert on campus each year.

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

**Archbishop Peter L. Gerety Lecture Series**
Monsignor Robert Wister, D. Eccl. Hist., 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 theology.shu.edu/lectures.htm

**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

Vice Provost: Larry A. Robinson, Ed.D.

Interim Associate Provost for Enrollment Management and Dean, Freshman Studies and Special Academic Programs: Tracy Gottlieb, Ph.D.

Bayley Hall - First floor
400 South Orange Avenue
1-800-THE-HALL (843-4255)
(973) 761-9332
thehall@shu.edu
Monday - Friday: 8:45 a.m. - 4:45 p.m.

The following areas comprise the Office of Enrollment Services:
Admissions
Financial Aid
Registrar
Student Financial Services

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

The following areas are administered by the Vice Provost:

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

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

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

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

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

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

Admission

Student Classification
Seton Hall University classifies undergraduate students as listed below:

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

Non-matriculated Students
Those who have not made formal application to a degree program but have been approved by the Committee on Admissions to enroll in courses; or those who have made formal application to a degree program but have only been accepted by the Committee on Admissions in a nondegree status as a nonmatriculated student.
Credit Limits
Non-matriculated students may enroll for a maximum of 9 credits per semester and may pursue no more than 18 credits total. If a non-matriculated student wishes to apply for matriculation, that student must apply with the Office of Undergraduate Admissions no later than the term in which the 18-credit maximum will be reached. The University recognizes that some students may legitimately seek to enroll for more than 18 credits. Accordingly, students reaching the 18-credit maximum who do not wish to matriculate must sign a statement indicating non-intent to matriculate.

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

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>Science (laboratory)</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Except when waived by the Office of Admissions, scores on either the Scholastic Assessment Test (SAT) or the American College Test (ACT) must be submitted by all applicants. A writing test on either the SAT I or ACT assessment is also required. Waivers of test scores generally are granted only to those students who graduated from high school at least five years prior to applying.

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

Application Procedures for First-Year Students
All applicants should submit the following by March 1 for the fall semester and December 1 for the spring semester:
1. Completed application;
2. Counselor report;
3. Teacher recommendation;
4. Application fee, if filing a paper application;
5. Official copy of high school transcript; and SAT or ACT scores.

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

No applicant is permitted to register for any undergraduate course until a letter of acceptance has been received. Freshman applicants who are denied admission are not permitted to enroll under any status or in any department of Seton Hall for a minimum of one year. Some applicants are placed on a waiting list depending on the size and competitiveness of the applicant pool. All waiting list candidates will be notified of a final decision. The University reserves the right to dismiss students who knowingly mislead or present false information on the application.

Home Schooled Students
Students who have been home schooled are required to submit a completed application, essay, recommendation letter, application fee, SAT or ACT scores. Standardized test scores must be sent directly from the testing agency. All home schooled students are required to meet their home state requirements and must submit supporting documentation demonstrating that they have done so.
Students must submit one of the following:
1. Transcript from a home school program or primary teacher. If any of the high school education was completed in a conventional public or private school, Seton Hall University requires that the transcript of that academic work be sent directly from the registrar of that school. Additionally, if the student has completed any college-level course work while in high school, or to satisfy graduation requirements, all transcripts must be submitted.

OR

2. Portfolio of academic work completed to include syllabi, list of text books used, academic curriculum outline and any other documentation of academic work completed. The portfolio must also include grade evaluations by the primary teacher.

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

Transfer Students

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

1. Official high school transcript; and
2. Scores from the Scholastic Assessment Test (SAT) or American College Test (ACT).

All credentials should be submitted by June 1 for the Fall semester and December 1 for the Spring semester. Accelerated Nursing students should have all credentials submitted by April 15 for the Fall semester.

Decisions are made by the Office of Admissions on a rolling basis. Seton Hall normally does not enroll transfer applicants who recently were dismissed or placed on probation by other institutions within the previous year. Transfer applicants who are denied admission are not permitted to enroll under any status in any department of the university. Transfer applicants from other regionally accredited two and four-year post-secondary institutions who are accepted to Seton Hall University will have their previously earned college credits evaluated for advanced standing at Seton Hall. Seton Hall University requires that the transcript of that academic work be sent directly from the registrar of that school. Additionally, if the student has completed any college-level course work while in high school, or to satisfy graduation requirements, all transcripts must be submitted.

The Office of the Registrar, in consultation with the deans’ offices of each school/college of the University, will perform transfer evaluations of credit earned on a course-by-course basis. Upon completion of this process, the Office of Undergraduate Admissions will notify accepted students of advanced standing granted. In recognizing courses for transfer credit, the schools/colleges of the University must observe the regulations of their accrediting agencies. The University reserves the right to refuse to accept credits from a previously attended institution that was not listed on the application for admission. The University also reserves the right to dismiss students who knowingly mislead or present false information on the application.

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

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

Students who transfer to Seton Hall and who expect to graduate between Spring 2009 and Spring 2011 will be held to the total graduation credit requirements listed in previous University catalogues, unless they have successfully completed the three University Core Curriculum Signature courses (CORE 1101, CORE 2101 and CORE 3101 or equivalent).

In general, degree requirements are determined by the date of admission, the number of transfer credits and the college/department curriculum as approved by the faculty. Students who have a question about their degree requirements may contact their department chair or their dean.

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In general, degree requirements are determined by the date of admission, the number of transfer credits and the college/department curriculum as approved by the faculty. Students who have a question about their degree requirements may contact their department chair or their dean.

International Students

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

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

The University requires that all transcripts be original. Transcripts in languages other than English must be accompanied by a certified English translation. No documents submitted as part of the application process will be returned nor will any requests to duplicate documents be honored. Seton Hall requires international applicants to have all transcripts from institutions not accredited in the United States or Canada evaluated by one of the following agencies:

- Evaluations Service, Inc. www.evaluationservice.net
- Global Credential Evaluators, Inc. wwwgceus.com
- Educational Credential Evaluators www.ece.org
- World Education Services www.wes.org

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

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

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

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

**English as a Second Language**

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

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

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

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

**Visas**

Seton Hall University is permitted by United States Citizenship and Immigration Services to admit non-immigrant students. Upon admission to a degree program, the student is issued an I-20 A/B, which is used to pursue a student visa through the American Embassy or Consulate in the student’s home country. This must be current at all times. The international student must pursue a full-time course of study (12 or more semester hours) to remain in status, except during the summer.

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

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

**Readmission**

Degree candidates whose work has been interrupted for two or more consecutive semesters and who have not attended another institution in the meantime, are subject to reevaluation upon return and may be held to any change of requirements that may have been instituted in the period of absence.

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

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

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

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

In cases where the conditions of the suspension imposed by the academic dean involve completion of studies at a community college with specific grade and credit requirements, the readmission review process will encompass an assessment of those requirements, as well as consultation with the dean’s office.
Placement Tests for First-Year Students and Transfer Students

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

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

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

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

Credit by Examination

Advanced Placement Examinations

Students with secondary school records indicating superior performance and who attain a score of 4 or 5 on an Advanced Placement Examination of the College Entrance Examination Board receive credit and may be permitted to register for advanced courses in the area(s) in which they qualify. No more than 30 credits may be obtained through examination.

Students may contact the Office of Undergraduate Admissions for the list of Advanced Placement Examinations for which Seton Hall awards credit and for the Seton Hall course equivalents of the examinations. The University reserves the right to modify the course equivalents of Advanced Placement examinations based on departmental review.

College-Level Examination Program

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

International Baccalaureate

Seton Hall University grants placement and credit for higher-level examinations of the International Baccalaureate (IB). Advanced placement credit will only be considered for higher-level passes above grade 5.

Campus Tours

Campus tours are offered regularly throughout the academic year by the Office of Undergraduate Admissions. Tour appointments may be arranged by visiting the Web site at admissions.shu.edu

Financial Aid

Seton Hall University maintains and administers programs of financial aid funded by the University, federal and state governments, and various industries and foundations. Financial aid may be in the form of a scholarship, grant, loan, employment opportunity or a combination of these. The University believes that, in most cases, the amount of aid granted to a student should be based on financial need, and therefore requires each applicant to file a Free Application for Federal Student Aid (FAFSA) available at www.fafsa.ed.gov This form is used to determine a student’s eligibility for federal, state and institution financial aid. Students completing the FAFSA must include Seton Hall’s Title IV School Code: 002632. Students requesting financial aid must complete the FAFSA as soon as possible after January 1 each year. Seton Hall priority financial aid application date is March 1st. Limited financial aid funds require that all applications will be considered on a first-come, first-serve basis.

Federal Programs Administered by Seton Hall University

Federal Pell Grant

A federal grant program of up to $4,731 per academic year.

Federal Perkins Loan

A 6 (six) percent interest loan based on financial need.

Federal Supplemental Educational Opportunity Grant

A grant to students from low-income families, on a funds available basis.
Academic Competitiveness Grant (ACG)

Encourages students to take challenging courses in high school and to pursue challenging college majors. The award is for first and second year students in the amount of $750 - $1300 per academic year. Complete eligibility requirements can be found at www.federalstudentaid.ed.gov

The National Science and Mathematics Access to Retain Talent

The National Smart Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life or computer sciences, mathematics, technology or engineering, or in a foreign language determined critical to national security. Students can receive up to $4,000 per academic year.

Federal Work-Study Program

Students who demonstrate need may qualify for part-time jobs at the University (maximum 20 hours per week). The federal government contributes the major portion of the funds; the University contributes the remainder. Information is available at http://admin.shu.edu/studemp

Community Service Learning Program

Seton Hall participates in the Community Service Learning Program. Community Service jobs are available to interested students. Information is available at http://admin.shu.edu/studemp

Veterans’ Benefits

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

ROTC Scholarships

For full-time graduate and undergraduate students who seek a commission in the U.S. Army after receiving their college degrees, scholarships are awarded, in addition to an allocation for books and an annual stipend. Contact ROTC for additional information.

New Jersey State Grants

New Jersey Tuition Aid Grants (TAG)*

Full-time New Jersey residents may qualify for the TAG grant of up to $10,236 (maximum grant for the 2007-2008 academic year) per academic year by completing the Free Application for Federal Student Aid (FAFSA) and demonstrating financial need. Eligibility is determined by the New Jersey Higher Education Student Assistance Authority (HESAA).

New Jersey Educational Opportunity Fund (EOF)*

This grant, funded by the state, is limited to New Jersey residents accepted into the University’s Educational Opportunity Program (EOP) as educationally and economically disadvantaged. Awards are up to $2,500 per year.

Distinguished Scholars Program

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

Urban Scholars Programs

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

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

Student Loans

Federal Stafford Loans

Seton Hall participates in the Federal Stafford Student Loan Program (FFELP). The program consists of Federal Stafford Loans (both subsidized and unsubsidized) and Federal PLUS loans. Loan proceeds are delivered to the student through the school and repaid to the loan provider. Before loan proceeds are credited to a student’s account, the promissory note must be electronically signed with the lender of the student’s choice. Seton Hall University does not endorse any lender. The University’s Financial Aid Office will process any loan from all lenders.

Unsubsidized Federal Stafford Loan

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

The following limits apply to subsidized and unsubsidized Stafford loans:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
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<tr>
<td>Sophomore</td>
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<tr>
<td>Junior</td>
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<td>Senior</td>
<td>$5,500</td>
</tr>
<tr>
<td>Graduate</td>
<td>$8,500</td>
</tr>
</tbody>
</table>

Please note: In addition to the previously stated amounts, independent students may borrow additional amounts under the unsubsidized loan program. The amounts are: freshman and sophomores, $4,000; juniors and seniors, $5,000; and graduate students, $12,000.
Parent Loan for Undergraduate Students (PLUS)

In addition to student loans, parents may borrow up to the cost of education less any financial aid the student receives. Interest is capped at 9 percent and repayment begins 60 days after the second disbursement of the loan. Interest rates for Federal Stafford and PLUS loans are set annually by the United States Department of Education. More information about these loan programs may be obtained from the Office of Financial Aid or from the United States Department of Education at http://studentaid.ed.gov

University-Funded Programs

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

These are academically competitive, full-tuition scholarships offered to outstanding incoming freshmen. Regent’s Scholarships are given to the most qualified incoming student and pay for full tuition and fees. The Chancellor’s Scholarships are limited to graduates of Catholic high schools. Provost’s Scholarships are limited to graduates of non-Catholic high schools and pay full tuition. University Scholarships are partial-tuition scholarships. These scholarships do not have a special application or application process. Applicants for admission automatically will be considered based on high school records and SAT or ACT scores. These scholarships are subject to renewal based on evidence of continued high academic achievement at the University. Graduate and/or summer tuition charges will not be paid for by University funded scholarship programs. University funded scholarship programs only cover undergraduate student tuition and/or fee charges for a maximum of eight semesters. Students who are receiving institutional merit awards will have their merit scholarship prorated based on the other eligible tuition aid programs.

Reverend Martin Luther King Jr. Scholarships

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

Seton Hall Need-Based Grants

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

Athletic Scholarships

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

Student Employment

In addition to the Federal Work-Study (FWS) Program, the University funds a number of campus jobs that are not based on financial need. Information is available at http://admin.shu.edu/studemp

Phi Theta Kappa Scholarship

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

Transfer Scholarships

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

Sibling 10 Percent Tuition Discount

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

Second Degree Students

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

Endowed Scholarships

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

Accounting Endowment Scholarship

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

The Charles and Joan Alberto Scholarship
   Founded in 2003 by Charles and Joan Alberto.

All Saints Church, Jersey City, NJ, Scholarship
   Founded in 1928 by Monsignor Joseph H. Meehan, LL.D., of Jersey City.

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

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

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

Monsignor Daniel Brady, All Saints, Jersey City, NJ, Scholarship
   Founded in 1951 by Monsignor Daniel J. Brady.

Gerald Buccino Scholarship
   Founded in 1997. Awarded annually to a student in the Stillman School’s Leadership Development Program.

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

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

Philip H. Campbell Memorial Scholarship
   Founded in 1931 by Mrs. Charlotte R. Campbell of Newark in memory of her husband.

Honorable Peter J. Carey, K.C.S.G. Scholarship*
   Founded in 1936 by Raymond T. Carey in honor of his father.

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

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

The Raymond G. Chambers Scholarship
   Established in 1985 in memory of Thomas J. Griffin.

Reverend Henry G. Coyne Memorial Scholarship
   Founded in 1933 by Monsignor John J. Murphy of Sacred Heart Church (Vailsburg), Newark.

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

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

Diamond Jubilee Scholarship
   Founded in 1931 by Monsignor Joseph H. Meehan.

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

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

Bishop John J. Dougherty Scholarship
   Founded in 1963 by the Scholarship Club of Seton Hall University.

Entrepreneurship Hall of Fame Scholarship
   Founded in 2006. Awarded to Stillman School students.

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

First National State Bank of New Jersey Scholarship
   Founded in 1974 in honor of W. Paul Stillman, chairman of the board. Recipient must be an upperclassman in the Stillman School of Business.

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

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

Mildred J. Galanti College of Nursing Scholarship
   Founded in 1984 by Mr. and Mrs. Peter M. Galanti, this fund is restricted to students enrolled in the College of Nursing.
Peter M. Galanti College Seminary Scholarship Fund
   Founded in 1975 by Mr. and Mrs. Peter M. Galanti, this
   fund is restricted to students enrolled in the Seminary.

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

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

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

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

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

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

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

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

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

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

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

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

David and Rose Hurley Scholarship*
   Founded in 1952 by David J. Hurley.

Hugh T. Hurley Memorial Scholarship*
   Founded in 1968 by Mrs. Carmelita Hurley and children.

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

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

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

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

Monsignor Joseph M. Kelley-Wilfred Yudin-Freda Yudin
Tilkin Scholarship
   Founded in 1963 in memory of Barnet and Anne Yudin.
   Recipient must be a member of St. Peter’s Parish, Belleville.

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

Samuel Klein and Jerome M. Fien Scholarship
   Founded in 1966 by Samuel Klein, CPA, and Jerome
   M. Fien, CPA, of Samuel Klein and Company, Newark,
   in honor of the Apostolic Delegate to the United States,
   the Archbishop Egidio Vagnozzi. Awarded annually to
   accounting majors.

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

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

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

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

Carmella A. Macaluso Endowed Scholarship
   Founded in 2007 with a gift from the Estate of Carmella A.
   Macaluso.
Elizabeth Giuliano Magnes Scholarship
   Founded in 1986 by the parents of Elizabeth in her memory. Awards limited to students majoring in education.

Honorable and Mrs. Thomas F. McCran Scholarship*
   Founded in 1928 by Mrs. Thomas F. McCran of Paterson.

John G. McGrath Scholarship
   Founded in 1935 by the estate of Cecile Langton of Elizabeth, in memory of her uncle.

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

Mary and Philip A. McGuire Sr. Memorial Scholarship
   Founded in 1975 by the estate of Reverend Eugene C. McGuire ’33.

Monsignor John L. McNulty Scholarship
   Founded in 1959 by the Scholarship Club of Seton Hall University.

Monsignor John L. McNulty Memorial Scholarship
   Founded in 1960 by all schools, institutes and auxiliaries of Seton Hall University.

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

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

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

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

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

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

Catherine E. O’Connor Scholarship *
   Founded in 1936 by the estate of Mrs. Catherine E. O’Connor of Newark.

John S. O’Connor Scholarship
   Founded in 1936 by the estate of Mrs. Catherine E. O’Connor of Newark.

Reverend Michael C. O’Donnell Scholarship
   Founded in 1959 by the estate of Mrs. Ellen M. O’Donnell.

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

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

Edward and Jane Quinn Endowed Scholarship
   Founded in 2004 by Edward and Jane Quinn.

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

James R. Reardon Class of 1955 Memorial Scholarship
   Founded in 1977 by Mrs. Patricia H. Reardon and friends in memory of her husband.

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

D.J. Pat Reilly Scholarship
   Founded in 1988 by The College of Nursing Alumni Association for meritorious seniors majoring in nursing.

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

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

Sacred Heart Church, Bloomfield, NJ, Scholarship
   Founded in 1915 by Reverend J. M. Nardiello.

Saint Aloysius’ Church, Newark, NJ, Scholarship
   Founded in 1928 by the Reverend J.J. Preston.

Saint Patrick’s Church, Jersey City, NJ, Scholarship
   Founded in 1928 by the Holy Name Society of that parish.

Saint Paul’s Holy Name Scholarship
   Founded in 1940 by the Holy Name Society of St. Paul’s Church, Jersey City.
St. Rose of Lima, Short Hills, NJ, Ladies Auxiliary Scholarship
   Founded in 1970 by the Ladies Auxiliary of St. Rose of Lima Church.

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

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

Archbishop Seton Scholarship*

Seton Hall College Day Scholarship*
   Founded in 1947 by Mrs. Regina D. Hagerty of Newark, in memory of her husband, John F. Hagerty, M.D., L.L.D.

Seton Hall University Scholarship Fund*
   Founded in 1950 by the University.

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

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

Daniel A. Skinnel Jr. Scholarship*
   Founded in 1934 by the estate of Evelyn I. Skinnel of Whitestone, Long Island, NY.

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

William J. Stoutenburgh Scholarship*
   Founded in 1961 by William J. Stoutenburgh of Ridgewood.

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

Martin F. Tiernan Scholarship*
   Founded in 1956 by Martin R. Tiernan of Essex Fells.

Lawrence J. Truncale Scholarship
   Founded in 1994. Awarded annually to sophomores in the Stillman School of Business.

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

Charles J. Weiss Scholarship

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

The Women’s Guild of Seton Hall University Scholarship Fund
   Founded in 1956 by the Women’s Guild of Seton Hall University in conjunction with funds from Reverend Francis J. Sexton, F. Jerome McNulty and the International Brotherhood of Electrical Workers No. 1470. Restricted to pre-medical, pre-dental, physician assistant, or physical therapy majors.

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

Holy Cross Church, Harrison, NJ, Scholarship
   Founded in 1953 by Monsignor William A. Costelloe.

Immaculate Conception Church, Montclair, NJ, Scholarship
   Founded in 1953 by Reverend John A. Munley.

Our Lady of Grace Church, Hoboken, NJ, Scholarship
   Founded in 1954 by Monsignor William B. Masterson.

Our Lady of Mount Carmel Church, Bayonne, NJ, Scholarship
   Founded in 1953 by Monsignor Anthony A. Tralka.

Our Lady of Mount Carmel Church, Jersey City, NJ, Scholarship
   Founded in 1954 by Monsignor Walter P. Artioli.

Sacred Heart Church, Jersey City, NJ, Scholarship
   Founded in 1953 by Reverend John A. Nowlen, O.P.

Saint Casimir’s Church, Newark, NJ, Scholarship
   Founded in 1953 by Monsignor Paul Knappek.

Saint Genevieve’s Church, Elizabeth, NJ, Scholarship
   Founded in 1953 by Monsignor John H. McManus.

Saint Mary’s Church, Nutley, NJ, Scholarship
Restricted Grants and Awards

College of Nursing Fund Scholarship

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

William Eyres Scholarship Fund

Hoffman-LaRoche Scholarship for Nursing Majors

Felix Labienice Grant

Clare Booth Luce Scholarship
A full-tuition scholarship for freshman and transfer women pursuing careers in research or teaching in the fields of biology, chemistry, computer science, engineering, math and physics. Nursing and pre-medical students are not considered for this scholarship. This application, as well as the application for admission, must be submitted by January 15.

Mobil Scholars Grant

Sister Agnes Reinkemeyer Nursing Scholarship

Caroline Schwartz Scholarship

Thomas J. and Ruth Sharkey Endowed Academic Scholarship Fund
Established for graduates of Seton Hall Preparatory School in West Orange, NJ, and for graduates of St. Mary’s High School in Elizabeth, NJ, who enroll in a program in the College of Arts and Sciences.

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

Switzer Foundation Scholarship

University Affairs/Regents Scholarship

Van Houten Scholarship for Nursing Majors

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

Requirements to Maintain Eligibility for Federal Aid
In addition to the requirements above, the Higher Education Amendments require colleges and universities to define and enforce standards of academic progress. In order to be eligible for federal financial aid, students must conform to the standards of academic progress.

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

Satisfactory Academic Progress Guidelines

General Considerations
- Federal Regulations (General Provision CFR 668.43) require Seton Hall University, Enrollment Services, to review the academic progress of students who apply for and/or receive financial assistance. This regulation applies to every financial aid applicant.
- Annual Satisfactory Academic Progress evaluation cannot take place until final grades have been posted each year. Therefore, any financial assistance awarded prior to the annual academic evaluation is subject to cancellation if the minimum standards are not met.
- New transfer students will be considered for assistance for one academic year prior to the evaluation of Satisfactory Academic Progress. At the end of the first academic year of attendance at Seton Hall University, transfer students will be evaluated based on the standards for their designated academic level.
- Deficiency with the quantitative and qualitative Satisfactory Academic Progress Guidelines will result in the denial of financial assistance. Applicants denied financial assistance because of inadequate Satisfactory Academic Progress will be granted the option of appealing their aid denial. Appeals must be based on “special or unusual circumstances.”
Financial Assistance Programs Affected

Federal Programs: • Pell Grant • Perkins Loan • Supplemental Educational Opportunity Grant • Work-Study • Robert Byrd Teacher Scholarship • Federal Stafford Loan • Parent Loan for Undergraduate Students • ACG Grant • SMART Grant

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

Institutional Programs: • University Scholarships

Academic Requirements

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

Number of Credits Completed - Full-Time
- Undergraduate and post-undergraduate students must complete a minimum of 72 percent of credit hours attempted for each academic year (i.e., Fall 2008; Spring 2009; Summer 2009) at Seton Hall University.
- Students attending the University for a portion of an award year will be evaluated on that portion of the academic year.
- Students who leave the University for an award year will be evaluated on their most recent academic year or attendance at Seton Hall University.

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

Determination of Award Amounts

To be considered for any federal, state or University financial aid based on need, a student must complete the FAFSA. The federal government will then process the information and send it to the colleges indicated and to the appropriate state agencies. Students should make sure that Seton Hall University is listed on the FAFSA (use Federal ID number 0002632).

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

Except for limited scholarship funds, student financial aid at Seton Hall is awarded on the basis of need and academic achievement.

Awards are made without reference to racial or ethnic origin, gender, age or physical disability. Awards are made singly or in a “package” (a combination of grants, scholarships, loans and employment). In “packaging” a student with a variety of funding, the University first estimates grants from federal and state programs not directly administered by the University, such as Pell grants, TAG and EOF grants, and outside scholarships. If eligible, students are then awarded the maximum Stafford Loan. If the student has remaining need, he or she may be awarded an S.E.O.G. (if Pell-eligible), a Perkins Loan or a SHU Need-Based Grant. The amount of these awards depends on the funding level for each program, as well as the total number of eligible applicants in each award year. Federal PLUS and/or alternative loans may be awarded to cover any remaining gaps between financial aid, family resources and the total cost of attendance.

Student Loans: Rights and Responsibilities

Different types of federal student loans are available to assist in financing a student’s education. They are the Perkins Loan, Federal Stafford Loan (both subsidized and unsubsidized), and the Parent Loan (PLUS). (Refer to pages 30 and 31 for a description of each.) Before incurring any loan, students should know the terms and conditions of the loan, as well as their rights and responsibilities as student borrowers. A loan is money that is borrowed and paid back with interest. The specific sum of money borrowed is called the principal. Interest is a percentage of the principal that the student pays as a fee for borrowing. Students usually pay back the loan in monthly installments until the entire amount of the loan (principal and interest) is repaid. In some cases, a student may postpone or defer payment of the loan, but a deferment must be approved by the loan provider. If a student fails to repay the loan (or defaults), the government may penalize the student and may withhold money from paychecks and tax refunds. In addition, the student will be ineligible to receive future federal aid and his or her credit rating will be negatively affected. The exact terms and conditions of a student loan may be obtained from the loan provider. While federal student loan programs differ in some ways, a student’s rights and responsibilities as a borrower are basically the same for all programs. These rights and responsibilities are specified in federally mandated Entrance Counseling at www.mapping-your-future.org

Rights

As borrowers, students have the right to be provided with clear and concise information about the terms and conditions of student loans. The following list describes students’ rights regarding financial aid:
- students must receive a copy of the promissory note that legally binds them to repay the loan;
• students have the right to a “grace period” before the repayment period begins;
• students must be given a list of deferment conditions;
• students must be informed of the full amount of the loan, the interest rate and when repayment begins;
• students must be informed of the effect borrowing will have on eligibility for other aid;
• students must be aware of any charges incurred by the federal government;
• students must know the maximum yearly and total loan amounts as well as the maximum and minimum repayment periods;
• students must be informed of their expected total debt and what their monthly repayments will be;
• students must be aware of what constitutes default and its consequences;
• students must be informed of refinancing and consolidation options; and
• students must be notified if their loan is transferred to a different holder.

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

Estimated Federal Stafford Loan Monthly Payments

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<tr>
<td>$22625</td>
<td>$229.71</td>
<td>$277.50</td>
</tr>
</tbody>
</table>

Student Employment

Students must meet and maintain certain eligibility requirements to be considered for on-campus employment. A comprehensive explanation of the terms and conditions of employment is listed in the Seton Hall University Student Employment Handbook, available in Financial Aid. Generally, a student must be enrolled and matriculated at Seton Hall and be making progress toward a degree as defined by the University. Students also must be given an official work assignment before any work is performed. Students eligible for a Federal Work-Study Award must:
• file a FAFSA and demonstrate financial need;
• submit proof of citizenship and employment eligibility (I-9 Form); and
• provide documentation of information provided on FAFSA if required.

Disbursement of Financial Aid

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

Student Employment

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

New Jersey State Grants

New Jersey State Grants are disbursed electronically into the computer system at Seton Hall. After proper certification, the student’s account is credited for the specific award for which he or she is eligible.

Federal and Institutional Aid

The remainder of financial aid programs are disbursed through Seton Hall’s computer system. Reports generated through the system identify students who meet all requirements for disbursement. Requirements include completion of verification if required, certifications on file and promissory note completion (Federal Stafford Student Loans and Perkins). If a student meets the requirements, his or her account is updated from the financial aid records to the student account with credit for each award for which the student is eligible. The disbursement program is run for both the current term and any previous terms in which adjustments need to be made. Contact the Office of Financial Aid in Bayley Hall for more information, (800) 222-7183.

Repayment Policy

Students receiving Title IV federal financial aid, who terminate enrollment or stop attending all classes during a term for which payment has been received before completing more than 60 percent of the enrollment period, are subject to specific federal regulations. The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law also specified the order of return of the Title IV funds to the programs from which they were awarded.

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

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

### Tuition and Fees

The most recent information on tuition and fees can be found on the Seton Hall University web site. New freshmen and transfer students: [http://admin.shu.edu/enrollment/services/tuitionandcosts.html](http://admin.shu.edu/enrollment/services/tuitionandcosts.html) Continuing students: [http://admin.shu.edu/enrollment/services/tuitionandcosts2.html](http://admin.shu.edu/enrollment/services/tuitionandcosts2.html)

#### Payment

Semester bills with payment dates indicated are mailed to students who preregister as a courtesy to students. Students are required to monitor their accounts through the on-line self-service access and make on-time payments regardless of receipt of a printed bill. (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, drafts and money orders should be made payable to Seton Hall University. Payments made by mail should be in the envelope enclosed with the bill. MasterCard, American Express and debit card are accepted. Online payments may be made via MasterCard, and American Express through PirateNet.

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

#### Deferred Payment Plans

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

### Late Fees and Collection Costs

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

### Withdrawal from the University

By registering for classes, a student has entered a legal and binding contract to pay all tuition, fees and housing charges with Seton Hall University. Non-attendance of classes does not constitute an automatic withdrawal. A formal withdrawal application must be submitted and approved immediately following the student’s decision to cease attendance at the University.

### Returned Check Policy

If a bill is paid by personal check in order to pre-register and the check is returned for insufficient funds, the student will be dropped from all classes. The student will not be allowed to 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, Visa, American Express or debit card), cash, money order or cashier/bank check. Future personal check payments will be held until funds have cleared through the student’s bank. Students who abuse check payments may be barred from paying by personal check in the future. A returned check fee of $35 will be charged for each returned check.

### Tuition, Room and Board

The most recent information on tuition and fees can be found on the Seton Hall University Web site, [www.shu.edu](http://www.shu.edu)

Seton Hall utilizes a flat rate tuition plan for full-time undergraduate students. For Fall 2009 and Spring 2010, all full-time students who enroll in more than 18 credits in a term will be charged the applicable basic flat amount for their first 18 credits with an additional $869 for each undergraduate credit above 18. Undergraduates who enroll in fewer than 12 undergraduate credits will be assessed $869 per credit. Undergraduates who enroll in a graduate course will be assessed graduate tuition charges for that course.

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

#### University Fee

<table>
<thead>
<tr>
<th>Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$325</td>
</tr>
<tr>
<td>Part-time</td>
<td>$85</td>
</tr>
</tbody>
</table>

#### Technology Fee

<table>
<thead>
<tr>
<th>Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (non-participant in mobile program)</td>
<td>$200</td>
</tr>
<tr>
<td>Part-time</td>
<td>$100</td>
</tr>
</tbody>
</table>

#### Mobile Computing Fee

<table>
<thead>
<tr>
<th>Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$650</td>
</tr>
</tbody>
</table>

| Part-time                  | $85          |
Detailed information on tuition and a complete list of fees with supplementary information is available at the web site cited above.

**Estimates of Non-Tuition Costs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$1,300</td>
</tr>
<tr>
<td>Transportation (resident)</td>
<td>$1,400</td>
</tr>
<tr>
<td>Transportation (non-resident)</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

**Tuition Discounts**

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

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

**Withdrawal from the University**

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

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

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

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

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

If a student is dismissed or withdraws because of prolonged illness, the account will be rendered strictly according to the percentage ratio of the total number of days elapsed during the student’s attendance to the total calendar days of the semester.

A “prolonged illness” is one that must be attested to by a doctor’s certificate to the effect that the illness is or was of such a nature as to require the student’s absence for a period of three consecutive weeks.

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

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

**Charges for Course Changes**

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

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

**Withdrawal from Residence Halls**

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

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

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

- withdrawing from the University;
- marrying (proof required);
- transferring to another University (proof required);
- graduating;
- or approved by the assistant director of housing and residence life for a special exemption.

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

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

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

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

Students admitted as freshmen must complete the catalog/degree requirements in effect as of the term of their admission. Students admitted as transfer students are also subject to the catalog/degree requirements in effect as of the term of their admission, but they will qualify for a waiver of University Core courses based on the number of transfer credits awarded. Transfer students with fewer than 30 transfer credits must complete the entire University core; those with 30 to 59 transfer credits will qualify for a waiver of CORE 1001 and CORE 1101; those with more than 60 transfer credits will qualify for a waiver of CORE 1001, CORE 1101 and CORE 2101.

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

Academic Advisement

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

During the freshman year, students work with a Freshman Studies mentor (see Freshman Studies page 66). Thereafter, students consult with departmental advisers assigned by the chair. Students are urged to consult their advisers on a regular basis with regard to program planning, academic policy questions, graduate school options and career information. Advisers can direct students to persons and University offices that offer specialized assistance in areas such as personal counseling, career placement services, tutorial assistance and other student services. Transfer students accepted to Seton Hall will receive, by mail, an advanced standing evaluation. This evaluation indicates how many credits are approved for transfer to Seton Hall, and in which areas. Transfer students then may seek advisement for course selection from their assigned adviser.
Class Attendance

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

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

Transfer Between Schools

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

Change of Major

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

Tracking a Major

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

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

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

- Pre-science majors who seek admission to a science major must successfully complete the required introductory courses in mathematics and science to be considered for acceptance into biology, chemistry, mathematics and physics majors. Pre-major students who seek admission to a communication major must achieve a minimum GPA of 2.5 after their first semester of study.

- Pre-nursing majors who seek admission to the nursing major must achieve a minimum GPA of 3.0 after their first semester of study.

- Pre-major students seeking admission to the Whitehead School of Diplomacy and International Relations must achieve a minimum GPA of 3.0 both overall and in their diplomacy courses after earning 30 credits. Freshmen who are tracking majors should work with their Freshman Studies mentors and meet with an academic adviser in their desired major to determine eligibility and to investigate thoroughly the specific requirements for acceptance into that major.

Declaration of Second Major

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

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

Declaration of Minor

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

Course Transfer Policies

Students matriculated at the University may not take courses at any other college or university without the prior permission of their chair, the dean of their school/college and the chair of the department offering the equivalent course at Seton Hall. In order to secure this authorization, students must submit an Application to Study at Another Institution with all required signatures. Students with 30 or fewer credits to complete for their degrees are not eligible for this permission. No credit is allowed for courses taken unless an official form granting permission is on file with the Office of the Registrar, to which an official transcript of this work must be sent directly. No credit for work completed at another institution will be accepted in transfer unless the grade received is “C” or better; courses with “Pass” grades will not be accepted in transfer. Grades for transfer courses are not used in computing the major GPA or the overall cumulative GPA.
Students who wish to study abroad must complete the Application to Study at Another Institution to secure advance approval of the courses they plan to take. Students studying abroad in fall or spring semesters will be registered for a study abroad course so that their student status remains active.

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

The total number of credits a transfer student may accrue via transfer or testing is 90. Once a student reaches this maximum, no further transfer or testing authorizations are accepted.

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

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

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

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

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

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

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

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

Freshman - A student who has completed fewer than 30 credits.
Sophomore - A student who has completed at least 30, but fewer than 60, credits.
Junior - A student who has completed at least 60, but fewer than 90, credits.
Senior - A student who has completed 90 or more credits.

Application for Graduation
By December 1 of the year prior to the completion of degree requirements, students are required to file an application for degree with the Office of the Registrar. This form is available at the Seton Hall Web site in the Registrar’s forms library and in Bayley Hall. Students should consult their degree audit as a guide to course selection and to assure that they meet degree requirements. Students must declare any curriculum change at least six weeks prior to the end of the semester in which they plan to complete degree requirements.

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

Undergraduate degree candidates must also be formally accepted into their degree program. Transfer students must
complete a minimum of 30 credits at Seton Hall in order to be eligible for a degree at Seton Hall.

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

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

**Diploma Policy**

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

Diplomas are released upon determination of academic eligibility and financial clearance. Graduates who have an unresolved financial obligation to the University will not receive their diplomas until that obligation has been fully resolved.

**Graduation Rate**

Of the students who entered Seton Hall University in Fall 2002 as first-time, full-time freshmen, approximately 61 percent graduated from the University within six years. Students who did not graduate and/or left the University did so for various reasons, including academic difficulties, financial problems, changes in career plans, family and personal circumstances, and medical problems.

**Registration Regulations**

**Preregistration and Registration**

To prepare for preregistration for the coming semester, students must consult with their academic advisers, who will assist them in selecting an appropriate schedule of classes. Students can check on-line for important information pertaining to registration, including the schedule of courses, the details of preregistration procedures for the semester, the academic calendar, and information about academic regulations and procedures.

Students who plan to continue their studies in the following semester are required to preregister for courses. This accords continuing students first priority in course selection for the following semester.

Preregistration dates are generally scheduled during November for Spring Semester and late March and early April for Fall Semester and Summer Session. On-line registration is available for all students. Students are encouraged to use this convenient method of registration after consulting their adviser to select their courses and get their PIN number.

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

**Academic and Financial Responsibility**

The University reserves seats in classes for all students who pre-register. The students then incur academic and financial responsibility for any pre-registered course(s). Accordingly, students who pre-register must pay their tuition bills by the due date. Students who decide not to continue their studies must drop their courses on-line or notify the Office of the Registrar in writing by the payment due date, of their intention not to attend so that their reserved class seats may be made available to other students. Cancellation of course reservations by this deadline removes all semester tuition and fee charges.

Preregistered students who cancel course registrations after the payment due date, but before the end of the add-drop periods, will be liable for registration fees but not tuition charges.

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

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

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

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

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

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

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

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

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

Semester Credit Load
Full-time, matriculated students may enroll for a maximum of 18 credits in any Fall or Spring semester. However, with the permission of the dean of the school/college, a student whose GPA in the preceding semester is 3.0 or higher may be allowed to take additional credits. Non-matriculated students may not register for more than 9 credits in any semester. Part-time student status involves a maximum of 11 credits in any semester. During Summer Session the credit load is one and one-half credits for each week of the particular session. Students may not complete more than 15 credits during Summer Session (inclusive of May, Summer I and Summer II). Students in the College of Arts and Sciences are restricted to a maximum of 3 credits in the May Session.

Undergraduate Grading System
Effective with the Fall 2004 semester, the University modified its grading policy to include minus grades. This change is not retroactive to any prior semester. The University uses the following letter grades on the undergraduate level to indicate the record of achievement in courses taken:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Point</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
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<td>3.33</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<td>2.00</td>
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<td>C-</td>
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</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Poor but Passing</td>
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<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>P/Pass</td>
<td>Pass</td>
<td>0.00</td>
</tr>
<tr>
<td>PR</td>
<td>Pass with reservation (undergraduate field courses)</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>IW</td>
<td>Incomplete Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>NR</td>
<td>No Record/Not Reported</td>
<td>0.00</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>FI</td>
<td>Failure-Unresolved Incomplete</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Institutional Credit Courses Only:

| SP            | Satisfactory Performance | 0.00 |
| RR            | Retake Required          | 0.00 |

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

I – Incomplete: This grade indicates non-completion of assignment(s) or failure to take the examination for a course. An Incomplete grade cannot be given when a student does not complete any course requirements or fails to attend class meetings. A student who receives an “I” grade may not attend class meetings in a future semester in order to make up outstanding requirements. Students must obtain written permission to receive an Incomplete by submitting a Course Adjustment Form to the professor before the officially scheduled final examination. The professor will indicate on this form the amount of time allowed for completion of this work, up to a maximum of 12 months or by the time the student has graduated (whichever comes first). If the missing course requirements are completed within this time period, the professor must submit a new Course Adjustment Form indicating the changed grade to the dean’s office within 10 working days. Effective with Fall 2007 courses, if a grade of “I” is not resolved within the time allotted, this grade will be...
changed automatically and permanently to “FI” which is a failing grade. In extenuating circumstances a written request for a limited time extension to complete course requirements may be submitted in advance of the one-year deadline by the student to the professor and dean of the school/college in which the course was offered, with a copy to the Office of the Registrar for approval. The grade “I” is not counted in determining class standing, eligibility or grade point average. An unresolved “I” grade will count in the calculation of the grade point average when it changes to “FI” after the one-year period.

An “I” grade disqualifies a student from the Dean’s List. If the “I” grade is changed to a grade of “C” or higher, the student’s record will be reviewed for Dean’s List eligibility. Although a student’s GPA is not affected by an “I” grade, the fact that the student receives no credit for the course may impact academic eligibility and, as a consequence, the student’s eligibility for financial aid. An unresolved “I” grade may also impact the student’s eligibility for financial aid and academic standing when it changes to a failing grade, as an “FI” grade affects both the grade point average and the credit completion ratio.

**IW – Incomplete Withdrawal:** If, within 12 months or by graduation (whichever comes first), a grade of “NR” has not been resolved, it will be automatically changed to “IW.” The grade “IW” indicates that the student has not satisfied, within the permissible time period, all outstanding requirements for the course in which an “NR” was received. An “IW” grade is not reversible; it does not count in determining class standing, eligibility or GPA. For courses taken prior to Fall 2007, a grade of “I” will also change to an “IW” if not resolved within 12 months.

**WD – Withdrawal:** Withdrawal from a class with written permission incurs no academic penalty. Withdrawal will be allowed up to the end of the fourth week of the semester without faculty or dean signature during Fall and Spring semesters. Students may request a course withdrawal by submitting a Course Adjustment Form to the Office of the Registrar. After the end of this initial period, course withdrawals will require the signature of the faculty member and dean. Under normal circumstances course withdrawal will be allowed only through the Friday of the eighth week of each semester. Withdrawal after that date will be allowed by the respective deans’ offices only under exceptional circumstances. The Summer Session schedule specifies withdrawal deadlines. A “WD” is not reversible; it is not counted in determining class standing, eligibility or GPA. A “WD” grade disqualifies a student from Dean’s List eligibility.

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

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

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

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

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

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

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

**AU – Audit Options (no credit):** Students who register as auditors are expected to attend class regularly but are not obligated to take tests or comply with any other course requirements. The audit option is not allowed in computer, computer-based, laboratory, applied art, applied music, graphics, studio television, writing, physical education activity, independent study, thesis or dissertation, on-line or any off-campus courses. There are two audit options available.
**Audit Declaration at Registration:** Students who declare an audit option at the time of registration by filing an Audit Declaration are assessed tuition of $100 per credit plus fees. Audit Declaration is restricted to open courses at in-person registration sessions immediately prior to the beginning of a semester.

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

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

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

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

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

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

**Registration for Graduate Courses**

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

In cases where these courses count toward the undergraduate degree, they cannot later be applied to a graduate program.

Permission to take graduate courses does not constitute admission to a graduate program.

**Withdrawal**

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

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

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

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

**Grade Point Average**

To calculate weighted averages, quality points assigned to grades are multiplied by the number of credits assigned to the course in which the grade is received. For example, a grade of “B+” in a 2-credit course represents 6.66 quality points; a grade of “A” in a 3-credit course equals 12 quality points and so forth. The sum of the quality points that the student had earned is then divided by the sum of credits attempted, which are graded “A” through “F.” The resulting figure, when truncated to four decimal places, is then rounded by adding .0005 and truncating all but three digits to the right of the decimal.
Grade Reports
Effective Fall 2007, the University does not mail grade reports to students. Students will access their grades on-line though student self-service. Students who need written documentation of their grades should contact the Office of the Registrar for assistance.

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

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

Repeated Courses
A student may repeat a course in order to earn a higher grade. The student must repeat the course at Seton Hall; no statistical adjustment is made when a student repeats a course at another institution. A student may not repeat at another institution a course for which the student has already earned credit at Seton Hall. When a course taken at Seton Hall is repeated at Seton Hall, only the higher grade is used in the calculation of the GPA. In this case, the lower grade will remain on the transcript marked “E” to denote its exclusion from GPA calculation. Credit (if any) attached to the lower grade is rescinded; only the credit attached to the higher grade is applied to the student’s record. This statistical adjustment will be made only when the student repeats the exact course with the identical course number.

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

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

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

Honors

Dean’s List
After the close of every semester, the deans of the schools/colleges publish on the Dean’s List the names of full-time students who have done outstanding work during the semester. Undergraduate students completing all courses with a GPA of 3.4, with no grades lower than “C,” qualify for the Dean’s List. In order to be eligible for the Dean’s List, students must be enrolled for a minimum of 12 undergraduate credits. Students who receive a grade of “I,” “WD,” “NR,” “RR” or “IW” in a semester are disqualified from Dean’s List eligibility for that semester. Students who are ungraded in a course are ineligible for Dean’s List consideration until such time as they are fully graded.

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

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

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

National Honor Societies
- Alpha Delta Mu (Social Work)
- Alpha Epsilon Delta (Pre-Medical)
- Alpha Kappa Delta (Sociology)
- Alpha Mu Gamma (Foreign Languages)
- Alpha Sigma Lambda (Part-Time Students)
- Beta Alpha Psi (Accounting)
- Beta Gamma Sigma (Business)
- Delta Epsilon Sigma (Catholic Honor Society)
- Eta Sigma Phi (Classics)
- Golden Key International Honour Society
- Kappa Gamma Pi (Catholic Women’s Honor Society)
- Kappa Delta Pi (Education)
- Lambda Alpha Delta (Anthropology)
- National Honor Society of the Financial Management Association
- National Society of Collegiate Scholars
- Omicron Delta Epsilon (Economics)
- Phi Alpha Theta (History)
- Phi Sigma Tau (Philosophy)
Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Pi Sigma (Physics)
Sigma Tau Delta (English)
Sigma Theta Tau (Nursing)
Sigma Xi (Science)
Theta Alpha Kappa (Religious Studies)
Theta Rho (Spanish)

Full-Time Student Probation Policy

Standards

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

Full-time undergraduate students are required to:
• complete successfully at least 24 credits in each 12 months of full-time registration; and
• have a cumulative GPA of at least 1.75 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors.

Eligibility

Students who were registered for the previous two semesters as full-time students, but have not successfully completed 24 credits in the previous 12 months, are not eligible:
• for student employment;
• to participate in recognized student activities, including varsity athletics; and
• to hold office in recognized student organizations.

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

Warning

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

Probation

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

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

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

If a student is placed on probation for a second consecutive semester, the dean must conduct a suspension/dismissal review, and the student is ineligible:
• for student employment;
• to participate in recognized student activities, including varsity athletics; and
• to hold office in recognized student organizations.

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

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

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

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

The Office of the Registrar shall distribute lists of students placed on probation or in default of the 24-credit requirement to the deans, department chairs, faculty representative for athletics and vice president for Student Affairs. The dean shall notify these officials and Enrollment Services of any waivers, extensions, suspensions or dismissals. In areas under their jurisdiction, these officials
Part-Time Student Probation Policy

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

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

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

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

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

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

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

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

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

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

Student Academic Records

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

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

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

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

To send a transcript, the student must file a Transcript Request or alternate signed written request with the Transcript Office. Students may also request a transcript on-line via student self-service. Telephone and e-mail requests cannot be honored. The first five copies per year are free; a transcript fee of $3 per copy is assessed thereafter.

The mailing address for transcript requests is Seton Hall University, Transcript Office, 400 South Orange Avenue, South Orange, NJ 07079-2689.

Transcripts for active students may be ordered via Student Self Service within PirateNet, the University portal. Information about this option, including the procedure for tracking online transcript requests and applicable charges, is available on the site.

Only student (unofficial) transcripts are released to students. Upon written request of the student, official transcripts may be sent directly to third parties, including colleges, employers, etc.
The University reserves the right to withhold transcript services from students who have an outstanding financial obligation to the University.

**Course Information**

**Course Numbering System**

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

The following guide was used to develop the course numbers:

**Significance of first digit**

0 Noncredit or institutional credit.
1 Freshman-level course; no prerequisites, except for the first part of a two-semester course.
2 Second-level course, with at least one one-level prerequisite.
3 Third-level course, with at least one two-level prerequisite.
4 Fourth-level course, with at least one three-level prerequisite.
5 Senior seminars and similar capstone undergraduate courses.
6 First-level graduate courses.
7 Second-level graduate courses, with at least one six-level prerequisite.
8 Third-level graduate courses, with at least one seven-level prerequisite.
9 Fourth-level graduate courses.

**Significance of second digit**

May indicate sub-discipline within a subject area.

**Significance of third and fourth digits**

May indicate course order or corequisite, etc.

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

**Course Offerings**

Not every course listed in University catalogues is offered each semester. Students can view the course schedule on-line within student self-service. The University reserves the right to cancel any course for which registration is insufficient, change the time and place of any course offered, and change the professor assigned to teach the course.

Each course section for a term is assigned a unique course registration number (CRN) for use in on-line registration. Students should make note of the CRNs of the courses to facilitate on-line registration.

**Independent Study**

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

**Name and Address Changes**

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

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

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

**Personal Identification Number (PIN)**

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

**Seton Hall Student Identification Number (SHU ID)**

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

Director: Tara J. Hart, M.A.
Duffy Hall, Room 68
(973) 761-9172

Hours: Monday-Friday, 8:45 a.m.-5:00 p.m.
E-mail: shuhousing@shu.edu
studentaffairs.shu.edu/housing

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

Seton Hall is “home” to approximately 2,200 students - nearly 50 percent of the undergraduate population. There are six on-campus traditional residence halls for undergraduate students and two apartment buildings, located in South Orange, for upperclassmen.

Seton Hall University and the Department of Housing and Residence Life are dedicated to meeting the needs of all residential students. The residence halls provide a rich variety of lifestyle options, including a Sophomore Discovery Program, Honors and Servant Leader Hall for upperclassmen and academic based living learning clusters within each first year residence hall. In addition, residents are encouraged to be part of the decision-making process by participating in hall council and Resident Student Association (RSA).

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

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

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

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

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

Dining on Campus
Bishop Dougherty University Center, (973) 761-9559
Hours: Monday-Sunday, 7 a.m.-1 a.m.
E-mail: shu@gourmetdiningllc.com

The Galleon Room is located in the lower level of the Bishop Dougherty University Center. It is open from 7 a.m.-1 a.m., seven days a week when the University is in regular session. The Galleon Room is divided into two sections, the Galleon Food Court and the Pirate Dining Room. The Galleon Food Court accepts Pirate Dollars, Pirate’s Gold, and cash. This section of the room allows students to purchase food on an “a la carte” basis from different stations in a food court setting (hours are listed below). The Pirate Dining Room is designed for traditional style dining and uses the meal per week portion of the meal plan, cash or Pirate’s Gold to access the area. Once inside the student has the choice of several buffet selections with unlimited returns. Below are the hours of operation for both areas.

Pirate Dining Room
*Monday - Friday*

<table>
<thead>
<tr>
<th>Meal</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7 a.m. – 10:00 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11 a.m. – 1:45 p.m.</td>
</tr>
<tr>
<td>Dinner</td>
<td>4:45 p.m. – 7:45 p.m.</td>
</tr>
<tr>
<td>MTh, Late Night Light Dinner</td>
<td>until 8:30 p.m.</td>
</tr>
</tbody>
</table>

*Saturday & Sunday*

<table>
<thead>
<tr>
<th>Meal</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continental Breakfast</td>
<td>7:00 a.m. – 9:45 a.m.</td>
</tr>
<tr>
<td>Brunch</td>
<td>10:30 a.m. – 2:30 p.m.</td>
</tr>
<tr>
<td>Dinner</td>
<td>4:45 p.m. – 7:45 p.m.</td>
</tr>
</tbody>
</table>

Food Court

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

**Leaves & Grains**
- Monday - Thursday 11 a.m. – 1 a.m.
- Friday 11 a.m. – 5 p.m.

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

**SHU C-Store Express**
- Monday - Thursday 7 a.m. – 1 a.m.
- Friday - Sunday 7 a.m. – 9 p.m.

**Nathan’s**
- Monday - Friday 7 a.m. – 1 a.m.
- Saturday & Sunday 2 p.m. – 1 a.m.

**Hershey’s Ice Cream**
- Monday - Friday 11:30 a.m. – 1 a.m.
- Saturday 3:30 p.m. – 10 p.m.
- Sunday 3:30 p.m. – 1 a.m.

**Pirate’s Cove**
- Monday - Thursday 8 a.m. – 11 p.m.
- Friday 8 a.m. – 3 p.m.

The Pirate’s Cove, the University coffeehouse, is located on the first level of the University Center. The Pirate’s Cove offers a wide range of Starbucks coffees, teas, smoothies, soda, specialty sandwiches and desserts in a relaxing coffeehouse atmosphere. It is open Monday - Thursday 8 a.m. - 11 p.m., Friday 8 a.m. - 3 p.m., and closed on Saturday and on Sunday when the University is in regular session.

Seton Hall University’s Meal Plan Program allows students to select one of six options. Once purchased, the student’s ID card will have a set number of meals per week plus Pirate Dollars that can be used to purchase products from the Galleon Food Court and Pirate’s Cove, or to enter the Pirate Dining Room. In the Pirate Dining Room portion of the meal program, students will have one meal deducted every time they enter. Once in the Pirate Dining Room, students are allowed to eat whatever they choose with unlimited returns. Each student’s number of meals will be reset according to his or her meal plan every Monday morning unless on the Block Plan. A display at the register shows the amount being charged and the balance of meals.
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
Security Building, (973) 761-9300
E-mail: publicsafety@shu.edu
studentaffairs.shu.edu/security

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

Parking Services

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

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

SHUFLY

SHUFLY operates seven days a week, and is a safe and convenient way for all Seton Hall University community members to travel in and around the Village of South Orange as well as weekend trips to the Livingston Mall. Those wishing to use SHUFLY pay using Pirate’s Gold. The cost to use the SHUFLY is included in the housing fees of all resident students. All other University members will continue to pay for SHUFLY through their Pirate’s Gold account.

Optional monthly and semester unlimited ride plans are offered for frequent SHUFLY riders who are not resident students.

Campus ID Office

Director: Mary V. Goff, B.A.
Duffy Hall, Room 63 (973) 761-9771
Office Hours: Monday-Friday 8 a.m.-5 p.m.
E-mail: goffmary@shu.edu or CampusID@shu.edu

Identification Cards/Card Access

The Campus ID Office provides identification cards to University students, faculty and staff. The card is utilized for identification, access, meal plans, Pirate Dollars and Pirate Gold. All members of the University community must present a University identification card upon request to any University official, representative or campus security officer. Identification cards must be presented at residence halls, the Recreation Center, the computer center and Walsh Library. It is also used for access into many academic buildings and labs.

Pirate’s Gold

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

The uses and locations for the ID card to be utilized are expanding. Town Hall Deli, Cluck U, Village Pizzeria, Pizza Hut, Eden Gourmet and others are some off campus merchants that accept Pirate’s Gold. You may visit the Campus ID Office Web site at studentaffairs.shu.edu/campusid/index.html

Campus Ministry

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

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

The activities listed below are open to participants of all faiths. The Campus Ministry staff 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 in the Immaculate Conception Chapel. Confession is available Monday-Friday at 11:30 a.m. and Wednesday at 11 p.m. and by appointment; Penance Services are celebrated in preparation for Holy Days.

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

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

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

- Mass of the Holy Spirit in September
- Eucharistic Days
- A Christmas Tree Lighting and blessing of the manger
- Lenten liturgies
- Baccalaureate liturgical celebrations

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

**Catechetics**

The Rite of Christian Initiation for Adults (RCIA) is a process that directs the full formation of students into the Catholic Church. Students learn to understand the teaching, worship, formation and community that comprise the Church. It is also a catechetical program for baptized Catholics who desire full membership in the Catholic Church through the sacraments of Confirmation and the Eucharist. Bible Study groups meet weekly in the Campus Ministry Lounge to promote a Catholic approach to the study of the Old and New Testament.

**Spiritual Renewal**

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

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

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

**Social Awareness**

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

**The Career Center**

Director: Jacqueline Chaffin, M.Ed.
Bayley Hall, Suite 209
(973) 761-9355
Hours: Monday - Friday
8:45 a.m. - 4:45 p.m.
E-mail: careers@shu.edu

PIRATENET - Click on Career Center Resources in My Organization Memberships

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

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

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

Career-based Experiential Education

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

Internships

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

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

To be eligible to participate in an Internship, students must have declared an academic major and be in good academic standing at the University. Students who elect to earn academic credit for their Internship experience must obtain approval from a faculty advisor. Faculty advisors approve the work experience for academic credit, help students articulate learning objectives and evaluate and grade the academic component of the experience. Academic departments may have additional requirements for credit-bearing internships.

Students not interested in obtaining academic credit for the experience will work closely with a career professional from The Career Center. A prerequisite of sophomore standing (30 credits) is recommended. Students interested in obtaining an Internship, should make an appointment with a professional at The Career Center and review the Internship Tutorial in their Career Center Resources module in My Organization Memberships in PIRATENET.

Career Counseling and Assessment

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

Vocation and Career Workshops

Each year, more than 2500 students and alumni attend The Career Center’s workshops and career events. Career education seminars and hands-on workshops assist students with seeing their lives as a vocation/calling, resume and cover letter writing, interviewing techniques, developing portfolios or preparing personal/career statements, career search and networking strategies, and graduate school preparation.

Employer/Alumni Networking Events

The Career Center has forged strong partnerships with hiring employer organizations that specifically recruit Seton Hall students and alumni. Each year, hundreds of organizations attend on-campus career networking events, and/or recruit students and alumni for internship and full-time professional opportunities. Employers and alumni serve as career mentors and participate in networking events throughout the year to identify talent for their organizations.

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

eCareer Resources

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

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

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

Department of Athletics and Recreational Services

Richie Regan Recreation and Athletic Center, Second Floor
(973) 761-9498
Hours: Monday-Friday, 8:45 a.m.-6 p.m.
E-mail: athletics@shu.edu
athletics.shu.edu or www.shupirates.com

Mission Statement

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

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

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

Athletics

The Department of Athletics and Recreational Services organizes, manages and promotes all intercollegiate and recreational sports activities at Seton Hall University, with the objective of enriching the educational experience of every involved student. On an intercollegiate level, the University competes in 17 sports, with approximately 250 student-athletes participating. Seton Hall is a charter member of the prestigious BIG EAST Conference, and competes on the NCAA Division I level in all sports.

Pirate athletics has enjoyed a rich tradition. In recent years, the men’s basketball team has advanced to the championship game of the NCAA Tournament in 1989, the “Sweet Sixteen” in 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 postgraduate 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, and coaches and athletes from the University participated in the 1992, 1996 and 2000 Summer Games.

Recreational Services

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

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

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

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

Recreation Center Hours (during the Regular Session):

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>10 a.m.-10 p.m.</td>
</tr>
<tr>
<td>Monday - Thursday</td>
<td>7 a.m.-10 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>7 a.m.-9 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>10 a.m.-8 p.m.</td>
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</tbody>
</table>
Department of Community Development

Associate Vice President and Dean of Students:
Karen Van Norman, M.Ed.
Bishop Dougherty University Center, Room 237
(973) 761-9076
Hours: Monday-Friday, 8:45 a.m.-4:45 p.m.
E-mail: vannorka@shu.edu
studentaffairs.shu.edu/community

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

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

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

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

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

Commuter Council
The Commuter Council was established to assist in the development and implementation of a program of social and academic activities to promote the welfare and interests of commuter students. All commuters are urged to become involved in the co-curricular activities sponsored by the council to enhance their academic and personal growth.

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

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

Counseling Services
Director: Shirley Matthews, Ph.D.
University Counseling Services
Mooney Hall, Second Floor
(973) 761-9500
Hours: Monday-Friday, 8:45 a.m.-5 p.m.
Evenings and Early morning sessions by appointment
Counseling Services promotes student well being by helping students overcome obstacles that may otherwise prevent them from attaining academic, personal and professional goals. Toward this mission, our trained professional staff of Licensed Psychologists, Counselors and our Consulting Psychiatrist provides a variety of psychological services as well as education, and general support to the campus community. All services are free and strictly confidential. Counseling Services is accredited by the International Association of Counseling Services. Services are consistent with the University’s Catholic mission.
Crisis Services

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

Therapeutic Services

Psychological services are available to all matriculated undergraduate, graduate, seminary and law students. Services offered include but are not limited to the following: Short-Term Individual Counseling, Group Counseling, Crisis Intervention, Psychiatric consultation, Psychological evaluation and assessment, and Sexual assault/trauma survivor support services. Referrals for longer term treatment in the larger community are also provided. The office is open from 8:45 a.m. to 5 p.m., Monday through Friday; evening hours and early morning hours are available by appointment. To make an appointment, call (973) 761-9500 or come to Counseling Services on the second floor of Mooney Hall. Usually students will have their first appointment within a few days of when they call or come in. Students in crisis are seen immediately. After the initial interview, regular appointments can be conveniently scheduled. All services are free and strictly confidential.

Student Development and Personal Growth Programs

Workshops, educational programs and skill development training are offered on topics such as stress management, coping with loss, test anxiety, procrastination, assertiveness, prevention of relationship violence, multicultural competencies and substance abuse education. Students may participate with other students in a support group with a focus on specific concerns, such as addiction recovery, adult children of alcoholics (ACOA), social skills development, adult incest survivors, and eating and food concerns. On-line mental health screenings are available through our website. Also available through our website is a variety of information and helpful tools and tips about a number of mental health related issues.

Health Services

Director: Joan C. Osthues, R.N., B.C.
Health Services
303 Centre Street
Phone (973) 761-9175; Fax (973)761-9193
Hours: Monday-Friday, 8:45 a.m.-4:45 p.m. by appointment studentaffairs.shu.edu/health

The Health Services staff assists students in achieving and maintaining optimal health. The staff of nurses, physicians and Advanced Practice Nurses provides primary medical care emphasizing health education.

The office provides a full range of primary care services, including assessment and treatment of acute illness, laboratory tests, routine gynecological care, allergy injections, confidential HIV testing, treatment for accidents and sports injuries, men’s and women’s health care, immunizations and care for chronic disease (e.g., asthma). Commonly prescribed medicines are available at low cost. Referrals to off-campus specialists are available as necessary. Health Services collaborates with the College of Nursing to provide training opportunities for Advanced Practice Nurse graduate students.

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

Required Health Records and Immunizations

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

Mandatory Health Insurance

In compliance with New Jersey law, all full-time students must carry health insurance. Full-time students who do not submit an electronic waiver form (located on the Health Services website) about alternative coverage will be automatically enrolled in health insurance through the University. For information on the University-sponsored Student Health Insurance Plan, contact Student Health Services at (973) 761-9175 or review information on our website.

Disability Support Services

Director: Matthew Tominey, Ph.D.
67 Duffy Hall
(973) 313-6003
Hours: Monday-Friday, 9 a.m.-5 p.m., and evening hours by appointment
E-mail: DSS@SHU.edu

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

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

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

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

Designated Consumer Officials

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

Academic Affairs:
A. Gabriel Esteban, Provost, Presidents Hall, (973) 761-9655

Enrollment Services:
Tracy Gottlieb, Interim Associate Provost for Enrollment Management and Dean, Freshman Studies and Special Academic Programs, Bayley Hall (973) 275-2286

Student Records:
Mary Ellen Farrell, Director of Enrollment Services/University Registrar, Bayley Hall, (973) 275-2293

Student Services:
Karen Van Norman, Associate Vice President for Student Affairs and Dean of Students, Bishop Dougherty University Center, (973) 761-9076

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

WSOU-FM

Recreation Center
WSOU Studios & Listener Request Line: (973) 761-9768
WSOU Student Manager’s Office: (973) 313-6110
WSOU General Manager: (973) 761-9546
General Manager: Mark Maben
E-mail: wsou@shu.edu

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

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

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

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

College Seminary Program
Marshall Hall, Suite 14
(973) 761-9420
collegeseminary@shu.edu

Rector: Monsignor Joseph R. Reilly, S.T.L., Ph.D.
Vice Rector: Reverend James F. Spera, M.Div., M.A.
Spiritual Director: Reverend J. Stanley Gomes, M.Div.
Hours: Monday - Friday, 8:45 a.m.-4:45 p.m.

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

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

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

Designed to prepare students for the diocesan priesthood, the College Seminary functions under its own rector, vice rector and a spiritual director. The program of formation is guided by the 1992 apostolic exhortation of Pope John Paul II, (Pastores Dabo Vobis), and by other documents of the Holy See and United States Catholic Conference of Catholic Bishops, most notably the Fifth Edition of the Program of Priestly Formation (USCCB, 2006).

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

Students must be accepted for admission to the University before they can be enrolled in the College Seminary. College Seminary students board at St. Andrew’s Hall, a few blocks from the main University campus in South Orange. St. Andrew’s provides a community setting where students and priests live and work closely together in an atmosphere of friendship, study and prayer. All college seminarians are expected to major in Catholic Theology through the University’s School of Theology. Please see page 249 of this catalogue.

Freshman Studies Program
Mooney Hall
(973) 761-9740
http://www.shu.edu/offices/freshman-studies-index.cfm

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

Dean: Tracy Gottlieb, Ph.D.
Associate Dean: Bernadette Manno, M.A.
Operations Manager: Joan Brennan


Freshman Studies

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

The Freshman Studies Program, beginning its 23rd year in Fall 2009, is an award-winning academic advising program designed to initiate students into this kind of success. The particular objectives of this crucial first year experience are:

• to help students adjust to life on a college campus;
• to assist in creating a social network; and
• to ensure that each student receives the best academic support available.
Freshman Studies uses three elements to accomplish these objectives: the Mentor, the Peer Adviser and the University Life course.

**Mentors**

During the University’s Pirate Adventure orientation, students meet the mentors in Freshman Studies. The mentors are highly trained professionals whose primary responsibility is to provide a constant resource person throughout a student’s first year at Seton Hall University.

Mentors teach the University Life Course that all freshmen take in order to ensure a regular academic contact. Mentors help students take advantage of the many resources available at Seton Hall, including Academic Support Services, The Career Center, Health/Counseling Services, Campus Ministry and the many activities in Student Affairs. Mentors also ensure that students are connected to their chosen departments, and that the particular academic experience within each major happens according to plan. Students who are “undecided” as to their major when they enter Seton Hall are provided additional resources to assist in clarifying career and professional goals. All students are encouraged, through formal programming and informal meetings, to connect to an academic department as soon as they feel comfortable. Every effort is made to place students into a major by the end of their first year.

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

**Peer Advisers**

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

**The University Life Course**

Each first-year student is enrolled in a 1-credit academic course that meets during the first semester. This University Life Course, taught by the mentor with assistance from the peer adviser, meets once a week for 50 minutes. The objectives are:

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

**First Semester of Coursework**

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

Freshman Studies is located in Mooney Hall on the University Green. Contact the office at (973) 761-9740 or visit the Web site at http://www.shu.edu/offices/freshman-studies-index.cfm

**Special Academic Programs**

**Educational Opportunity Program**

**Associate Dean / Director:** Erwin Ponder, M.Th., M.A.E.

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

Alfieri Hall
(973) 761-9161

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

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

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

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

Students accepted into the Educational Opportunity Program are full-time matriculated students from New Jersey. Once admitted to EOP, students must abide by policies and procedures outlined in their acceptance agreement. Those students who meet eligibility criteria receive the New Jersey Educational Opportunity Fund (EOF) Grant. Inquiries may be directed to the Educational Opportunity Program.
Military Science Department/Army Reserve Officer Training Corps (ROTC)

Professor of Military Science/Department Chair:
Lieutenant Colonel John R. Haubert, IV
Mooney Hall, 4th Floor
(973) 761-9446 or 313-6251
Hours: Monday-Friday, 7 a.m.-5 p.m.
http://armyrotc.com/edu/setonhall/index.htm

Army ROTC

The Department of Military Science contributes to Seton Hall University’s mission of developing and educating global, adaptable, strategic thinking and flexible servant leaders of tomorrow by administering the Army Reserve Officer Training Corps (ROTC) Program. Through the ROTC Program’s coursework and practical experience, students will develop decision-making, team-building, and time-management skills—leadership qualities that are essential to success in any field and are highly valued in the private sector. The program provides an opportunity to examine service in the Army while earning a baccalaureate degree. A student who completes the program may earn a commission in the Regular Army, Army Reserve, or National Guard. Students may participate in the first two years of Army ROTC with no commitment to military service. Completing the program guarantees a student a job in the Army. Students must pay for the credits at Seton Hall. Students attending one of the 23 affiliated universities in the northern New Jersey area may cross-enroll, participate and complete the ROTC program through Seton Hall University. Classes are held on the campus of Seton Hall University. Cross-enrolled students may take ROTC courses for credit or no credit. However, in order to transfer credits from Seton Hall to their respective academic colleges, students must pay for the credits at Seton Hall.

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

Basic Course

The basic course consists of the first two years of the program, typically completed in the freshman and sophomore years. The first year focuses on the Army profession, basic leadership and officership. The second year concentrates on the experiential examination of managing, decision-making, and group dynamics. Students are placed in a wide variety of group exercises designed to emphasize various professional leadership competencies and insights. These events are held both inside the classroom and in outdoor settings. The instructor, acting as a facilitator, helps guide student processing, or after-action reviews of the events to derive the leadership, group dynamics, and problem-solving lessons that the exercises offer. Practical “life skills” are emphasized throughout the two years. By the end of the Basic Course, students should possess a basic understanding of the unique aspects of leading, individual physical fitness, and a healthy lifestyle. The lessons are designed to explore leadership principles and theories, inspire intellectual curiosity, and stimulate self-study. Upon completion of the course, students are eligible to enter the advanced course.

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

Advanced Course

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

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

Four-, Three-, or Two-Year Programs

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

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

Three-Year Program

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

Two-Year Program

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

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

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

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

Benefits

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

Personal Development

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

Scholarships

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

For Students Majoring in Nursing

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

Guaranteed Job after Graduation

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

Income

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

Please contact the Department of Military Science for more information concerning the program or Army scholarships: (973) 761-9446/9455; 313-6256; 699-0325 or on the web at http://armyrotc.com/edu/setonhall/index.htm
Courses

Basic Course

ROTC 1010/0110 Leadership and Personal Development* 2/0
ROTC 1012/0112 Introduction to Tactical Leadership* 2/0
ROTC 2020/0220 Innovative Team Leadership* 3/0
ROTC 2022/0222 Foundations of Tactical Leadership* 3/0

Advanced Course

ROTC 3030/0330 Adaptive Tactical Leadership* 3/0
ROTC 3032/0332 Leadership in Changing Environments*3/0
ROTC 4040/0440 Developing Adaptive Leaders* 3/0
ROTC 4042/0442 Leadership in a Complex World* 3/0
ROTC 5500-5507/0550-0557 Leadership Laboratory:
Applied Leadership and Management* 1/0
ROTC 1115-1185/0115-0185 Physical Fitness:
Developing Personal and Organizational Physical Fitness Programs* 1/0

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

Course Descriptions

Basic Course

ROTC 1010 or ROTC 0110 Leadership and Personal Development
Introduces students to the personal challenges and competencies that are critical for effective leadership. Instructors explain and illustrate how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership (in both the civilian and military environment), officership, the Army profession, and daily life. Leadership principles within the current context of a university are emphasized. Application is also made to leadership in military and civilian settings that include government, corporate, and non-profit organizations. Corequisite: ROTC 5500 or ROTC 0550 Leadership Laboratory and ROTC 1115 or ROTC 0115 Physical Fitness. 2/0 credits

ROTC 1012 or ROTC 0112 Introduction to Tactical Leadership
Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises and scenarios. Students apply learning to their immediate university context as well as to a variety of military, government, corporate, and non-profit situations. Corequisite: ROTC 5501 or ROTC 0551 Leadership Laboratory and ROTC 1125 or ROTC 0125 Physical Fitness. 2/0 credits

ROTC 2020 or ROTC 0220 Innovative Team Leadership
Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of much of modern leadership frameworks (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Students study historical leaders from a variety of backgrounds: from Lincoln, Grant, and Lee to Gandhi, Kennedy, and Mother Theresa. Corequisite: ROTC 5502 or ROTC 0552 Leadership Laboratory and ROTC 1135 or ROTC 0135 Physical Fitness. 3/0 credits

ROTC 2022 or ROTC 0222 Foundations of Tactical Leadership
Examines the challenges of leading teams in complex contemporary operating environments. Instructors highlight course of action development, analysis, the execution of orders, and the achievement of mission success. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills while studying the theoretical basis of situational and contingent leadership. Students analyze recent and historical military case studies to gain insight into the importance and practice of teamwork and techniques in real-world scenarios. Parallels are drawn to the competitive and cross-cultural environments of most modern corporations. Corequisite: ROTC 5503 or ROTC 0553 Leadership Laboratory and ROTC 1145 or ROTC 0145 Physical Fitness. 3/0 credits

Advanced Course

ROTC 3030 or ROTC 0330 Adaptive Tactical Leadership
Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with complex scenarios related to the contemporary operating environment and across the full spectrum of military, corporate, and civic operations. Instructors and fellow students give students systematic and specific feedback on their leadership attributes and actions as they are applied in a variety of situations. Self-evaluations also allow students to develop their leadership skills and critical thinking abilities. Corequisite: ROTC 5504 or ROTC 0554 Leadership Laboratory and ROTC 1155 or ROTC 0155 Physical Fitness. 3/0 credits

ROTC 3032 or ROTC 0332 Leadership in Changing Environments
Presents increasingly intense situational leadership challenges to build student awareness and skills in leading small teams of people. Students explore, evaluate, and develop skills in decision-making, persuading, and motivating team members across a full spectrum of military, corporate, and civic operations. Apply principles and techniques of effective written and oral communication. Instructors review aspects of military operations as a means of preparing students for the ROTC Leader Development and Assessment Course (LDAC). Corequisite: ROTC 5505 or ROTC 0555 Leadership Laboratory and ROTC 1165 or ROTC 0165 Physical Fitness. 3/0 credits
ROTC 4040 or ROTC 0440 Developing Adaptive Leaders
Strengthens student proficiency in planning, executing, and assessing complex operations while functioning as a member of a staff and providing performance feedback to subordinates. Students assess risk, make ethical and moral decisions, identify responsibilities of key staff members, coordinate staff roles, and use situational opportunities to lead, teach, train, and develop junior ROTC Cadets. Apply leadership and problem solving principles to a complex case study and simulation. Lessons on military and civil justice and personnel processes prepare students to make the transition to their initial leadership assignments. Prerequisite: ROTC 3030 or ROTC 0330. Corequisite: ROTC 5506 or ROTC 0556 Leadership Laboratory and ROTC 1175 or ROTC 0175 Physical Fitness. 3/0 credits

ROTC 4042 or ROTC 0442 Leadership in a Complex World
Explores the dynamics of leading in the complicated situations of current operations in the contemporary operating environment (COE) of the global village. Students examine differences in customs and courtesies, culture, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, engaging in civil duties, and host nation support. Instructors place significant emphasis on preparing Cadets for their first unit of assignment. Case studies, scenarios, and exercises prepare Cadets to face the complex ethical and practical demands of leading organizations of varied sizes to succeed in a global and complex world. Prerequisite: ROTC 3030 or ROTC 0330. Corequisite: ROTC 5507 or ROTC 0557 Leadership Laboratory and ROTC 1185 or ROTC 0185 Physical Fitness. 3/0 credits

ROTC 5500-5507 or ROTC 0550-0557 Leadership Laboratory: Applied Leadership and Management
Leadership Laboratory is designed to provide students the environment and scenarios to lead organizations of varied sizes (from team to company size). It offers the opportunity to apply leadership and management principles, theories, and techniques explored in the formal classroom military science courses. By design, the Leadership Labs are progressive and sequential, where students are placed in increasing complex scenarios. This is a 2-hour session. All students accepted as Cadets in the ROTC program are required to enroll in this course. 1/0 credit

ROTC 1115, 1125, 1135, 1145, 1155, 1165, 1175, 1185 or ROTC 0115, 0125, 0135, 0145, 0155, 0165, 0175, 0185
Physical Fitness: Developing Personal and Organizational Physical Fitness Programs
This is a one-hour physical fitness session focused on building the physical and mental strength and endurance of each student. While it uses the Army Physical Fitness Standard to develop fitness goals, the program concentrates on developing, sustaining, and continually improving each student’s cardiovascular, upper body, and abdominal strength. The program also provides opportunities for students to lead and manage their own and their assigned organization’s fitness program toward fitness excellence. All students accepted as Cadets in the ROTC program are required to enroll in this course. Prerequisite: Medical evaluation and clearance. 1/0 credit

Independent Study and Elective Courses

ROTC 1600 or ROTC 0600 Applied Leadership
Independent study of applied leadership through internships and special projects. Offered: Fall. Prerequisite: Department approval. 4/0 credits

ROTC 1620 or ROTC 0820 Leadership in the 21st Century
Independent study of the demands of leadership in today’s Army and the Army of the future. Offered: Spring. Prerequisite: Department approval. 4/0 credits

ROTC 5412 Seminar Leadership/Ethics
Designed to explore the legal aspects of moral decision making and ethical leadership. Cadets learn to explore leadership theories that foster an ethical behavior and command climate, develop confidence and leadership competencies, recognize leader responsibility to accommodate subordinate spiritual needs, and apply principles and techniques of effective written and oral communication. Prerequisite: Department approval. 3 credits

For Nursing Majors Only

NUCL 4210 Nurse Summer Training Program Clinical
This elective course is offered through the College of Nursing. See course description and prerequisites in the College of Nursing section of this catalogue. 3 credits

Office of Federal TRIO Programs

Student Support Services Program
Associate Dean/Director of TRIO:
Cassandra Davis-Blanks, M.A., M.S.M.

Associate Director: Kenroy A. Walker, Ph.D.

Presidents Hall
(973) 275-9230

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

www.shu.edu/sss

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

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

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

Upward Bound
Associate Dean/Director of TRIO:
Cassandra Davis-Blanks, M.A., M.S.M.
Acting Associate Director: Abena Douglas
Mooney Hall
(973) 761-9419

Hours: Monday - Thursday, 9:00 a.m. - 6:00 p.m.
Friday, 8:30 a.m. - 5:00 p.m.
(Saturday, 8:30 a.m. - 1:15 p.m.)

www.shu.edu/ub

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

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

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

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

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

Seton Summer Scholars
Director: Robin Cunningham, M.A., Ed.S.
Mooney Hall
(973) 761-9740 or (973) 275-2159

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

The Seton Summer Scholars Program is a year-long college success program that is built around a highly structured, intensive five-week summer program. Students invited to join this program are required to attend the summer program, where they spend the weeks after high school graduation honing the skills and work habits of successful college students. Students also receive developmental support, tutoring and one-on-one contact with academic advisors. Students invited to participate in this program do not meet the traditional parameters for admission, but experience has shown that with support and structure these students can flourish. Students who successfully complete the summer program with a minimum 2.75 grade point average are invited to join the incoming freshman class. During the school year, students attend regular study hall and tutoring sessions and meet regularly with the program director to plan and promote their success.
The University’s new Core Curriculum is the official curriculum for students admitted since Fall 2008. This Core is composed of unique signature courses and a system of proficiency distributions ensuring that each graduating student has encountered key skill sets (such as numeracy, writing, and critical thinking) in a minimum number of courses. The Core Curriculum requirements are in addition to individual school or college curriculum requirements.

First-time, full-time freshmen entering the University in Fall 2008 and subsequently, expecting to graduate in Spring 2012 and later, will be held to the graduation requirements listed in this catalogue, including the 120-credit minimum requirement. Transfer students entering the University in Fall 2009 will participate in the new University Core Curriculum and will be responsible for the requirements in the 2009-2010 catalogue, including the 120-credit minimum requirement.

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

The first signature course will be waived for transfer students with more than 30 but fewer than 60 credits; these transfer students will be required to take the second and third signature courses. Transfer students with more than 60 credits or an Associates Degree will have the first two signature courses waived. The third-year signature course and the major capstone are required of all students.

Students may seek advisement from the Director of the Core Curriculum or from the Academic Success Center in Mooney Hall. The Academic Success Center advises both transfer students and students who are continuing their studies at Seton Hall, who have opted into the new University Core Curriculum.
The following courses are required of all entering freshmen starting in Fall 2008:

**CORE 1001 University Life**
Each first-year student is enrolled in a 1-credit academic course that meets during the first semester. The University Life Course, taught by the mentor with assistance from the peer adviser, meets once a week for 50 minutes. The objectives are:

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

Corequisite: CORE 1101

**CORE 1101 Journey of Transformation**
This first signature course in the University Core Curriculum seeks to forge a community of conversation inspired to explore perennial questions central but not exclusive to the Catholic intellectual tradition. People throughout the different cultures and traditions of the world strive to understand the transcendent mysteries of the human journey that are addressed by the world’s religions, philosophies, art, music and literature. The first signature course invites students into this conversation via some of the great texts and other cultural artifacts that focus on transformative journeys as they are portrayed in Catholic, Greek, Islamic, Hindu and other traditions. Students are asked to reflect upon their own transformative experiences and envision their personal journeys. Classes meet twice a week for 75 minutes. Corequisite: CORE 1001. 3 credits

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

**CORE 3101 Engaging the World**
The third signature courses are discipline-specific and link the general principles of the Catholic intellectual tradition to the various disciplines. In this way, questions emerging from the first two signature courses find applications to the disciplines and professions taught at the University. Prerequisites: 60 credits and CORE 2101. 3 credits

**ENGL 1201 Core English I**
Structured exercises in writing and revising short essays based on themes suggested by representative readings. Prerequisite: satisfactory score on required placement test or ENGL 0100 or 0150 as appropriate. 3 credits

**ENGL 1202 Core English II**
Introduction to literature through representative readings in the three major genres of fiction, poetry, and drama. Training in methods of library research and the mechanics of citation, quotation, and paraphrase in the writing of longer research papers. Prerequisite: ENGL 1201. 3 credits
University Honors Program

Fahy Hall, Room 304
(973) 275-2011
www.shu.edu/academics/arts/honors-program/

Director: Peter G. Ahr, Ph.D.
Administrative Assistant: Mary Mountcastle

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

During the first two years, students meet twice a week for three hours and complete the four Honors Colloquia, HONS 1001, 1102, 2003 and 2105. These colloquia are taught in small discussion sections, with two faculty members in each section. These colloquia substitute for core curriculum requirements such as Core English, Oral Communication, religion, philosophy and history. The colloquia also include Honors sections of the University CORE 1101 and 2101 courses, taught by the colloquia faculty. During the third and fourth years, students complete two interdisciplinary Honors Seminars (3 credits each), choosing from a variety of topics that change from year to year. Topics for 3000-level seminars for 2009-10 will include: Feminist Theories, Modern American Poetry, and the Contemporary Search for Meaning. From time to time, the Honors Program also offers a study tour abroad under one or more of its faculty, as one of its Honors Seminars. The Honors Thesis, completed in close collaboration with a member of the faculty, is a work of original research done in the senior year.

In order to continue in the Honors Program, students must maintain a B average in their Honors courses. The courses in the Honors Program are accepted by the several schools and colleges of the University in replacement of many of their core curriculum requirements. For more specific information on how the Honors Program counts in particular cases, please contact the Director of the Program.
The Honors Program provides a coordinated liberal arts concentration for outstanding students of all schools and majors at Seton Hall University. In addition to course work, the Honors Program provides opportunities for students to attend opera, theater, museums, concerts and other cultural events in the metropolitan area. Several of the colloquia include class visits to museums and galleries in the New York area for first-hand study of artifacts from the period they are studying. Honors Program students work together on class assignments, and resident Honors students live together in the residence halls. Honors students and faculty form a cohesive academic community that lasts throughout a student’s career at Seton Hall University and beyond.

Course Descriptions

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

HONS 1101 Colloquium on the Ancient World
The works of the ancient world as well as the growth of Christianity are discussed and debated. Studies include the religion, literature, philosophy, art and politics of the ancient Near East, Greece and Rome, Africa and Asia. 6 credits

HONS 1102 Colloquium on the Middle Ages and the Renaissance
The growth and expansion of Christianity and Islam and their interactions with Judaism and the culture of the Greco-Roman world-religious views predominate in this semester. The course examines the social and political structures that emerge across Europe and Asia from the fourth through the fifteenth centuries, and studies texts which articulate the philosophical, religious, scientific, literary and esthetic expressions of those societies, and discusses how these developments led in turn to the world we live in today. 6 credits

HONS 2003 Special Topics: Colloquium on Early Modern Civilizations
This semester examines the emergence of modern philosophy, literature, politics and sciences through the sixteenth, seventeenth, and eighteenth centuries, and the expansion of European cultures with the growth of global trade, commerce and settlement. This course is taught, from 2008 forward, together with Honors sections of the University’s CORE 2101 course, by the same professors. Co-requisite: CORE 2101 Honors section. 3 credits

HONS 2103 Colloquium on the Early Modern World
The great advances of science and geographic expansion continue; during the Age of Reason and the Enlightenment, modern philosophy, literature, politics and the social sciences emerge. Global trade, commerce and settlements grow as European cultures expand their hegemony. 6 credits

HONS 2105 Colloquium on Contemporary Civilizations
This semester-long course focuses on the emergence of global civilization though the worldwide spread of industrialization, urbanization, popular movements, and wars. It examines texts illustrating the development of the social and natural sciences, and the social, philosophical, esthetic and political consequences of these developments. The class also discusses texts illustrating contemporary implications of these developments in our society and globally. 6 credits

Credits

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<tr>
<th>Course Code</th>
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<tr>
<td>HONS 3180</td>
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<tr>
<td>HONS 3191</td>
<td>Topics in 19th-Century Art</td>
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<td>Topics in 20th-Century Art</td>
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<td>HONS 3195</td>
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<td>Topics in Modern Science</td>
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<td>Topics: Italy in Footsteps/Saints</td>
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<tr>
<td>HONS 5101</td>
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See the Honors Program Website at www.shu.edu/academics/artscl/honors-program/ and its links for further information on faculty, courses, syllabi and other information.
College of Arts and Sciences

Dean: Joseph R. Marbach, Ph.D.
Associate Dean for Undergraduate Student Services and Enrollment Management: Christopher A. Kaiser, Ed.D.
Associate Dean for Finance and Administration: Susan Kilduff, M.A., M.P.A.
Assistant Dean for Budget: Catherine A. Buckley, M.B.A.
Assistant Dean for Special Projects and Events: Miriam Lyons-Frolow, M.P.A.
Director of the Ruth Sharkey Academic Resource Center: Peter Hynes, M.B.A.
General Manager of WSOU-FM: Mark Maben, B.A.
Assistant to the Dean for Building and Project Management: Luul Asihel, B.A.

Departments and Chairs:
Africana Studies: Simone A. James Alexander, Ph.D.
Art, Music and Design: Susan Leshnoff, Ed.D.
Asian Studies: Edwin Pak-Wah Leung, Ph.D.
Biological Sciences: Carolyn S. Bentivegna, Ph.D.
Chemistry and Biochemistry: Stephen P. Kelty, Ph.D.
Classical Studies: Frederick J. Booth, Ph.D.
Communication: Peter Reader, M.F.A.
English: Mary McAleer Balkun, Ph.D.
History: Nathaniel Knight, Ph.D.
Mathematics and Computer Science: Joan F. Guetti, Ph.D.
Modern Languages: Daniel Zalacain, Ph.D.
Philosophy: Yvonne Unna, Ph.D.
Physics: M. Alper Sahiner, Ph.D.
Political Science: Jeffrey Togman, Ph.D.
Psychology: Susan A. Nolan, Ph.D.
Religious Studies: Charles Carter, Ph.D.
Social Work: Richard Blake, Ph.D.
Sociology and Anthropology: Anthony Haynor, Ph.D.
Programs and Special Studies:

Asia Center: T.B.D.
Catholic Studies: Monsignor Richard Liddy, S.T.L., Ph.D.
Criminal Justice: Joel B. Sperber, Ed.D.
Economics: John J. Dall Jr., Ph.D.
Environmental Studies: Judith C. Stark, Ph.D.
Gerontology: Emma G. Quartaro, D.S.W.
Health Professions: Roberta Moldow, Ph.D.
Italian Studies: David Beneteau, Ph.D.
Latin American and Latino/Latina Studies: Matthew Escobar, Ph.D.
Liberal Studies: Mark Couch, Ph.D.
Multicultural Program: Christopher Sharrett, Ph.D.
Pre-Law Advising: Robert Michael Pallitto, Ph.D., J.D.
Pre-Medical/Pre-Dental Plus: Hasani Carter, Ph.D.
Project Acceleration: Peter Hynes, M.B.A.
Russian and East European Studies: Maxim Matusevich, Ph.D.
Social and Behavioral Sciences: Philip M. Kayal, Ph.D.
University Honors Program: Peter Ahr, Ph.D.
Women and Gender Studies: Marta Deyrup, Ph.D.

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

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

In the coming year, the College will focus on implementing its Strategic Plan and its five strategic goals. Goal 1 is to enhance and support our students’ pursuit of intellectual and academic excellence through an enriched undergraduate education. Goal 2 is to enhance and strategically expand our graduate education programs to meet the needs of our students as they develop and extend their academic or professional qualifications. Goal 3 is to enhance the College’s commitment to its faculty’s professional growth and academic success to achieve and maintain the highest level of academic quality and integrity. Goal 4 is to strengthen the college’s financial base and reinforce its infrastructure to promote and enrich academic endeavors. And Goal 5 is to strengthen the College’s identity and activity in the local community as well as enhance the College’s international signature in its programs and curricula.

Undergraduate Programs of Study in the College of Arts and Sciences

Major Fields of Study Leading to the Bachelor of Arts Degree

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

*A minor in this program is also available.

Major Fields of Study Leading to the Bachelor of Science Degree

Biochemistry
Biology
Chemistry *
Computer Science *
Mathematics *
Physics *

* A minor in this program is also available.

Pre-Professional and Special Programs

University Honors Program
Pre-Dental
Pre-Law
Pre-Medical
Pre-Optometry
Pre-Veterinary
Dual Degree Programs
B.A. or B.S./M.B.A. with the Stillman School of Business
B.A./M.A. in English
B.A./M.A. in History
B.A./M.A. Museum Professions
B.A. Political Science/Master of Public Administration
B.A. Sociology/Master of Public Administration
B.A. Psychology/M.A.E. Psychological Studies
B.A. Psychology/M.S. Experimental Psychology
B.A. Social and Behavioral Science/M.S. Athletic Training
B.A. Social and Behavioral Science/
  M.S. Occupational Therapy
B.S. Biology/Doctoral Physical Therapy
B.S. Biology/M.S. Physician Assistant
B.S. Biology/M.S. Athletic Training
B.S. Chemistry/B.S. Chemical Engineering with New Jersey Institute of Technology
B.S. Physics/B.S. Biomedical, Industrial, Civil, Electrical or Computer Engineering with New Jersey Institute of Technology

Certificate Programs
Catholic Studies
Children and Family Services
Computer Graphics
Digital Media and Video
Digital Media Production for the Web
Gerontology
Russian and East European Studies
Web Design

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

From time to time, the College offers special courses unattached to any particular department. They are by nature occasional, interdisciplinary and experimental, and allow for a variety of interests and initiatives.

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

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

Please note: It is the responsibility of each student to know and meet graduation and other requirements, and to make every reasonable effort to obtain adequate academic advising. It is recommended that students declare their majors by the time they complete 60 credits. Any student in the College of Arts and Sciences who has not declared a major and who has completed 75 or more credits prior to October 15 preceding a Spring Semester, or prior to March 1 preceding a Fall Semester, shall not be allowed to register or pre-register for any further courses at Seton Hall University without formally declaring an academic major. A hold will be placed on the student’s record, which can only be removed with permission of the dean and by filing a declaration of major.

Ruth Sharkey Academic Resource Center
The Ruth Sharkey Academic Resource Center (ARC) is part of the College of Arts and Sciences and is located in Arts and Sciences Hall. The ARC serves all Seton Hall University students, regardless of their year of study in three ways: it provides tutors who assist students with challenging writing projects and mathematics, science and modern language courses; it offers resources for students interested in national scholarship opportunities; and it aids students who are pursuing inter-departmental and pre-professional majors.

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

ARC tutors regularly conduct review sessions in disciplines such as mathematics, science, physics, and modern languages. Tutoring schedules are posted on the ARC Web pages and students are encouraged to take advantage of these opportunities for increased and supplementary instruction.

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

For more information, call (973) 761-9108, e-mail ARC@shu.edu or visit www.shu.edu/academics/artsci/arc
Health Professions/Pre-Medical and Pre-Dental Advisory Committee

Seton Hall graduates have been successful as doctors, dentists, physical therapists, physician assistants, athletic trainers, optometrists, occupational therapists, podiatrists, veterinarians and chiropractors. Admission to medical, dental or other health professional schools is a highly selective matter based generally on scholarship, character and overall fitness. Although the majority of health professional schools prefer applicants with a Bachelor of Arts or Bachelor of Science degree, occasionally an exceptional student is admitted after completion of three full years of college work. Traditionally, health profession students have selected a science concentration. However, health professional schools encourage applicants to select major fields of concentration that reflect their interests and require some depth of learning within a given discipline.

While there is some variation of practice, most health professional schools require the following undergraduate studies: two years of chemistry, one year of biology, one year of physics, one year of English and one year of mathematics. Normally medical and dental schools require an aptitude examination (MCAT, DAT). The MCAT is administered January through September of the prospective students’ junior year in college. The dental admission test is given year round.

The health professions committee at Seton Hall aids students in selecting appropriate courses. Committee members get to know each student personally and consider all the variables in a student’s academic and personality profile in order to advise the student/applicant in his/her choice of a health profession.

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

Pre-Medical/Pre-Dental Plus Program

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

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

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

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

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

For additional information visit the program’s Website at www.shu.edu/academics/artsci/pmpdpp/index.cfm or call (973) 761-9648.

Pre-Law Advising

Admission to law school is highly competitive. The selection of applicants for admission rests with the admissions committees of the various law schools and is generally based on an acceptable level of performance at the undergraduate level, an acceptable score on the Law School Admissions Test (LSAT) and other criteria that may be set by the individual institutions.

There are no mandatory requirements for specific courses or majors that must be taken in preparation for entrance into law school; students from a wide variety of undergraduate major programs are regularly accepted by the various schools. Prospective law students most commonly major in such disciplines as political science, history, English, philosophy and economics, but admission to law school has often been granted to students who have majored in other areas.

Of far more importance to the prospective law student than the choice of major or of specific courses is attention to the development of skills in the expression and comprehension of the English language, and to the cultivation of the ability to think creatively and critically, with thoroughness and
Students who elect a non-credit internship experience are closely monitored by The Career Center. Courses in the Internship Program include:

**Internship I** - Pre-professional exploratory experience in a field. Assignments will be made in an entry-level position of employment. Taken only with the written permission of a co-op faculty adviser.

**Internship II** - Intermediate professional experience in a field. Taken only with the written permission of a coop faculty adviser.

**Internship III** - Professional experience in the field specifically oriented to the academic major and career objectives. Taken only permission of a co-op faculty adviser.

### Course Identification

The course numbering system used throughout the University is described in the Academic Policies and Procedures section of this catalogue. The abbreviations used to designate courses offered within the College of Arts and Sciences are:

- Department of Africana Studies (AFAM)
- Department of Art, Music and Design (AART, ARTH, MUAP, MUHI, MUTH)
- Department of Asian Studies (ARAB, ASIA, CHIN, FILI, JAPN)
- Department of Biological Sciences (BIOL)
- Department of Chemistry and Biochemistry (CHEM)
- Department of Classical Studies (CLAS, LATN, GREK)
- Department of Communication (COBF, COGR, COJR, COMM, COPA, COST, COTC, COTH)
- Department of Criminal Justice (CRIM)
- Major Program in Economics (ECON)
- Department of English (ENGL)
- Department of History (HIST, GEOG)
- Honors Program (HONS)
- Interdisciplinary Courses (ARCH, CAST, ENVL, IDIS, ITST, LALS, WMST)
- Department of Mathematics and Computer Science (CSAS, MATH)
- Department of Modern Languages (FREN, GERM, ITAL, MOLG, PORT, RUSS, SPAN)
- Department of Philosophy (PHIL)
- Department of Physics (PHYS, ERTH)
- Department of Political Science (POLS)
- Department of Psychology (PSYC)
- Department of Religious Studies (RELS)
- Department of Social Work (SOWK)
- Department of Sociology and Anthropology (SOCL, ANTH)

To locate course descriptions, please consult the Index.

### Degree Requirements

To attain the degree Bachelor of Arts or Bachelor of Science in the College of Arts and Sciences, students must satisfactorily complete the core curriculum requirements of the College, the requirements of their major fields and a sufficient number of electives. A minimum of 120 credits is required for first time/full time students entering in Fall 2009.

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**Internships**

Internships are offered as an optional educational program available to students in the College of Arts and Sciences. Internships integrate classroom study with supervised learning through productive work experiences. Employer partners work closely with The Career Center and the College of Arts and Science internship faculty advisers to provide students with supervised, “hands-on” working and learning experiences that have relevance to their academic major and career goals. All internship positions are carefully screened to insure that they provide a quality work and learning experience.

To be eligible, students must have completed 30 credits and maintain an overall GPA of 2.5. (Some academic departments may have additional requirements.) Transfer students need to complete at least one semester at Seton Hall to be eligible. Internships can be paid or non-paid and credit bearing or non-credit bearing.

All students interested in either a credit-bearing or non-credit internship experience should schedule an appointment with career professional at The Career Center. Upon approval from an internship faculty adviser, internship credits will satisfy general elective requirements. At the discretion of the College and/or the academic department, internship credits may be used to fulfill major elective credits. Students are eligible to earn 3 credits per semester for an internship experience and a maximum of 9 credits. Students pursuing multiple semesters with the same employer must demonstrate increased level of responsibilities in their internship experience.
To qualify for the bachelor’s degree, the student must have a minimum cumulative GPA of 2.0. A GPA of 2.0 also must be maintained in the major field and in any optional second major or minors unless a higher GPA is required.

All students are assigned a faculty adviser from the department or program in which they are enrolled who will assist in planning a four-year program.

Core Curriculum of the College of Arts and Sciences

The hallmark of a liberal education is that it entices a student to examine the tree of knowledge, to see both the distinction and interdependence of its branches. Through its program, the College of Arts and Sciences offers students the opportunity to examine areas of the humanities and sciences in depth, while exposing them to the breadth of the related disciplines.

The following core curriculum is the basis of the education of all students in the College of Arts and Sciences. This statement of the core curriculum begins with a discussion of the aims of a college education and proceeds to a listing of the various elements of the core requirements.

The College of Arts and Sciences recognizes the value of the distinctive and complementary perspectives of humanities, physical and biological sciences, and the social and behavioral sciences in understanding our world and the human condition. Its core curriculum is designed to enable students to be conversant with the goals, methods, and values of these perspectives and to acquire the habits of mind to appreciate and contribute to the constantly evolving body of knowledge.

1. In order to understand and place in personal perspectives the world in which they live:
2. Students will grasp the relationship between themselves as individuals and their communities, and develop an appreciation for the past’s influence on the present and the cultural differences and challenges posed by increased globalization.
3. Students will display the ability to write clearly and effectively, to read texts critically, to articulate ideas, to reason quantitatively and to use appropriate technology.
4. Students will develop the analytical tools required for an appreciation of the strengths and limitations of scientific methodologies and their applications to the natural world as well as human behavior.
5. Students will acquire basic interpretive tools to develop an appreciation of human creativity in its many forms, and understand its central place in people’s daily lives and rituals.
6. Students will appreciate and understand diverse human existence including its spiritual dimension and critically assess their values.

In addition to these broad liberal education objectives, students will develop competence in an academic discipline or area of study.

The A&S Core Curriculum

The following are the requirements for the core curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements for students required to complete 120 credits to obtain a Bachelor’s degree from Seton Hall University. The A&S Core Curriculum focuses on the following seven areas:

- **Aesthetics.** To acquire the interpretive tools to understand its place in people’s daily lives and rituals, students will explore human creativity in its many forms.

- **Humanities.** To better understand the world in which they live, and how it developed, students will examine the human story through time and place, using history and literature, while equipping themselves with the critical skills to analyze and evaluate evidence, and to understand race, gender, and power.

- **Language.** To increase awareness of cultural roots and traditions, students will demonstrate understanding and appreciation of classical or modern language.

- **Rhetoric.** To be prepared to speak in public, and to understand the varieties of speech discourse, students will study and practice presentations and other forms of spoken influence.

- **Philosophy and Religion.** To examine different ethical or spiritual worldviews, students will use the principles of sound reasoning to critically evaluate fundamental moral or spiritual values in making well-informed decisions about the issues of faith or moral issues.

- **Science and Mathematics.** To sharpen abilities to use and interpret quantitative information and utilize the power of mathematical reasoning to solve problems, students will study mathematical methodologies, modeling and their applications; and to better understand the natural and physical world around them, including the challenges and impacts of discovery, students will examine the scientific principles and practices.

- **Social Science.** To provide a sound basis for understanding and appreciating human institutions and behavior and to create the capacity for civic engagement, students will explore the foundations of society, culture, and government.

A course taken to fulfill one core requirement may not be used to fulfill another core requirement.
Bachelor of Arts (B.A.) Core Curriculum

The following are the requirements for the core curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements for students required to complete a minimum of 120 credits to obtain a Bachelor of Arts degree from Seton Hall University.

UNIVERSITY CORE (16 credits)

All students must demonstrate college-level competence in the following courses:

- CORE 1001 University Life (1 credit)
- CORE 1101 The Journey of Transformation
- CORE 2101 Christianity and Culture in Dialogue
- CORE 3101 Engaging the World
- ENGL 1201 Core English I
- ENGL 1202 Core English II

COLLEGE OF ARTS AND SCIENCES CORE FOR B.A. STUDENTS (38-39 credits)

As of Fall 2009, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Arts in the College of Arts and Sciences must demonstrate college-level competence in the following areas.

A. Aesthetics/Creativity (3 credits)

Students must complete at least one aesthetics/creativity course:

- ARTH 1001 Art and Human Needs
- ARTH 1101 Art of the Western World
- ARTH 2107 American Art
- COBF 2212 Introduction to Visual Theory and Technique
- MUHI 1102 Music & Civilization
- MUHI 1108 Music of America
- COTH 2621 Introduction to Theatre
- COTH 2626 Acting I

B. Humanities (9 credits)

Students must complete 9 credits, including one two-semester sequence. All 9 credits can not come from the same department.

- AFAM 1111 Introduction to Africana Studies
- AFAM 1201-1202 History of African Civilization I-II
  (HIST 1501-1502)
- AFAM 1213-1214 African American History I-II
  (HIST 2375-2376)
- AFAM 2411-2412 Early African American Literature
  Modern African American Literature
- ASIA 2101-2102 Asian Literature in English Translation I-II
- ASIA 1601-1602 History of Traditional Asia/
  (HIST 1601-1602) History of Modern Asia
- CLAS 2301-2302 Epics and Novels of Greece &
  Rome/Greek & Roman Drama
- CLAS 2303-2304 Politicians in Antiquity/
  Historians of Greece & Rome
- ENGL 2101-2102 Great Books of the
  Western World I-II
- ENGL 2103-2104 American Literature I-II
- HIST 1101-1102 World History I-II
- HIST 1201-1202 Western Civilization I-II
- HIST 1301-1302 American History I-II
- HIST 1401-1402 History of Latin America I-II
- IDIS 1501-1502 Peoples and Cultures of
  America I-II
- IDIS 1101-1102 Traditional Cultures of the
  Nonwestern World I-II
- PHIL 1102-1103 Philosophy & the Classical Mind/
  Philosophy & the Modern Mind

C. Language: Modern and Ancient (6 credits)

*Can be waived by a test. Please contact the department for more information.

Bachelor of Arts (B.A.) students must complete 6 credits at the intermediate level or higher, selecting from the following courses:

- ARAB 2101-2102 Intermediate Modern Standard
  Arabic I-II
- CHIN 2101-2102 Intermediate Chinese I-II
- FILI 2111-2102 Intermediate Filipino I-II
- FREN 2001-2002 Intermediate French I-II
- GERM 2001-2002 Intermediate German I-II
- GREK 2205-2206 (CAST 2205-2206)
- GREK 2207-2208 (CAST 2207-2208)
- GREEK 2205-2206 Intermediate Greek I-II
- GREEK 2227-2208 New Testament Greek I-II
- ITAL 2001-2002 Intermediate Italian I-II
- JAPN 2101-2102 Intermediate Japanese I-II
- LATN 2101-2102 Intermediate Latin I-II
- PORT 2103-2104 Portuguese for Luso-Brazilians I-II
- RUSS 2001-2002 Intermediate Russian I-II
- SPAN 2001-2002 Intermediate Spanish I-II
- SPAN 2003 Accelerated Intermediate
  Spanish I-II (6 credit course)
- SPAN 2103-2104 Intermediate Spanish for
  Native Speakers I-I

D. Oral Communication/Rhetoric (2 credits)

All students must demonstrate competence in spoken communication.

- COST 1500 Foundations in Oral Rhetoric
### E. Philosophy and Religion (6 credits)

Take one course from each department. One course must be an Ethics course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1101</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 1104</td>
<td>Logic</td>
</tr>
<tr>
<td>PHIL 1105</td>
<td>Ethics*</td>
</tr>
<tr>
<td>PHIL 1107</td>
<td>Self &amp; Community: Philosophy in Theory &amp; Practice I</td>
</tr>
<tr>
<td>PHIL 1108</td>
<td>Self &amp; Community: Philosophy in Theory &amp; Practice II*</td>
</tr>
<tr>
<td>PHIL 1204</td>
<td>Symbolic Logic</td>
</tr>
<tr>
<td>(AFAM 2416)</td>
<td>African Cultural Philosophy</td>
</tr>
<tr>
<td>RELS 1010</td>
<td>Religious Dimension of Life</td>
</tr>
<tr>
<td>RELS 1102</td>
<td>Introduction to the Bible</td>
</tr>
<tr>
<td>RELS 1103</td>
<td>Introduction to the Old Testament/Hebrew Bible</td>
</tr>
<tr>
<td>RELS 1104</td>
<td>Introduction to the New Testament</td>
</tr>
<tr>
<td>RELS 1202</td>
<td>Christian Belief &amp; Thought</td>
</tr>
<tr>
<td>RELS 1302</td>
<td>Introduction to Catholic Theology</td>
</tr>
<tr>
<td>RELS 1402</td>
<td>Religions of the World</td>
</tr>
<tr>
<td>(ASIA 1101)</td>
<td>History of Asian Religious</td>
</tr>
<tr>
<td>(ASIA 1403)</td>
<td>Reflections</td>
</tr>
<tr>
<td>RELS 1502</td>
<td>Contemporary Moral Issues*</td>
</tr>
<tr>
<td>RELS 1503</td>
<td>Christian Ethics*</td>
</tr>
<tr>
<td>RELS 1504</td>
<td>Faith and Justice*</td>
</tr>
<tr>
<td>RELS 2261</td>
<td>The Black Church</td>
</tr>
<tr>
<td>(AFAM 2417)</td>
<td>Jewish Beliefs and Practices</td>
</tr>
<tr>
<td>RELS 2415</td>
<td>Introduction to Islam</td>
</tr>
<tr>
<td>RELS 2418</td>
<td>Buddhist World of Thought</td>
</tr>
<tr>
<td>(ASIA 2118)</td>
<td>and Culture</td>
</tr>
</tbody>
</table>

* Ethics course

### F. Science and Mathematics (6-7 credits)

Students must complete two courses, of which one must be a mathematics course. Bachelor of Arts (B.A.) majors can take a science course with or without a laboratory component.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1101</td>
<td>Statistical Concepts &amp; Methods</td>
</tr>
<tr>
<td>MATH 1102</td>
<td>Mathematical Perspectives</td>
</tr>
<tr>
<td>MATH 1202</td>
<td>Mathematical Models in the Social Sciences</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>Statistical Models for the Social Sciences</td>
</tr>
<tr>
<td>MATH 1303</td>
<td>Quantitative Methods for Business</td>
</tr>
<tr>
<td>MATH 1401</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 1501</td>
<td>Honors Calculus I</td>
</tr>
<tr>
<td>BIOL 1101</td>
<td>Introduction to Biology</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIOL 1103</td>
<td>Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIOL 1104</td>
<td>Biology in the World Around Us</td>
</tr>
<tr>
<td>BIOL 1105</td>
<td>Human Structure &amp; Function I</td>
</tr>
<tr>
<td>BIOL 1106</td>
<td>Human Structure &amp; Function II</td>
</tr>
<tr>
<td>BIOL 1201</td>
<td>General Biology/Organisms</td>
</tr>
<tr>
<td>BIOL 1202</td>
<td>General Biology/Cell</td>
</tr>
<tr>
<td>CHEM 1001</td>
<td>Chemistry &amp; the World Around Us</td>
</tr>
<tr>
<td>CHEM 1107</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 1108</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 1121</td>
<td>General Chemistry Lab I*</td>
</tr>
<tr>
<td>CHEM 1124</td>
<td>Principles of Chemistry I</td>
</tr>
<tr>
<td>CHEM 1126</td>
<td>General Chemistry Lab II*</td>
</tr>
<tr>
<td>CHEM 1127</td>
<td>Principles of Chemistry II</td>
</tr>
<tr>
<td>CHEM 1130</td>
<td>Elements of Organic Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>PHYS 1001</td>
<td>Introduction to Physical Science</td>
</tr>
<tr>
<td>PHYS 1007</td>
<td>Introduction to Astronomy</td>
</tr>
<tr>
<td>PHYS 1701</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS 1702</td>
<td>General Physics II</td>
</tr>
<tr>
<td>PHYS 1705</td>
<td>Principles of Physics I</td>
</tr>
<tr>
<td>PHYS 1706</td>
<td>Principles of Physics II</td>
</tr>
<tr>
<td>PHYS 1811</td>
<td>Physics Laboratory I*</td>
</tr>
<tr>
<td>PHYS 1812</td>
<td>Physics Laboratory II*</td>
</tr>
<tr>
<td>PHYS 1815</td>
<td>Physics Laboratory &amp; Data Analysis I*</td>
</tr>
<tr>
<td>PHYS 1816</td>
<td>Physics Laboratory &amp; Data Analysis II*</td>
</tr>
</tbody>
</table>

* Lab must be taken with appropriate lecture.

### G. Social Science (6 credits)

Courses must be from two different departments.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1201</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>ANTH 1202</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ARCH 1001</td>
<td>Archaeology for Liberal Arts</td>
</tr>
<tr>
<td>(IDIS 1201)</td>
<td>Principles of Economics I*</td>
</tr>
<tr>
<td>ECON 1402</td>
<td>Principles of Economics II*</td>
</tr>
<tr>
<td>ECON 1403</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>ECON 1411</td>
<td>United States Politics</td>
</tr>
<tr>
<td>ECON 1402</td>
<td>Western Political Thought</td>
</tr>
<tr>
<td>ECON 1403</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>ECON 1411</td>
<td>International Relations</td>
</tr>
<tr>
<td>POLS 1211</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>POLS 1401</td>
<td>International Psychology</td>
</tr>
<tr>
<td>POLS 1611</td>
<td>Social Problems</td>
</tr>
<tr>
<td>POLS 1711</td>
<td>Social Change</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Understanding Society</td>
</tr>
<tr>
<td>PSYC 1222</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOCI 1101</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOCI 2601</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOCI 2701</td>
<td>Introduction to Social Work</td>
</tr>
</tbody>
</table>
SOWK 2201  Social Problems and Programs  
SOWK 2301  Social Policy Analysis  
WMST 1401  Women, Culture and Society  
* Both ECON 1402 and 1403 must be taken to count for 3 credits in this section.  

Total: 54-55 credits

Bachelor of Science (B.S.) Core Curriculum
The following are the requirements for the core curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements for students required to complete a minimum of 120 credits to obtain a Bachelor of Science degree from Seton Hall University.

UNIVERSITY CORE (16 credits)
All students must demonstrate college-level competence in the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1001</td>
<td>University Life (1 credit)</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>The Journey of Transformation</td>
</tr>
<tr>
<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue</td>
</tr>
<tr>
<td>CORE 3101</td>
<td>Engaging the World</td>
</tr>
<tr>
<td>ENGL 1201</td>
<td>Core English I</td>
</tr>
<tr>
<td>ENGL 1202</td>
<td>Core English II</td>
</tr>
</tbody>
</table>

COLLEGE OF ARTS AND SCIENCES CORE for B.S. Students (41-42 credits)
As of Fall 2009, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Science in the College of Arts and Sciences must demonstrate college-level competence in the following areas.

A. Mathematics and Science (15-16 credits)
A-1) All students must take at least two mathematics courses at the level of MATH 1401 or higher, or one such mathematics course and one computer science course. Only one of MATH 1401/1501 can be used to satisfy this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAS 1113</td>
<td>Computing for Science Majors</td>
</tr>
<tr>
<td>CSAS 1114</td>
<td>Design of Programs I</td>
</tr>
<tr>
<td>MATH 1401</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 1411</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 1501</td>
<td>Honors Calculus I</td>
</tr>
<tr>
<td>MATH 1511</td>
<td>Honors Calculus II</td>
</tr>
<tr>
<td>MATH 2111</td>
<td>Statistics for Science Majors</td>
</tr>
</tbody>
</table>

A-2) All students must take two courses designed for science majors, with laboratory. Only one of CHEM 1123/1107, and only one of PHYS 1701/1705, can be used to satisfy this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1201</td>
<td>General Biology/Organisms</td>
</tr>
<tr>
<td>BIOL 1202</td>
<td>General Biology/Cell</td>
</tr>
<tr>
<td>CHEM 1123/1125</td>
<td>General Chemistry I with Lab</td>
</tr>
<tr>
<td>CHEM 1124/1126</td>
<td>General Chemistry II with Lab</td>
</tr>
<tr>
<td>CHEM 1107</td>
<td>Principles of Chemistry I</td>
</tr>
<tr>
<td>CHEM 1108</td>
<td>Principles of Chemistry II</td>
</tr>
<tr>
<td>PHYS 1701</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS 1702</td>
<td>General Physics II</td>
</tr>
<tr>
<td>PHYS 1705</td>
<td>Principles of Physics I</td>
</tr>
<tr>
<td>PHYS 1706</td>
<td>Principles of Physics II</td>
</tr>
<tr>
<td>PHYS 1811</td>
<td>Physics Laboratory I**</td>
</tr>
<tr>
<td>PHYS 1812</td>
<td>Physics Laboratory II**</td>
</tr>
<tr>
<td>PHYS 1815</td>
<td>Physics Laboratory &amp; Data Analysis I**</td>
</tr>
<tr>
<td>PHYS 1816</td>
<td>Physics Laboratory &amp; Data Analysis II**</td>
</tr>
</tbody>
</table>

** Lab must be taken with appropriate lecture.

B. Oral Communication/Rhetoric (2 credits)
All students must demonstrate competence in spoken communication.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST 1500</td>
<td>Foundations in Oral Rhetoric</td>
</tr>
<tr>
<td>PHIL 1101</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 1104</td>
<td>Logic</td>
</tr>
<tr>
<td>PHIL 1105</td>
<td>Ethics*</td>
</tr>
<tr>
<td>PHIL 1107</td>
<td>Self &amp; Community: Philosophy in Theory &amp; Practice I</td>
</tr>
<tr>
<td>PHIL 1108</td>
<td>Self &amp; Community: Philosophy in Theory &amp; Practice II*</td>
</tr>
<tr>
<td>PHIL 1204</td>
<td>Symbolic Logic</td>
</tr>
<tr>
<td>PHIL 1251</td>
<td>African Cultural Philosophy</td>
</tr>
<tr>
<td>(AFAM 2416)</td>
<td>Religious Dimension of Life</td>
</tr>
<tr>
<td>RELS 1010</td>
<td>Introduction to the Bible</td>
</tr>
<tr>
<td>RELS 1102</td>
<td>Introduction to the Old Testament/Hebrew Bible</td>
</tr>
<tr>
<td>RELS 1103</td>
<td>Introduction to the New Testament</td>
</tr>
<tr>
<td>RELS 1202</td>
<td>Christian Belief &amp; Thought</td>
</tr>
<tr>
<td>RELS 1302</td>
<td>Introduction to Catholic Theology</td>
</tr>
<tr>
<td>RELS 1402</td>
<td>Religions of the World</td>
</tr>
<tr>
<td>(ASIA 1101)</td>
<td>History of Asian Religious Reflections</td>
</tr>
<tr>
<td>RELS 1403</td>
<td>(ASIA 1403)</td>
</tr>
<tr>
<td>RELS 1503</td>
<td>Christian Ethics*</td>
</tr>
<tr>
<td>RELS 1504</td>
<td>Faith and Justice*</td>
</tr>
<tr>
<td>RELS 2261</td>
<td>The Black Church</td>
</tr>
<tr>
<td>(AFAM 2417)</td>
<td>Jewish Beliefs and Practices</td>
</tr>
<tr>
<td>RELS 2411</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>RELS 2415</td>
<td>Introduction to Islam</td>
</tr>
<tr>
<td>RELS 2418</td>
<td>Buddhist World of Thought and Culture</td>
</tr>
<tr>
<td>(ASIA 2118)</td>
<td>* Ethics course</td>
</tr>
</tbody>
</table>

**D. Historical/Aesthetics/Literature (6 credits)**

Students must complete two of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Historical/Aesthetics/Literature (6 credits)</td>
<td></td>
</tr>
<tr>
<td>AFAM 1111</td>
<td>Introduction to Africana Studies</td>
</tr>
<tr>
<td>AFAM 1201-1202</td>
<td>History of African Civilization I-II</td>
</tr>
<tr>
<td>(HIST 1501-1502)</td>
<td></td>
</tr>
<tr>
<td>AFAM 1213-1214</td>
<td>African American History I-II</td>
</tr>
<tr>
<td>(HIST 2375-2376)</td>
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</tr>
<tr>
<td>AFAM 2411-2412</td>
<td>Early African American Literature/Modern African American Literature</td>
</tr>
<tr>
<td>ARTH 1101</td>
<td>Art of the Western World</td>
</tr>
<tr>
<td>ARTH 2107</td>
<td>American Art</td>
</tr>
<tr>
<td>ASIA 1601-1602</td>
<td>History of Traditional Asia/History of Modern Asia</td>
</tr>
<tr>
<td>(HIST 1601-1602)</td>
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</tr>
<tr>
<td>ASIA 2101-2102</td>
<td>Asian Literature in English Translation I-II</td>
</tr>
<tr>
<td>CLAS 2301-2302</td>
<td>Epics and Novels of Greece &amp; Rome/Greek &amp; Roman Drama</td>
</tr>
<tr>
<td>CLAS 2303-2304</td>
<td>Politicians in Antiquity/Historians of Greece &amp; Rome</td>
</tr>
<tr>
<td>ENGL 2101-2102</td>
<td>Great Books of the Western World I-II</td>
</tr>
<tr>
<td>ENGL 2103-2104</td>
<td>American Literature I-II</td>
</tr>
<tr>
<td>HIST 1101-1102</td>
<td>World History I-II</td>
</tr>
<tr>
<td>HIST 1201-1202</td>
<td>Western Civilization I-II</td>
</tr>
<tr>
<td>HIST 1301-1302</td>
<td>American History I-II</td>
</tr>
<tr>
<td>HIST 1401-1402</td>
<td>History of Latin America I-II</td>
</tr>
<tr>
<td>HIST 1501-1502</td>
<td>History of African Civilization I-II</td>
</tr>
<tr>
<td>IDIS 1501-1502</td>
<td>Peoples and Cultures of America I-II</td>
</tr>
<tr>
<td>IDIS 1101-1102</td>
<td>Traditional Cultures of the Nonwestern World I-II</td>
</tr>
<tr>
<td>MUHI 1102</td>
<td>Music &amp; Civilization</td>
</tr>
<tr>
<td>MUHI 1108</td>
<td>Music of America</td>
</tr>
<tr>
<td>PHIL 1102-1103</td>
<td>Philosophy &amp; the Classical Mind/Philosophy &amp; the Modern Mind</td>
</tr>
</tbody>
</table>

**E. Language/Multicultural (6 credits)**

Based upon the results of the language placement test, students will complete one of the following two sets of options:

**E-1) Complete one of the following two-course elementary language sequences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 1011-1012</td>
<td>Introductory Modern Arabic</td>
</tr>
<tr>
<td>CHIN 1102-1103</td>
<td>Elementary Chinese I-II</td>
</tr>
<tr>
<td>FREN 1001-1002</td>
<td>Elementary French I-II</td>
</tr>
<tr>
<td>GERM 1001-1002</td>
<td>Elementary German I-II</td>
</tr>
<tr>
<td>GREK 1205-1206</td>
<td>Elementary Greek I-II</td>
</tr>
<tr>
<td>ITAL 1001-1002</td>
<td>Elementary Italian I-II</td>
</tr>
<tr>
<td>JAPN 1102-1103</td>
<td>Elementary Japanese I-II</td>
</tr>
<tr>
<td>LATN 1101-1102</td>
<td>Elementary Latin I-II</td>
</tr>
<tr>
<td>RUSS 1001-1002</td>
<td>Elementary Russian I-II</td>
</tr>
<tr>
<td>SPAN 1001-1002</td>
<td>Elementary Spanish I-II</td>
</tr>
<tr>
<td>SPAN 1003</td>
<td>Accelerated Elementary Spanish I-II</td>
</tr>
<tr>
<td>SPAN 1003</td>
<td>Accelerated Elementary Spanish I-II (6 Credit course)</td>
</tr>
</tbody>
</table>

**E-2) Place into intermediate language or above, and take one of the following:**

- (a) Complete a two-course intermediate language sequence from among those listed below,

  - ARAB 2101-2102 | Intermediate Modern Standard Arabic I-II        |
  - CHIN 2101-2102 | Intermediate Chinese I-II                       |
  - FILI 2011-2012 | Intermediate Filipino I-II                      |
  - FREN 2001-2002 | Intermediate French I-II                        |
  - GERM 2001-2002 | Intermediate German I-II                        |
  - GREK 2205-2206 | Intermediate Greek I-II                         |
  - (CAST 2205-2206) |                                               |
  - GREK 2207-2208 | New Testament Greek I-II                       |
  - (CAST 2207-2208) |                                               |
  - ITAL 2001-2002 | Intermediate Italian I-II                       |
  - JAPN 2101-2102 | Intermediate Japanese I-II                      |
  - LATN 2101-2102 | Intermediate Latin I-II                         |
  - PORT 2103-2104 | Portuguese for Luso-Brazilians I-II             |
  - RUSS 2001-2002 | Intermediate Russian I-II                       |
  - SPAN 2001-2002 | Intermediate Spanish I-II                       |
  - SPAN 2003    | Accelerated Intermediate Spanish I-II (6 credit course) |
  - SPAN 2103-2104 | Intermediate Spanish for Native Speakers I-II   |

- (b) Complete two additional courses from among those eligible for requirements found in C. Philosophy or Religion, or D. Historical/Aesthetic/Literature in this B.S. Core Curriculum,

- (c) Complete two advanced language courses (courses taught in a foreign language), with Intermediate Language II as a prerequisite, and counting toward a major in the given language.

**F. Social Science (6 credits)**

Students must complete two courses. Courses must be from different departments.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1201</td>
<td>Physical Anthropology</td>
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<tr>
<td>ANTH 1202</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ARCH 1001</td>
<td>Archaeology for Liberal Arts</td>
</tr>
<tr>
<td>(IDIS 1201)</td>
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<tr>
<td>ECON 1402</td>
<td>Principles of Economics I*</td>
</tr>
<tr>
<td>ECON 1403</td>
<td>Principles of Economics II*</td>
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</tbody>
</table>
The Department of Africana Studies offers a program leading to the degree of Bachelor of Arts and a minor in Africana Studies.

The Africana Studies curriculum critically analyzes the historical and contemporary experiences of people of African descent in the United States, Africa, the Americas, Europe, and wherever communities of African descended people have emerged. The department utilizes multidisciplinary faculty and community-based expertise to prepare students to become servant leaders by fostering a commitment to rigorous intellectual inquiry and the movement for racial justice and equality. The program’s commitment to academic excellence and social responsibility is reflected in the balanced emphasis on traditional scholarship as well as experiential and co-curricular activities, such as guest lectures, internships, study abroad trips and community activism.

Depending on their preferences, graduates are prepared to work in social and educational institutions and agencies, government, business or the arts, libraries, museums, communication and other related areas. They are fully prepared to take advantage of graduate training in Black studies, the social and behavioral sciences, the arts, humanities and the professions.

The Department of Africana Studies encourages serious scholarship committed to social change and obtaining human rights. Through the study of the unique history, society and life of Black people, the department encourages active participation in the struggle for social justice and freedom for Black people and thus for all peoples.

Since 1970, the Department of Africana Studies has been a community of scholars founded on and rooted in the emerging discipline of Africana Studies. It is based on several sources, including the Black Intellectual Tradition, the traditional academic disciplines, and the insights and lessons of the historic struggle against racism and for social justice.

**Major Program**

To attain the Bachelor of Arts degree, students must complete the core curriculum of the College, the major requirements and free electives to total 120 credits. Upon completion of work for the degree, students must have a minimum cumulative GPA of 2.0. Each student will be assigned a faculty adviser who will assist in planning a four-year program.

**Major Requirements**

I. Required Courses (30 Credits)

- AFAM 1111 Introduction to Africana Studies
- AFAM 1201 (HIST 1501) History of African Civilization I
- AFAM 1202 (HIST 1502) History of African Civilization II
- AFAM 1213 (HIST 2375) African-American History I
- AFAM 1214 (HIST 2376) African-American History II
- AFAM 2410 (ENGL 2618) African Literature
- AFAM 2910 (SOCI 2910) Research Methods
- AFAM Culture/Art/Music Elective (see list below)

II. Electives (12 Credits)

Students must complete three courses (9 credits) from either the History and Literature Track or the Social Science Track. See course listings below.

One additional AFAM elective (3 credits)

Total Credits for Major: 42

**Electives:**

**History and Literature Track**

- AFAM 2212 (HIST 3364/POLS 2312) History/Civil Rights Movement
- AFAM 2213 (POLS 2311) Black Nationalism
- AFAM 2216 (HIST 2552) History/West Africa
- AFAM 2217 (HIST 2553) History/East and Central Africa
- AFAM 2218 (HIST 2551) History/Southern Africa
- AFAM 2219 (HIST 2554) History/North Africa
- AFAM 2221 Pre-Colonial Africa
- AFAM 2222 (HIST 2561) 20th Century Africa
- AFAM 2332 African Diasporas in U.S.
- AFAM 2411 (ENGL 2613) Early African American Literature
- AFAM 2412 (ENGL 2614) Modern African American Literature
- AFAM 2413 (ENGL 2617) Literature of the Harlem Renaissance
- AFAM 2418 (ENGL 2616) Contemporary African Literature
AFAM 2420 ENGL 2615) Major Authors in African American Literature
AFAM 3211 (HIST 3468) Caribbean History
AFAM 3411 Caribbean Literature

Social Science Track
AFAM 1518 (SOWK 1314) Social Work and the Law
AFAM 2214 History of Black Education
AFAM 2311 Public Institutions and the African American
AFAM 2312 (POLS 2615) African Politics
AFAM 2313 (POLS 2313) Black Politics
AFAM 2319 American Foreign Policy in Africa
AFAM 2321 Community Health
AFAM 2322 Teaching the Black Experience
AFAM 2323 Black Business Development
AFAM 2325 Political Economy of Racism
AFAM 2326 (POLS 2326) Development and Democracy in Africa
AFAM 2327 (POLS 2327/SOWK 2327) Organizing Grassroots Communities
AFAM 2328 (SOCI 2511) Race, Ethnicity and Aging
AFAM 2331 (ANTH 2331) Peoples and Cultures/Africa
AFAM 2332 African Diasporas in U.S.
AFAM 2333 (POLS 2333) Africa and the Global Political Economy
AFAM 2614 Psychology of the Black Experience
AFAM 2617 (WMST 2317) The Black Man and Woman
AFAM 2618 (SOCI 2618) The Black Family
AFAM 2633 The Black Child
AFAM 3312 Advance Seminar in Gerontology
AFAM 3314 Psychological Testing and the Black Population
AFAM 3315 Dr. Martin Luther King Jr. Honors Seminar
AFAM 3316 Intellectual Traditions of the Global African Experience
AFAM 3329 Racism in Education

Culture/Art/Music Electives
AFAM 1513 Gospel Choir I (1 credit)
AFAM 1514 Gospel Choir II (1 credit)
AFAM 2330 (COJR 2330) Mass Media and Minorities
AFAM 2331 (ANTH 2331) Peoples and Cultures/Africa
AFAM 2332 African Diasporas in U.S.
AFAM 2515 (RELS 2419) African Religions
AFAM 2516 (PHIL 1251) African Cultural Philosophy
AFAM 2517 (RELS 2261) The Black Church
AFAM 2521 Performing Arts
AFAM 2522 African American Dance I
AFAM 2523 African American Dance II
AFAM 2524 African American Experience in Music
AFAM 2529 (ARTH 5009) African American Art
AFAM 3315 Dr. Martin Luther King Jr. Honors Seminar

Additional Electives
AFAM 2181 Topics: African American Studies
AFAM 2182 Topics: Africana Studies
AFAM 3181 Topics in African American Studies
AFAM 3182 Topics in Africana Studies
AFAM 3190 Independent Study (1 credit)
AFAM 3191 Independent Study (3 credits)
AFAM 3195 Independent Study (2 credits)
AFAM 3820 Study Abroad in the Caribbean
AFAM 3821 Study Abroad in Africa
AFAM 3832 Community Research Internship and Seminar (6 credits)
AFAM 3833 Practical Orientation in Inner-City Neighborhood Life (6 credits)

Minor Program
Required Courses: (15 Credits)
AFAM 1111 Introduction to Africana Studies
AFAM 1201-1202 History of African Civilization I-II
(HIST 1501-1502)
AFAM 1213-1214 African American History I-II
(HIST 2375-2376)

Elective Courses: (6 Credits)
Two AFAM electives in one of the following two tracks:
(A) History and Literature Track (but no additional history courses)
(B) Social Science Track

Total: 21

Course Descriptions
AFAM 1111 Introduction to Africana Studies
Answers the questions: What has been the content of the Black experience and how has it changed over time? The economic, cultural, political and religious experiences of African-Americans are examined in traditional Africa, during slavery, after slavery in the rural South and in the present period of urban living. 3 credits

AFAM 1201 (HIST 1501) History of African Civilization I
Emphasizes independent developments in African civilization and the impact those developments have had on human progress. 3 credits

AFAM 1202 (HIST 1502) History of African Civilization II
Study of the traditional peoples and cultures; survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization and the independence era. 3 credits

AFAM 1213 (HIST 2375) African American History I
Interaction between Black and White society in the United States and the nature of Black society and culture to 1865. 3 credits

AFAM 1214 (HIST 2376) African American History II
Continuation of AFAM 1213 from 1865 to post World War II. 3 credits

AFAM 1513-1514 Gospel Choir I & II
From ideas to performance, using various musical forms drawn from traditional Black music. 1 credit each

AFAM 1518 (SOWK 1314) Social Work and the Law
Examines the interaction of the disciplines of law and social work, as well as the interaction of the professional lawyer and social worker. 3 credits

AFAM 2181 Topics in African American Studies
Selected topics in African American Studies chosen by the instructor. 3 credits
AFAM 2182 Topics in Africana Studies
Selected topics in Africana Studies chosen by the instructor. 3 credits

AFAM 2212 (HIST 3364, POLS 2312) History of the Civil Rights Movement
Review of major events and campaigns. The decade 1955-65 represents the temporal focus of the course, but the movement’s 20th century antecedents and the period between 1965-68 are discussed; the period within which the movement was broadened in international perspective and transformed into a struggle for human rights. Goals and objectives of the struggle and the movement’s impact on American society are identified and evaluated. 3 credits

AFAM 2213 (POLS 2311) Black Nationalism
Examines the philosophy of Black nationalism as it appears in the writings and speeches of major leadership figures in the African-American community in the 19th and 20th centuries. The nationalism of Martin R. Delany, Alexander Crummell, Edward Wilmot Blyden, Bishop Henry McNeal Turner, Booker T. Washington, W.E.B. Du Bois, Marcus Garvey, Honorable Elijah Muhammad and Malcolm X is covered. 3 credits

AFAM 2214 History of Black Education
History of Black education from its origins in Timbuktu, Egypt and Ethiopia. Impact on Western civilization. Black colleges and universities; the Black student on the White campus. The Black scholar and the community; contributions of Black scholars to general knowledge. The myth of Black intellectual inferiority. Role of education in American society; educational innovation and improvement. Proposes models for urban education and its institutions, community involvement and community control. Preschool programs. Liberation schools. 3 credits

AFAM 2216 (HIST 3552) History of Western Africa
In-depth study of the primary forces that have shaped the political, cultural and social development of the area. 3 credits

AFAM 2217 (HIST 3553) History of East and Central Africa
In-depth study of both the internal and external factors that have helped to shape the history of the area. 3 credits

AFAM 2218 (HIST 3551) History of Southern Africa
In-depth study of the historical development of African and European societies in Southern Africa. Special emphasis on the beginnings and growth of White settlements and the evolution and de jure institutionalization of apartheid. 3 credits

AFAM 2219 (HIST 3554) History of North Africa
Topics in North African History include pre-Arabia; Arabization and Islamization; Ottoman rule; North Africa since the Napoleonic invasion. 3 credits

AFAM 2221 Pre-Colonial Africa
Exploration of the major intellectual, philosophical, religious, political, social, cultural and historical currents in the development of Africa from prehistory to c. 1800. 3 credits

AFAM 2222 (HIST 3561) 20th Century Africa
Evolution of Africa from dependent colonial status to sovereign states in the international political arena, and the role and impact of these states on world global politics. 3 credits

AFAM 2312 (POLS 2615) African Politics
An African-centered political system course. The salient economic, social and political variables involved with discussion of specific experiences. Examination of traditional background, colonial experience and post-independence era. 3 credits

AFAM 2313 (POLS 2313) Black Politics
Analytical study of the impact of black participation in American political institutions and their responsiveness to the political demands of the Black community. 3 credits

AFAM 2617 (WMST 2317) The Black Man and Woman
Analysis of historical and sociological perspectives of the Black man and woman as separate entities and as partners. Primary focus on the African-American experience. Myths and misconceptions. Contemporary issues: projects for the future. (Formerly AFAM 2317) 3 credits

AFAM 2319 American Foreign Policy in Africa
Historical development of American foreign policy in Africa. Analysis of the institutions and political and economic forces that shaped policy toward African countries and Africa’s response to American foreign policy. 3 credits

AFAM 2321 Community Health
An interdisciplinary and comprehensive analysis of the special health problems and status of African-Americans and other ethnic populations. The state of health affairs for all ethnic and immigrant populations of the Africana Diaspora, and particularly African-Americans is especially precarious. The epidemiology of chronic disease, within these populations, will be researched. Programs to address the excessive differential in the health status of the African-American community with that of other ethnicities will be reviewed. Innovative national strategies and community-based programs will be examined. 3 credits

AFAM 2322 Teaching the Black Experience
Focuses on the methods of teaching the salient facts of the Black experience to primary school children. Includes field visits and classroom observations in inner-city traditional and alternative schools. 3 credits

AFAM 2323 Black Business Development
A survey of the philosophy and techniques for the economic development of urban environments and urban entrepreneurs. A history of the achievements and contributions of African Americans in business is developed. 3 credits

AFAM 2325 Political Economy of Racism
Analysis of the anatomy of contemporary racism in the U.S. Examination of the socioeconomic structure, especially in the urban setting, as the dynamic creating and recreating institutional racism. 3 credits
AFAM 2326 (POLS 2326) Development and Democracy in Africa
Materialist analysis of problems associated with underdevelopment in Africa. Origin and evolution of the “anatomy” of underdevelopment through the concept of “structured dependence.” Investigation of trade, colonization, foreign ownership of means of production and dependence on the world market. Examination of alternative development strategies, including socialist planning. 3 credits

AFAM 2327 (POLS 2327, SOWK 2327) Organizing Grassroots Communities
Methods of organizing Black communities to alter the responsiveness of institutions, assume control of them, or replace them. Heavy emphasis on the theories of power, politics and community control along with practical examples. 3 credits

AFAM 2328 (SOCI 2511) Race, Ethnicity and Aging
Examination of the “cultural difference” in the process of aging and its influence on resultant behavior patterns. Emphasis on comparison of traditional theories of aging with new data produced from an analysis of the “ethnic” variable. Topics include historical perspectives, demography, research methodology, theoretical orientations, social intervention and socioeconomic living circumstances. 3 credits

AFAM 2330 (COJR 2330) Mass Media and Minorities
Study of mass media from a Black perspective. Covers a broad outline of the history of media and its developments, paralleling Black media and White media, and the impact each has had on the other and the institutions of our society. 3 credits

AFAM 2331 (ANTH 2331) People and Cultures of Africa
Social and material cultures of Africa through time, emphasizing the unity and diversity of the continent and its people. 3 credits

AFAM 2332 Africana Diaspora in the U.S.
This course will examine the African Diasporas in the United States in the post World War II era. It will, however, briefly examine immigration from the Caribbean in the early 20th century. It will examine the new wave of immigration of blacks to the U.S. from Africa, the Caribbean and the rest of the world after the passage of less strict immigration laws in the 1960s. How did this new immigration of blacks change relations between the overall black population and the rest of the country? What are relationships like between the various black ethnic groups? What are their religious, social and political conditions? What kinds of relationships have they maintain with their home countries? What roles are the new Black immigrant groups in the country playing in the relationships between African Americans and the people in their home countries? 3 credits

AFAM 2333 (POLS 2333) Africa and the Global Political Economy
This course will entail a critical assessment of the Africa’s position internationally, and of the challenges, as well as the opportunities, to African countries from current global economic and political phenomena. The purpose of this course is to analyze the foreign policy relations of African States, in light of their position in the global division of labor and their political, economic and ideological attributes. 3 credits

AFAM 2410 (ENGL 2618) Africana Literature
This is an introductory level survey course that explores the social, cultural, and political factors that shaped the Black literary experience in the Americas, Africa and the Caribbean. Examining the work (poetry, prose, plays, and short stories) of contemporary mainland and diasporic authors, this course will be studied by major themes, some of which include post/colonial struggles, neo-colonialism, African and New World religions, culture (clash), race and racism, gender, materialism and spirituality. 3 credits

AFAM 2411 (ENGL 2613) Early African American Literature
Survey of the major developments in Black literature since the 19th century. Literature in view of social, political and cultural movements of African-Americans. Comparisons with some works of Africans throughout the diaspora. 3 credits

AFAM 2412 (ENGL 2614) Modern African American Literature
Black writings involved with social protest and as an outgrowth of social change. The Black writer as an outgrowth of social change, and as a “mover,” directing himself to his own community. Richard Wright to Imamu Baraka and contemporary neo-African and pan-African writers. 3 credits

AFAM 2413 (ENGL 2617) Literature of the Harlem Renaissance
Harlem Renaissance (1920-40): the emergence of the “New Negro” and the impact of this concept on Black literature, art and music. Literary movements shaped by Claude McKay, Countee Cullen, Langston Hughes and Jean Toomer compared to American writers of the “lost generation.” Special emphasis on new themes and forms developed by the Harlem Renaissance writers. 3 credits

AFAM 2418 (ENGL 2616) Contemporary African American Literature
Introduction to some of the major African novelists and poets, such as Chinua Achebe, Camara Laye and Denis Brutus. Identification of recurring themes and comparisons of various writers’ attitudes toward the themes. 3 credits

AFAM 2420 (ENGL 2615) Major Authors in African American Literature
In-depth study of major African-American literary figures, their lives and major works. 3 credits

AFAM 2515 (RELS 2419) African Religions
Explores the complex nature of the African system of thought concerning God, man, animate and inanimate things, and the meaning of religious experience in African society. The effect of Christianity and Islam on African religious thought. (Formerly AFAM 2415) 3 credits
AFAM 2516 (PHIL 1251) African Cultural Philosophy
A survey of the philosophy and world views of representative Black thinkers and cultures from ancient Africa through the contemporary societies of Africa and its Diaspora. (Formerly AFAM 2416) 3 credits

AFAM 2517 (RELS 2261) The Black Church
A survey of the major institution for religious expression developed by African Americans from its origins in slavery until the contemporary urban period. The social, economic and political role of the Black church as well as its cultural and religious functions are examined. (Formerly AFAM 2417) 3 credits

AFAM 2521 Performing Arts
From ideas to actual performances using music, dance and drama with student participation. (Formerly AFAM 1411) 3 credits

AFAM 2522-2523 African American Dance I-II
Performance course based on the use of space, sense of rhythm, positions and sequence of movements, and general aesthetics associated with the Black experience in dance. (Formerly AFAM 1412-1413) 1 credit

AFAM 2524 African American Experience in Music
Performance/seminar/discussion format analyzing Black music from the historical perspective and as a unique vehicle for cultural expression and human communication, and as a basis for understanding the social and psychological development of the African-American. Requirements include concert attendance and listening assignments. (Formerly AFAM 2414) 3 credits

AFAM 2529 (ARTH 2109) African American Art
Overview of African American material culture and visual arts from colonial times to the present, including painting, printmaking, photography and sculpture. Close analysis of visual representations will go hand in hand with a discussion of key texts in art history and critical theory. Topics include the effects of patronage, the influence of class, gender and sexual orientation. Special interest in exploring how transatlantic travel and dislocation affected continuity and transformation in African American art practice and beyond. Regular class attendance, reading, oral participation, and engagement in classroom, museum field and online are essential for successful completion of course. 3 credits

AFAM 2614 Psychology of the Black Experience
Contemporary psychology and White racism. Consequences of being Black. Strengths of the Black community. Alternative psychological models. (Formerly AFAM 2314) 3 credits

AFAM 2633 The Black Child
Critical investigation of factors that condition and determine the physical, mental, emotional and spiritual development of the Black child. Topics include family and community life, education and self-awareness. (Formerly AFAM 2333) 3 credits

AFAM 2910 (SOCI 2910) Research Methods
Advances the student’s knowledge of research design issues, statistical and computer applications to the research process. Concentrates more fully on applications of research in organizational settings. Prerequisite: MATH 1203 (Formerly AFAM 1517) 3 credits

AFAM 3181 Topics in African American Studies
Selected topics in African American Studies chosen by the instructor. 3 credits

AFAM 3182 Topics in Africana Studies
Selected topics in Africana Studies chosen by the instructor. 3 credits

AFAM 3190 Independent Study
Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3390) 1 credit

AFAM 3191 Independent Study
Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3391) 3 credits

AFAM 3195 Independent Study
Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3395) 2 credits

AFAM 3211 (HIST 3468) Caribbean History
This course is designed to introduce students to the historiography of the Caribbean from the period of European conquest to the present. Focusing on the economic, political and social conditions of the regions, the course will examine the region’s common history of slavery, migration, immigration, dependence and independence. Additionally, in the context of the Caribbean as New World, the course will examine the role/presence of the US in the Caribbean and the effects of globalization on/and the world market economy. Further topics that will be explored in this course are gender, race, class, ethnicity and nationality. 3 credits

AFAM 3311 Public Institutions and the African American
Critical examination of public institutions and public policy formation as it impacts on the welfare of the African American community. Examines methods used by professionals, advocates and activists to improve responsiveness of public institutions to the legitimate needs of African Americans. (Formerly AFAM 2311) 3 credits

AFAM 3312 Advanced Seminar in Gerontology
Sharing of perspectives from the different disciplines involved in the gerontology program through small group study, supplemented by discussion in the full seminar. Special topics such as collaboration of staff, community and people served; security and safety; freedom of choice. Research methodology. 3 credits
AFAM 3314 Psychological Testing and the Black Population
General, philosophical, theoretical and practical aspects of Western psychological testing. Specific in-depth discussion to afford the opportunity to comprehend the historical impact of testing in various contexts on African American children. Examination of alternatives to standardized testing of norm references, culture-fair and culture-free procedures. Prerequisite: AFAM 2910. 3 credits

AFAM 3315 Martin Luther King Jr. Honors Seminar
Designed for Martin Luther King Jr. scholars. An exploration of the philosophical development of Martin Luther King Jr. Study of theories of leadership through examination of the history of multicultural leaders in the 19th and 20th centuries. Seminar faculty assist students in development of a research paper relative to seminar topics. 3 credits

AFAM 3316 Intellectual Traditions of the Global African Experience
Study of the tradition of protest thought that has developed in the last century and a half in response to overseas expansion of Europe. Major emphasis on social theory of African and African American intellectuals such as Fanon, Nkrumah, Cabral, Malcolm X, Marcus Garvey, Martin Luther King Jr. and W.E.B. DuBois. 3 credits

AFAM 3411 Caribbean Literature
This course serves as an introduction to the field of Caribbean Literature as it familiarizes students with writers and writings from the Caribbean hemisphere and the Diaspora. It offers an historical and literary investigation of the history and culture of the English, French and Spanish speaking Caribbean and examines past and present political, social, and cultural issues confronting these societies and their immigrant communities in the US. Focusing on the new wave of Caribbean writers, this course traces the coming into being, the birth, growth and development of Caribbean literature. Films and guest lectures augment classroom discussion. 3 credits

AFAM 3820 Study Abroad in the Caribbean
This study abroad program in the Caribbean and the Americas will provide students with a unique opportunity to not only familiarize themselves with the literature of the multi-cultural, multi-ethnic, multi-racial Caribbean but it will also allow them to experience first-hand Caribbean and the Americas’ culture and people, and provide a snapshot of the region’s historical development. Literary (textual) experience will converge with on-site (lived) experience for an interesting and unique mix. Guest lectures by local specialists, in conjunction with visits to historical sites, such as museums and art galleries, will complement the program. For a sampling of the social and cultural make-up of the society, on site research into Caribbean popular culture will be integrated into readings and discussions. (Formerly AFAM 3320) 3 credits

AFAM 3821 Study Abroad in Africa
This short-term study abroad program in Africa will provide students with a unique opportunity to take a course on African culture, history, and politics in affiliation with select African universities. Through intense cultural immersion students will gain broad knowledge and in-depth understanding of the contemporary African condition. The students will be introduced to the history of the host nation and its path to independence. They will also learn about Africa’s struggle against colonialism and the problems of postcolonial development on the continent. Their educational experience will be enhanced through a direct encounter with local culture and the vibrant everyday of a modern African state. (Formerly AFAM 3321) 3 credits

AFAM 3832 Community Research Internship and Seminar
Pragmatic community research, based on the assumption that the urban community understands its needs. Students learn specific skills, such as computer functioning and capability, census tract reading, data collection and compilation, report writing. Joint student-community and faculty projects. (Formerly AFAM 3332) 6 credits

AFAM 3833 Practical Orientation in Inner-City Neighborhood Life
For advanced undergraduate students, an involvement in inner-city residents in researching neighborhood needs, demographic designs and collaborative problem solving. Problems, resources, city services and alternatives for change. Students assigned to groups in designated geographic areas, reflecting random sampling of socioeconomic and political life. (Formerly AFAM 3318) 6 credits

AFAM 5511 Senior Seminar
Conducted by faculty members. Focuses on the synthesis of field experience and classroom study through preparation of a major research project. 3 credits
Department of Art, Music and Design

Art Center and Corrigan Hall
Art: Art Center (973) 761-9459
Music: Corrigan Hall (973) 761-9417
www.shu.edu/academics/artsci/art-music

Faculty: Chu (Director of Graduate Studies); Haney; Heinrichs; Hile; Krus; Leshnoff (Chair); Levine (Coordinator, Music Program); Lowe; Marstine, Nichols; Schiller; Waters
Faculty Associate: Thurmond
Faculty Emeriti: Cate

The Department of Art, Music and Design offers major programs in art and music leading to the Bachelor of Arts degree. Several different concentrations are available, as listed below. The faculty of the department is a consortium of scholars and practicing professionals who provide an education that is both theoretical and pragmatic in approach. Thus, students are well prepared for careers in their professional fields relevant to the disciplines of art education, art history, fine arts, graphic, interactive and advertising design, music performance, and music education. For a complete listing of the requirements of art and music education programs (K-12 certificate), offered in conjunction with the College of Education and Human Services, please see the Secondary Education section of this catalogue for program and degree requirement listings.

In the field of art, students may opt for one of the following majors:
1. Art History
2. Fine Arts (Recommended for New Jersey certification in the teaching of art)
3. Graphic, Interactive and Advertising Design

In the field of music, students have a choice of two different majors:
1. Music Performance (Voice, keyboard, selected orchestral instruments)
2. Comprehensive Music (Required for students seeking New Jersey certification in the teaching of music)

Major Programs

All programs are chosen in consultation with the student’s academic adviser.

Electives must be approved by the adviser. The requirements listed are the minimum, and students may choose to take more credits in their major fields.

Major Programs

All programs are chosen in consultation with the student’s academic adviser.

Electives must be approved by the adviser. The requirements listed are the minimum, and students may choose to take more credits in their major fields.

Art History Major (42 credits)

I. Required courses (30 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 2107 American Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2111 Greek and Roman Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2112 Medieval Art</td>
<td>3</td>
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<tr>
<td>ARTH 2113 Italian Art of the Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2115 Baroque Art</td>
<td>3</td>
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<tr>
<td>ARTH 2116 19th Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2118 20th Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2119 Art Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2101 Looking at Art and Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 4101 Art History Senior Seminar (capstone course)</td>
<td>3</td>
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</table>

II: Electives (12 credits)

If possible, at least 6 credits should be in non-Western art.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 2109 (AFAM 2529) African American Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2124 History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2126 The Arts of China and Japan</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3127 Van Gogh and his Contemporaries</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3201 Gender and Art</td>
<td>3</td>
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<tr>
<td>ARTH 3141-44 Special Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3193-94 Art History Internship</td>
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</tbody>
</table>

Note: A&S Core requirements:
Students should take ARTH 1001 or ARTH 1101 as their “Aesthetics” core requirement.

Fine Arts Major (42 credits)

I. Required Courses (30 credits)

<table>
<thead>
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<tbody>
<tr>
<td>AART 1110 Drawing I (first year)</td>
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<tr>
<td>AART 1223 2-D Design &amp; Color (first year)</td>
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</tr>
<tr>
<td>AART 2210 Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>AART 1217 Painting I</td>
<td>3</td>
</tr>
<tr>
<td>AART 1219 Sculpture</td>
<td>3</td>
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<tr>
<td>AART 1224 Introduction to Printmaking - Intaglio (Fall) or AART 1225 Introduction to Printmaking - Relief (Spring)</td>
<td>3</td>
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<tr>
<td>ARTH 1101 Art of the Western World (first year)</td>
<td>3</td>
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<tr>
<td>ARTH 2118 20th Century Art (first year)</td>
<td>3</td>
</tr>
<tr>
<td>ARTH xxxx Art History Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

II. Elective Courses (12 credits)

For Fine Arts:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AART 2220 Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AART 2227 Painting II</td>
<td>3</td>
</tr>
<tr>
<td>AART 2215 Watercolor</td>
<td>3</td>
</tr>
<tr>
<td>AART 1224 Introduction to Printmaking - Intaglio (Fall) or AART 1225 Introduction to Printmaking - Relief (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>AART 2141-45 Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>
AART 2317 Digital Painting  3
COGR 2320 Still Photography  3
COGR 3325 Digital Photography  3
AART 3161-66 Independent Study  1-6

For Art Education:
AART 2215 Watercolor  3
AART 1220 Art Materials and Techniques  3
AART 1226 Traditional American Crafts  3
AART 2312 Digital Art and Design  3
AART 3410 Children and the Visual Arts  3
AART 3161-66 Independent Study  1-6
AART xxxx Fine Arts Elective  3

Total: 42

Graphic, Interactive and Advertising Design Major
(51 credits)

I. Required Courses (39 credits)
AART 1110 Drawing I (first year)  3
AART 1223 2-D Design and Color (first year)  3
AART 1311 Graphic Design and Advertising Art I  3
AART 1124 History of Graphic Design (first/second year)  3
AART 2230 Drawing as Design  3
AART 2233 Typography I  3
AART 2311 Graphic Design and Advertising Art II  3
AART 2312 Digital Art and Design I (second year)  3
AART 2318 Digital Art and Design II  3
AART 2315 Art of Web Design I  3
AART 3233 Typography II  3
AART 4312 Practicum Design Seminar (senior year)  3
AART 3193/3194 Graphic Design/Advertising Internship  3-6

II. Elective Courses (12 credits)

Group I (6 credits)
AART 2215 Watercolor  3
AART 1217 Painting I  3
AART 1219 Introduction to Sculpture  3
AART 1224 Printmaking  3
AART 2210 Drawing II  3
AART 2220 Figure Drawing  3
AART 2227 Painting II  3

Group II (6 credits)
AART 2317 Digital Painting  3
AART 2314 Computer-Assisted Illustration  3
COGR 2320 Digital Photography  3
COGR 2322 Introduction to 3D Computer Graphics  3
COGR 3323 Presentation Graphics  3

Music Performance Major (Voice/Keyboard/Instrument)
(51 credits)

I. Music History (9 credits)
MUHI 1102 Music and Civilization  3
MUHI 1108 American Music  3
MUHI 1133 Jazz and Rock or
MUHI 1134 Music of Broadway  3

*Additional work may be required in Music History

II. Theory (14 credits)
MUTH 1112 Theory of Music I  4
MUTH 2112 Theory of Music II  4
MUTH 3111 Theory of Music III  3
MUTH 4111 Theory of Music IV  3

III. Applied Music (28 credits)

A. Primary Instrument (Select 16 credits):
MUAP 2211-2219 Private Piano Instruction or  16
MUAP 2231-2239 Private Voice Instruction or  16
MUAP 3291-3299 Private Brass Instruction or  16
MUAP 3391-3399 Private Woodwinds Instruction or  16
MUAP 3491-3499 Private Strings Instruction or  16
MUAP 3591-3599 Private Percussion Instruction or  16
MUAP 3691-3699 Private Organ Instruction  16

B. Secondary Instrument (Select 4 credits):
MUAP 1011-1012 Beginning Piano I-II or  4
MUAP 2211-2219 Private Piano Instruction or  4
MUAP 1131 Beginning Voice  2
MUAP 2231-2239 Private Voice Instruction or  2
MUAP 1291-1294 Beginning Instruments  2
MUAP 3291-3299 Private Brass Instruction or  2
MUAP 3391-3399 Private Woodwinds Instruction or  2
MUAP 3491-3499 Private Strings Instruction or  2
MUAP 3591-3599 Private Percussion Instruction or  2
MUAP 1011 Beginning Piano  2
MUAP 3691-3699 Private Organ Instruction or  2

C. Ensemble (Select 6 credits):
MUAP 1141-1148 Band or  1
MUAP 1151-1158 Chorus or  1
MUAP 1161-1168 Vocal Chamber Ensemble or  1
MUAP 1183-1190 Instrumental Chamber Ensemble  1

D. Conducting (2 credits):
MUAP 1182 Conducting Techniques for Vocal Ensembles  2

IV. Additional Requirements
A. All music performance majors shall demonstrate their proficiency for a faculty jury at the end of each semester;
B. Music performance majors shall present a formal recital during their senior year;

Note: Arts and Sciences Core Requirement
All students majoring in Graphic, Interactive and Advertising Art must take one of the ARTH Art history courses listed in the Aesthetics section of the Arts and Sciences Core Curriculum requirements.
C. All music students are required to attend concerts and other activities sponsored by the Department of Art, Music and Design and the Seton Hall Arts Council; and D. Students will participate in recitals during the academic year.

**Comprehensive Music Major (Music Education) (66 credits)**

**I. Music History (9 credits)**
- MUHI 1102 Music and Civilization 3
- MUHI 1108 American Music 3
- MUHI 1133 Jazz and Rock or MUHI 1134 Music of Broadway 3

*Additional work in Music History may be required*

**II. Theory (14 credits)**
- MUTH 1112 Theory of Music I 4
- MUTH 2112 Theory of Music II 4
- MUTH 3111 Theory of Music III 3
- MUTH 4111 Theory of Music IV 3

**III. Performance Music (40 credits)**

**A. Primary Instrument (Select 16 credits):**
- MUAP 2211-2219 Private Piano Instruction or 16
- MUAP 2231-2239 Private Voice Instruction or 16
- MUAP 3291-2299 Private Brass Instruction or 16
- MUAP 3391-3399 Private Woodwinds Instruction/Majors or 16
- MUAP 3491-3499 Private Strings Instruction/Majors or 16
- MUAP 3591-3599 Private Percussion Instruction/Majors or 16
- MUAP 3691-3699 Private Organ Instruction/Majors or 16

**B. Secondary Instrument (Select 8 credits):**
Note: All non-piano majors must study piano as their secondary instrument.
- MUAP 1011-1012 Beginning Piano I-II 4
- MUAP 1131 Beginning Voice 2
- MUAP 2211-2219 Private Piano Instruction or 4
- MUAP 2231-2239 Private Voice Instruction or 6
- MUAP 1291-1294 Beginning Instruments 2
- MUAP 3291-3299 Private Brass Instruction or 6
- MUAP 3391-3399 Private Woodwinds Instruction or 6
- MUAP 3491-3499 Private Strings Instruction or 6
- MUAP 3591-3599 Private Percussion Instruction or 6
- MUAP 3691-3699 Private Organ Instruction or 6

**C. Other Instruments (8 credits):**
- MUAP 1291-1294 Beginning Instruments 8

**D. Ensemble (Select 6 credits):**
- MUAP 1141-1148 Band or 1
- MUAP 1151-1158 Chorus or 1
- MUAP 1161-1168 Vocal Chamber Ensemble or 1
- MUAP 1183-1190 Instrumental Chamber Ensemble or 1
- MUAP 1211-1218 Chamber Orchestra or 1
- MUAP 1221-1228 Jazz Ensemble 1

**E. Conducting (2 credits):**
- MUAP 1182 Conducting Techniques for Vocal Ensembles 2

**F. Methods (3 credits):**
- EDST 3513 Methods of Teaching Music 3

**IV. Additional Requirements**

A. All comprehensive music majors shall demonstrate their proficiency for a faculty jury at the end of each semester;

B. Comprehensive music majors shall present formal recitals during the last semester of their senior year;

C. All music students are required to attend concerts and other activities sponsored by the Department of Art, Music and Design and the Seton Hall Arts Council;

D. Students will participate in recitals during the academic year;

E. All senior recital dates and sites must be approved by the private instructor and the chair of the division.

F. To qualify for teacher certification students will take the National Teachers Exam during their senior year.

**Minor Programs**

Minor programs are available in art history; graphic, interactive and advertising design; music performance; and musical theatre. Requirements are:

**Art History Minor**
- ARTH 1101 Art of the Western World 3
- ARTH xxxx Art History electives 15

**Total: 18**

**Fine Arts Minor**

**I. Required Courses**
- AART 1110 Drawing I 3
- ARTH 1101 Art of the Western World 3

**II. Elective Courses**
- AART 2215 Watercolor 3
- AART 1217 Painting I 3
- AART 1219 Introduction to Sculpture 3
- AART 1223 2-D Design and Color 3
- AART 1224 Introduction to Printmaking – Intaglio (Fall) 3
- AART 1225 Introduction to Printmaking – Relief (Spring) 3
- AART 2210 Drawing II 3
- AART 2220 Figure Drawing 3
- AART 2227 Painting II 3
- AART 2317 Digital Painting 3
- AART 2141-45 Special Topics 3

**Total: 18**
Graphic, Interactive and Advertising Design Minor

AART 1223 Two Dimensional Design and Color Theory 3
AART 1311 Graphic Design and Advertising Art I 3
AART2311 Advanced Graphic Design and Advertising Art II 3
AART 2312 Digital Art and Design I 3
ARTH 1101 Art of the Western World 3
ARTH 2118 20th Century Art 3
COGR 2324 Desktop Publishing 3
Total: 21

Music Performance Minor

I. Basic Requirements Credits
MUTH 1112-4111 Music Theory I-IV 8
MUHI 1102 Music History 3
II. Music Performance
A. Instrument/Voice (Select 8 credits):
MUAP 1011-1012 Beginning Piano I-II 4
MUAP 1131 Beginning Voice 2
MUAP 1291-1294 Beginning Instruments 2
MUAP 2211-2219 Private Piano Instruction or 4
MUAP 2231-2239 Private Voice Instruction or 6
MUAP 3291-3299 Private Brass Instruction or 6
MUAP 3391-3399 Private Woodwinds Instruction or 6
MUAP 3491-3499 Private Strings Instruction or 6
MUAP 3591-3599 Private Percussion Instruction or 6
MUAP 3691-3699 Private Organ Instruction or 6
Total: 23

B. Ensemble (Select 4 credits):
MUAP 1141-1148 Band or 1
MUAP 1151-1158 Chorus or 1
MUAP 1161-1168 Vocal Chamber Ensemble or 1
MUAP 1183-1190 Instrumental Chamber Ensemble or 1
MUAP 1211-1218 Chamber Ensemble or 1
MUAP 1221-1228 Jazz Ensemble 1
Total: 23

Music Theatre Minor

I. Required Courses
COST 2631 Theatre History 3
COST 3620 Acting 3
MUAP 1131 Beginning Voice 2
and/or
MUAP 2231-2239 Private Lessons 4-6
MUAP 1151-1158 Chorus 1
MUAP 1172 Opera/Musical Theater 1
MUHI 1134 Music of Broadway 3

II. Elective Courses
Choose one of the following (3 credits)
COST 2612 Dramatic Theory and Criticism 3
COST 3621 Directing 3
COST 3623 Lighting for Television, Theater and Film 3
COST 3625 Scene Design 3
COST 3626 Acting II: Classical Styles 3
Total 22

Dual Degree Program in Museum Professions

The combined B.A./M.A. in Museum Professions allows Seton Hall University undergraduate students to take 12 graduate credits during their junior and senior years. These 12 credits count toward both the B.A. and the M.A. degree. Following graduation, students complete the remaining 27 credits of the M.A. degree.

Students are admitted into the dual degree program at the end of their sophomore year. Admission is based on GPA, application essay and interview. Students must maintain a 3.0 GPA average in the four graduate courses in order to be allowed to continue in the M.A. degree program. Students can have any undergraduate major from within the College of Arts and Sciences as long as they complete four undergraduate courses in art history before they receive their B.A. degree.

A completed application package for the dual degree program consists of:
- completed application
- two (2) letters of recommendation
- GRE scores (the GRE may be waived for admission, but scores must be submitted to the program prior to the completion of the Masters Project)
- transcripts from all previous colleges and universities (including Seton Hall University)
- personal statement
- resume or CV
- application fee
- additionally, all applicants are required to have an interview with a full-time faculty member, either on campus or over the phone. Applicants will be contacted to set up this interview once the application package is complete. Incomplete applications will not be reviewed.

A minimum GPA of 3.0 is required, although under certain circumstances the GPA requirement may be waived.

Please contact Dr. Petra Chu, director of graduate studies, at (973) 761-9460 or visit www.shu.edu/academics/artsci/ma-museum-professions for further information.
Web Design Certificate Program

The Web Design Certificate Program provides students with instruction in the theory and industrial application of Web design and related visual information technologies. Students pursuing the certificate will be exposed to all aspects of Web design, including electronic graphic design, programming, creative information architecture, interactive product advertising and their relation to corporate marketing. Students completing this program will be capable of using multimedia techniques and user interface design to assemble content into aesthetically sound, persuasive and interactive Websites.

Required Courses (16 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>AART 1223</td>
<td>Two-Dimensional Design and Color</td>
<td>3</td>
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<tr>
<td>AART 2312</td>
<td>Digital Art and Design I</td>
<td>3</td>
</tr>
<tr>
<td>AART 2315</td>
<td>The Art of Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>AART 2316</td>
<td>The Art of Web Design II</td>
<td>3</td>
</tr>
<tr>
<td>COGR 2111</td>
<td>Introduction to Hypertext Markup Language</td>
<td>1</td>
</tr>
<tr>
<td>COGR 2112</td>
<td>Introduction to Multimedia Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Descriptions

Fine Art, Graphic Design and Advertising Art

AART 1110 Drawing I
Development of foundational drawing skills. Learning basic drawing vocabulary and acquiring a sensitivity to the visual elements: line, shape, value and texture. 3 credits

AART 1217 Painting I
Introduction to the basic language, conventions, and material concerns of oil painting. Emphasis on a personal approach to observational painting. 3 credits

AART 1218 Outdoor Landscape Painting
Introduction to painting outdoors using water-based paints at on-campus and nearby locations. Course will include instruction in color theory, perspective, shading, scale, and balanced composition as applied to landscapes with and without architecture. Effects of natural light and atmosphere on landscapes will be emphasized. No prerequisites. 3 credits

AART 1219 / 1229 Introduction to Sculpture
Exploration of the basic elements of sculpture: space, material, process. 3 credits each

AART 1220 Art Materials and Techniques
Examination of the qualities and nature of the materials and processes by which art is created. 3 credits

AART 1223 2-D Design and Color
Development of visual literacy with regard to the ability to construct, interpret and verbalize the concepts involved in image making. Concepts covered will relate to all fields in the visual arts. Examples of fine and applied art will be analyzed using the principles and elements of two-dimensional design and color theory. 3 credits

AART 1224 Introduction to Printmaking - Intaglio
Introduction through lectures, demonstrations and practical work to intaglio processes: drypoint, etched line, softground and aquatint. Previous drawing experience recommended. 3 credits

AART 1225 Introduction to Printmaking - Relief
Introduction to relief printmaking, book arts and digital/photo processes. Previous drawing experience recommended. 3 credits

AART 1226 Traditional American Crafts
This course combines lectures on traditional American crafts with hands-on instruction in such techniques as paper making, trade sign painting, quilting, rug hooking and bandbox painting. 3 credits

AART 1311 Graphic Design and Advertising Art I
Overview of creative, conceptual and practical aspects of graphic design and advertising art with projects, demonstrations and lectures on design, imagery, typography and new media. 3 credits

AART 2141-2144 Special Topics in Applied Art
Selected topics, designated in advance of the semester, in the area of applied art. May be repeated for credit (under different number as topics change). 3 credits

AART 2210 Drawing II
Individual projects using a variety of drawing media and techniques, resulting in a portfolio presentation. Prerequisite: AART 1110 or permission of instructor. 3 credits

AART 2215 Watercolor I
Introduction to the materials, processes and techniques of transparent watercolor. 3 credits

AART 2216 Watercolor II
Advanced exploration with the materials, processes and techniques of transparent watercolor. Prerequisite: AART 2215. 3 credits

AART 2220 Figure Drawing
Introductory course in drawing the human figure, employing the use of male and female models. Comprehensive study of the nude human figure and its relation to drawing and painting. 3 credits

AART 2227 Painting II
Continued exploration of oil painting materials and techniques, emphasizing more complex formal and conceptual problems. Prerequisite: AART 1217. (Formerly AART 1227) 3 credits

AART 2230 Drawing as Design
Introduction to graphic illustration. Beginning course in learning how to develop basic illustrative ideas using a variety of media and conceptual approaches. Focus will be on basic composition, drawing and simple rendering techniques used in client-based illustration. (Formerly called Illustration) 3 credits
AART 2232 Photography in Advertising
A critical exploration of the structure, design and meaning of the photographic image and its uses in advertising. The techniques and aesthetics of photographic image making and its possibilities for graphic design and advertising are analyzed. Practical exercises are designed to stimulate creative seeing and visual thinking. Students will provide 35mm SLR camera, transparency film and processing. 3 credits

AART 2233 Typography I
Course will focus on basic use of letter forms and words as design elements in visual communication projects. Students will gain an understanding of historical roots of modern typography and use this knowledge to design logos, one page and multiple page designs for editorial, advertising, corporate and institutional design projects. 3 credits

AART 3233 Typography II
This course expands the knowledge acquired during Typography Design I. Historical and contemporary viewpoints, print production and layout skills are emphasized. In addition to learning how to develop rough ideas into finished art, the course will explore the fundamentals of creating motion-based, screen typography. Projects involve functional and personal expression through the use of Macintosh design and animation programs. Prerequisite: AART 2233. 3 credits

AART 2311 Graphic Design and Advertising Art II
Instruction in successful union of concept, type and image as they are combined in designing a wide range of print and new media applications in corporate, advertising and institutional areas. Prerequisite: AART 1311. 3 credits

AART 2312 Digital Art and Design I
Introduction to computer graphics using draw and paint software programs. Image and type manipulations for graphic design applications will be taught through projects, lectures, seminars, and hands-on experience. Course focuses on computer based illustration and design techniques which involve industry-standard software packages. 3 credits

AART 2314 Computer Assisted Illustration
Course in generating digital illustrations from sketches, tracings and photographs. Drawing and painting software will be used to create illustrations for diverse graphic design applications with emphasis on creativity and composition. Prerequisite: AART 2230. 3 credits

AART 2315 Web Design I
Utilizing programs such as Macromedia’s Flash and Dreamweaver, students will create dynamic Web pages incorporating animation, video, audio and interactivity. Each student will be expected to complete a fully functional site by the end of the course. 3 credits

AART 2316 Web Design II
This Web design course introduces the students to the advanced applications used in Internet web communication. Instruction will include paradigms for developing web content for different uses, outcomes and audiences. Technical design strategies and the use of advanced interactive techniques using software are inclusive of this course. Assignments in class will be structured around the contemporary publishing issues facing the Internet user of today. Upon completion of this course, students will possess knowledge of composing customized content with interactive navigation, motion and sound design. Prerequisite: AART 2315. 3 credits

AART 2317 Digital Painting
Course is designed to introduce the student to the basic use of the digital computer’s state-of-the-art Adobe Photoshop and Painter software in creating original paintings and drawings. Emphasis will be placed on the translation and conversion of traditional studio-based artwork brought into a pixel based medium. Prerequisite: AART 2312. 3 credits

AART 2318 Digital Art and Design II
This course provides advanced computer instruction in digital design and concept development in the context of commercial advertising design. This is an applied studio course of technical approaches and computer design strategies used in solving challenges in visual communication and persuasion. Interactive component is part of course plan. Prerequisite: AART 2312. 3 credits

AART 2334 Three Dimensional Packaging and Exhibit Design
Design course will expose the student to solving three dimensional client-directed design problems. Students will learn about point-of-purchase display, product packaging, as well as exhibit design (institutional and corporate). Isometric drawing and orthographic project in the conceiving of environmental interior spaces for display purposes. Prerequisites: AART 1311 and AART 1223 and AART 2312. 3 credits

AART 3161-3166 Individual Studies in Art
Independent work under the guidance of the instructor. Prerequisite: 6 credits in studio art and permission of department chair. Credits to be arranged.

AART 3193-3194 Art Internship
Pass/Fail option only 3-6 credits

AART 3312 Web Advertising and Development
A web authoring course to introduce the advanced student to comprehensive website design and construction. Instruction will include web terminology, information delivery planning, communication strategies, navigations, paradigms, administrative area design and the use of current software in building Websites. 3 credits

AART 3313 Art Direction and Creative Strategy
Course is designed to expose the student to a professional field experience structured through fully art directed project activity, creative strategy and targeted campaign design. Projects are comprehensive, including tactical and communication concepts and audience profiling. On and off-site visitations are part of course. Prerequisite: AART 1311. 3 credits
AART 3410 Children and the Visual Arts  
An introductory course for students interested in careers in which children make art: schools, hospitals, recreation centers, camps, day care centers, museums and community organizations. Studio-based with readings in art appreciation and curriculum design. Art and non-art majors. No prerequisite. 3 credits

AART 3894 Art Co-op I  
3 credits

AART 3895 Art Co-op II  
3 credits

AART 3896 Art Co-op III  
3 credits

AART 4312 Practicum Design Seminar  
Comprehensive senior capstone course which involves preparation for final portfolio presentations and for developing professional resumes. 3 credits

Art History  
ARTH 1001 Art and Human Needs  
Throughout history, and throughout the world, art has served key functions related to home and shelter, religion, magic, propaganda, commemoration (individual and collective), instruction, and societal critique. This course, which fulfills the aesthetic requirement in the new core curriculum of the College of Arts and Sciences, is aimed at informing students about the essential place of the visual arts in human experience across the globe. 3 credits

ARTH 1101 Art of the Western World  
General survey of the history of art in the West from pre-classical Greece to the present day. 3 credits

ARTH 2101 Looking at Art and Visual Culture  
The course addresses the methodologies of art history and the newer field of visual culture. To be considered are the various ways of looking at art and visual culture, roughly in the order of their development from the late eighteenth through the twenty-first centuries. The course's format - lectures and discussions - is aimed at maximum participation on the part the students as the study of art and visual culture, ideally, is a discursive practice. 3 credits

ARTH 2107 American Art  
Overview of art and architecture in America from colonial times to the 20th Century. (Formerly ARTH 1107) 3 credits

ARTH 2109 (AFAM 2529) African American Art  
Overview of African American material culture and visual arts from colonial times to the present, including painting, printmaking, photography and sculpture. Close analysis of visual representations will go hand in hand with a discussion of key texts in art history and critical theory. Topics include the effects of patronage, the influence of class, gender and sexual orientation. Special emphasis in exploring how transatlantic travel and dislocation affected continuity and transformation in African American art practice and beyond. (Formerly ARTH 5009) 3 credits

ARTH 2111 (ARCH 2311) Greek and Roman Art  
Study of the art and architecture of the ancient Greeks and Romans. (Formerly ARTH 1111) 3 credits

ARTH 2112 Medieval Art  
Art in Europe from the beginning of Christianity through the full flowering of medieval culture in the Gothic age. (Formerly ARTH 1112) 3 credits

ARTH 2113 Italian Art of the Renaissance  
Evolution of Italian art from the 14th through the 16th centuries. (Formerly ARTH 1113) 3 credits

ARTH 2115 Baroque and Rococo Art  
Historical development of painting and architecture in Europe from the post Renaissance period to the late 18th century. (Formerly ARTH 1115) 3 credits

ARTH 2116 19th Century Art from Neoclassicism to Impressionism  
Evolution of modern art in Europe from the dawn of Neoclassicism in the later part of the 18th century until the last Impressionist exhibition in 1886. (Formerly ARTH 1116) 3 credits

ARTH 2118 20th Century Art  
An overview of the history of art of the 20th century, from Expressionism and Symbolism to the Postmodern trends of the end of the century. (Formerly ARTH 1118) 3 credits

ARTH 2119 Art Since 1945  
An overview of contemporary art since the end of World War II in the Americas, Europe and the Pacific Rim. Emphasis on the contextualization of art in the political, social and cultural realm. The blur of traditional boundaries between art forms will be discussed, as well as the erasure of certain canonical properties of art, such as visuality and plasticity, (e.g., the handmade object). (Formerly ARTH 5001) 3 credits

ARTH 2124 History of Graphic Design  
An historical overview of graphic design from the early pictograph to the present. The course stresses both the theory and historical development of visual communication. The relationship between word and image is also a major theme. (Formerly ARTH 1124) 3 credits

ARTH 2126 The Arts of China and Japan  
Survey of Far Eastern art from prehistoric times to the 19th century. Original works of art from the University’s collections used for illustration and examination. (Formerly ARTH 1126) 3 credits

ARTH 3201 Gender and Art  
Examines representations of masculinity and femininity in the history of western art. Explores how contemporary artists and theorists are challenging these gendered constructions. Discusses barriers women artists have faced and strategies they have formulated to surmount these obstacles. Introduces diverse methodologies from feminist and gender studies. Prepares students to include a feminist perspective to their evaluation of museum exhibitions. 3 credits
ARTH 3127 The Art of Van Gogh and His Contemporaries  
European art of the Post-Impressionist era, with special emphasis on Vincent van Gogh. (Formerly ARTH 1127)  
3 credits

ARTH 3141-3144 Special Topics in Art History  
Selected topics in art history. May be repeated for credit under a different number as topics change. (Formerly ARTH 2141-2144) 3 credits

ARTH 3151-3156 Individual Studies in Art History  
Study and research in individual areas selected by the student in consultation with adviser and department chair. Junior or senior art history majors. 1 - 6 credits

ARTH 3193-3194 Art Internship  
Pass/Fail option only. 3 credits

ArTH 4101 Art History Seminar  
The seminar is intended for advanced art history majors, preferably seniors, and possibly others (such as students in the University Honors Program, Women’s Studies, Catholic Studies, etc.), depending on the subject and with permission of the instructor. Its purpose is to involve students in the intense study of a specific topic, selected by the faculty member teaching the course. In a typical seminar, the faculty member gives a series of introductory lectures on the topic. Students read a group of texts related to the topic and these are discussed in class. Students then present a seminar paper on a specific aspect of that topic. The paper, upon presentation, is also submitted as a final project. 3 credits

Applied Music  
MUAP 1011-1012 Beginning Piano I-II  
Group piano instruction for beginners, taught in electronic piano lab. Two one-hour classes per week. Prerequisite to private piano lessons. 2 credits each

MUAP 1131 Beginning Voice  
Group voice instruction for beginners. One two-hour class per week. Prerequisite to private voice lessons. 2 credits

MUAP 1141-1148 Band  
Brass and woodwinds ensemble, which plays a varied repertoire from classical to contemporary music. One or more performances a semester. 1 credit each

MUAP 1151-1158 Chorus  
Study and performance of choral music from the Renaissance to the present. Includes development of choral skills such as sight reading, intonation, establishing a good choral tone and vocal color. Audition required. 1 credit each

MUAP 1161-1168 Vocal Chamber Ensemble  
Auditioned vocal ensemble for advanced singers. Audition required. Membership in University Chorus is required. 1 credit each

MUAP 1172-1179 Opera/Musical Theater  
Preparation of arias and vocal ensembles for the purpose of stage presentation. 1 credit each

MUAP 1182 Conducting Techniques for Vocal Ensembles  
Practical training in the conducting of vocal ensembles. 2 credits

MUAP 1183-1190 Instrumental Chamber Ensemble  
Instrumental chamber ensemble for auditioned intermediate or advanced instrumentalists. Combinations (duos, trios, quartets, etc.) will be formed on the basis of availability of instruments and students’ interest. 1 credit each

MUAP 1211-1218 Chamber Orchestra  
The Seton Hall Chamber Orchestra offers students an orchestral performing experience as a credited course offering. Students with intermediate to advanced skill levels on all orchestral instruments (strings, woodwinds, brass, percussion, and harp) are encouraged to participate. A wide range of music is performed including Baroque, Classical, Romantic, 20th century and popular music. Students have the unique opportunity to perform with faculty and professionals within the orchestra. The orchestra meets once weekly for a 90-minute rehearsal and presents a concert performance at the end of each semester. 1 credit each

MUAP 1221-1228 Jazz Ensemble  
The Seton Hall Jazz Ensemble offers students the opportunity to rehearse and perform a variety of jazz styles in small combo settings. Performances take place in various venues throughout the term. Students are coached in reading charts and given opportunities for improvisation. Repertoire includes the blues, swing, Latin, modal, and fusion, and always includes material accessible to the beginning improviser. All with basic reading and technical skills are welcome. Rehearsals are run by the instructor, but students are encouraged to contribute ideas for arrangements. 1 credit each

MUAP 1291-1292, 1294 Beginning Instruments  
Group instrumental lessons on wind, string or percussion instruments. The courses are designed for beginners, in an ensemble situation. 2 credits each

MUAP 2141-2144 Special Topics in Applied Music  
Selected topics, designated in advance of the semester, in the area of applied music. May be repeated for credit (under different number as topics change). 3 credits

MUAP 2211-2219 Private Piano Instruction/Majors  
Private lesson, 1 hour per week. Prerequisite: MUAP 1011 Beginning Piano I, or permission of department. 2 credits each

MUAP 2231-2239 Private Voice Instruction/Majors  
Private lesson, 1 hour per week. Prerequisite: MUAP 1131 Beginning Voice, or permission of department upon successful audition. 2 credits each

MUAP 3181-3186 Individual Studies in Applied Music  
Independent work under the guidance of the instructor. For exceptional students only. Prerequisite: permission of chair. 1-6 credits
MUAP 3193-3194 Music Internship
Course acquaints music majors with the music industry in its different forms, (i.e., concert management, the recording industry, music broadcasting, etc.). Internships in any of these areas are extremely useful for students and may set them on a career path. 3 credits each

MUAP 3291-3299 Private Brass Instruction
Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. 2 credits each

MUAP 3391-3399 Private Woodwinds Instruction
Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. 2 credits each

MUAP 3491-3499 Private Strings Instruction
Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. 2 credits each

MUAP 3591-3599 Private Percussion Instruction
Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 Beginning Instruments or permission of department upon successful audition. 2 credits each

MUAP 3691-3699 Private Organ Instruction
Private lesson. 1 hour per week. Prerequisite: MUAP 1011 Beginning Piano I or permission of department upon successful audition. 2 credits each

MUHI 1102 Music and Civilization
Approach to the history of music from the viewpoint of art, literature, politics and education from Greek civilization to the present. 3 credits

MUHI 1108 Music of America
Survey of music from colonial times to present, with special emphasis on 19th century romanticists and 20th century neoclassicists. 3 credits

MUHI 1112 Intro to Liturgical Music
A study of Liturgical music. A history and study of repertoire, composers and function of music in the liturgy. 2 credits

MUHI 1119 History of Opera
Survey of operatic trends from 1600 to present. Concentration on the works of Mozart, Verdi, Wagner, Puccini and Strauss. 3 credits

MUHI 1133 Jazz and Rock
Survey of the two major areas of American popular music: Jazz and Rock. Analysis of their roots, development and style will be covered. 3 credits

MUHI 1134 Music of Broadway
Survey of the music presented on the “Great White Way” from 1750 to the present, including a look at the minstrels, operettas, reviews, follies, vaudeville and musical plays, as well as the famous musicals that have appealed to Americans since 1939. 3 credits

MUHI 1137 Gregorian Chant: Notation Methods of Singing
Direction study of plain chant as it developed in the Church: the singing, the history, the interpretation and the relationship to the liturgy. 3 credits

MUHI 2141-2144 Special Topics in Music History
Selected topics in music history. May be repeated for credit (under different number as topics change). 3 each credits

MUHI 2171-2176 Individual Studies in Music History
Study and research in individual areas selected by the student in consultation with adviser and department chair. Prerequisite: 6 credits in music. Course open to graduate and advanced undergraduate students. 1-6 credits

MUTH 1112 Theory of Music I
Comprehensive study of musical notation: sight singing, melodic and rhythmic dictation, basic analysis of triads, inversions, phrase structure and the technique employed in harmonization. 4 credits

MUTH 2112 Theory of Music II
Comprehensive study of harmony including harmonic and rhythmic dictation, advanced sight-singing, study of seventh chords, secondary dominants, modulation to closely related and foreign keys plus advanced four-part analysis. Prerequisite: MUTH 1112. 4 credits

MUTH 2141-2144 Special Topics in Music Theory and Analysis
3 credits

MUTH 3111 Theory of Music III
Basic study of the techniques used in instrumental and vocal music composition. Basic form and practical implementation of rules of composition. Prerequisite: MUTH 2112. 3 credits

MUTH 3131-3144 Special Topics in Music Composition
1-6 credits

MUTH 4111 Theory of Music IV
Study of arranging and orchestration skills utilized in choral and instrumental music. Techniques in doubling, orchestration for large and small ensembles as well as copyright laws and how to be published. Prerequisite: MUTH 3111. 3 credits

MUTH 4171-4176 Individual Studies in Music Theory
1-6 credits

MUTH 5171-5176 Individual Studies in Music Composition
1-6 credits
Department of Asian Studies

Fahy Hall
(973) 761-9464
www.shu.edu/academics/artsci/asian-studies/index.cfm

Faculty: Brown; Chen; Leung (Chair); Linderman (Undergraduate Adviser); Osuka (Director of Graduate Studies);

Faculty Emeriti: Blakeley; Kikuoka; Ma; Yang; Young

The Department of Asian Studies offers programs leading to the Bachelor of Arts and Master of Arts degrees. The Bachelor of Arts program provides students with training in the languages, histories, politics, religions, and cultures of Asia, leading to careers in government, international services, research, teaching and business, as well as to advanced graduate study. The Master of Arts program prepares students to become Asian specialists in many fields, most especially, government and diplomatic services, business, and secondary and tertiary education.

The languages offered by the department are Arabic, Chinese (Mandarin), Japanese and Filipino. Area courses cover the civilizations and affairs of Asia, with emphasis on China, Japan, India, and Korea.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 48 credits in Asian Studies.

Departmental Requirements

I. Language Courses

24 credits in a single Asian language

II. Area Courses

24 credits in area studies, 12 of which must include the following:

ASIA 3127 History of Traditional China
ASIA 3128 History of Modern China
ASIA 3129 History of Traditional Japan
ASIA 3130 History of Modern Japan

Select 6 credits in social science courses from among the following:

ASIA 2112 Geography of Asia
ASIA 2114 China in World Affairs
ASIA 3114 Asian Politics
ASIA 3115 Asian Social Life
ASIA 3131 Contemporary Chinese Politics
ASIA 3132 Contemporary Japan and other approved courses

Select 6 credits in humanities courses from among the following:

ASIA 1101 World Religions
ASIA 1111 Zen and Yoga
ASIA 2101-2102 Asian Literature in English Translation I-II
ASIA 1403 History of Asian Religious Reflections

and other approved courses

Minor Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, students minoring in Asian studies must complete a total of 21 credits in the field.

Track A

Required Courses: 9 credits

ASIA 1601 History of Traditional Asia
ASIA 1602 History of Modern Asia

Plus one additional Asian area studies course

Electives

Completion of 12 credits in one Asian language, or 12 credits in Asian Area Studies.

Track B

Completion of 18 credits in one Asian language and one Asian area studies course (3 credits)

The Language Resource Center

The Language Resource Center in the College of Arts and Sciences is committed to facilitating a teaching and learning environment where students, faculty and staff have the opportunity to explore language and culture in a technology-enhanced setting. Language learners will find computer workstations with headphones and language learning software, as well as reference books, publications and foreign language films for the following languages: Arabic, Chinese, Japanese, Russian, French, Spanish, German and Italian. The Language Resource Center also provides information on assessment and placement exams, as well as careers for language learners. For information, visit Fahy Hall Room 202, e-mail lrc@shu.edu, or call (973) 761-9457.

Course Descriptions

Arabic

ARAB 1011-1012 Introductory Modern Standard Arabic I-II

Learning the basic skills of Modern Standard Arabic: pronunciation and writing. Stress on listening comprehension and the ability to communicate in everyday situations through classroom practice and drills, reinforced with audio-visual materials and Internet and computer programs. Special emphasis will be placed on interactive learning. Prerequisites: for ARAB 1011, none; for ARAB 1012, ARAB 1011 or equivalent. 3 credits each

ARAB 2101-2102 Intermediate Modern Standard Arabic I-II

This course will focus on intermediate level grammar, vocabulary, listening comprehension, reading and writing of standard Arabic. Stress on listening comprehension and the ability to communicate in everyday situations through classroom practice and drills, reinforced with audio-visual materials and Internet and computer programs. Special emphasis will be placed on interactive learning. Prerequisites:
Asian Area Studies

ASIA 1011 (RELS 1402) World Religions
Basic issues in major faith traditions of the world. Special emphasis on the religious experience as expressed in sacred literature and specific world views and mythologies. Considerations of traditional rituals and symbols as well as nontraditional forms used to express response to the sacred. 
3 credits

ASIA 1111 Zen and Yoga
Rise of Zen in China and Japan; development of Yoga in India. Students learn the actual exercises and postures of Zen and Yoga. 3 credits

ASIA 1403 (RELS 1403) History of Asian Religious Reflections
Origin and development of religious speculations in India from the Vedic period to Shankara; in China from Confucius to Chu Hsi; in Japan from the Nara to the Meiji periods. (Formerly ASIA 3101) 3 credits

ASIA 1601 (HIST 1601) History of Traditional Asia
A survey of the historical development of the major Asian civilizations (ancient Near East, India, China, Japan, Korea), primarily pre-modern. (Formerly ASIA 3102) 3 credits

ASIA 1602 (HIST 1602) History of Modern Asia
Asian history and culture from the 19th century to the present. (Formerly ASIA 3103) 3 credits

ASIA 2101-2102 (ENGL 3608-3609) Asian Literature in English Translation I-II

ASIA 2112 Geography of Asia
Physical environment and human problems of Asia. Emphasis on China, Japan, India and parts of Central Asia. 3 credits

ASIA 2114 China in World Affairs
General survey of China’s foreign relations in the 20th century, particularly in the post-1949 period. China’s relations with the United States, Russia and developing countries. 3 credits

ASIA 2115 Japan and the United States
A comparison of the Japanese and American political, economic and social systems; an exploration of the political and economic relations between the two nations. Special attention is focused on United States-Japan cooperation and competition in the 1990s and into the 21st century. 3 credits

ASIA 2116 China and the United States
Survey of relations between China and the United States during the 20th century, particularly from the Cold War period on. Emphasis on current issues in U.S.-China relations. Topics covered include: U.S. relations with the Chinese Nationalist and Communist governments; Sino-American detente; diplomatic normalization of the Sino-American relationship; relations with Taiwan and Hong Kong; trade and human rights issues; the impact of Tiananmen on America’s relations with China; and new challenges of the 21st century. 3 credits

ASIA 2118 (RELS 2418) Buddhist World of Thought and Culture
This course is intended as an introduction to Buddhist traditions in South and Southeast Asia, East Asia, and the West. Progressing both chronologically and thematically, the course begins with the earliest known strata of Buddhist ideas created in India some 2500 years ago. After an introduction to basic Buddhist doctrines and practices, students study the spread of Buddhism southward to Sri Lanka and Thailand and northward to Tibet, China, Japan, and Korea. The course will culminate in a brief overview of Buddhist practices in America. 3 credits

ASIA 2211 SHU Japan Exchange Program I
Seton Hall University has been exchanging students with a Japanese university to broaden and deepen the understanding between two countries. Students are given the chance to meet Japanese people and learn firsthand about their civilization and culture. The course also includes numerous field trips in Japan. This course is for first time participants to the exchange program. Prerequisite: 3.0 GPA or consent of Director of Japanese Program. 3 credits

ASIA 2233 June in China
This course offers students a chance to experience firsthand one of the world’s most unique and industrious societies. Through lectures, class discussion, field trips and written assignments, students will develop a better understanding of different aspects and the current developments of China, thereby opening up their intellectual horizon. Prerequisite: Consent of the instructor. 3 credits

ASIA 3113 (RELS 2551) Eastern Mysticism
Compares the Western model of “spiritual journey,” the intuitive approach of the Upanishads, the devotional orientation of the Bhagavad-Gita, and the Yogic path of spiritual transformation. The early Buddhist notion of “nirvana” and subsequent Zen emphases. The Chinese search for “Tao” and “li.” 3 credits

ASIA 3114 (POLS 2611) Asian Politics
Political systems and behavior in modern Japan, China, India, and Southeast Asia. 3 credits

ASIA 3115 Asian Social Life
Asian social institutions and customs, ethnic relations, and family life. 3 credits
ASIA 3119 The Holy Books of India
Vedas, Upanishads, Ramayana, Yoga-Sutras, and the Vedanta Sutra of the Hindu tradition. Selections from the Pali canon of the Buddhist tradition. 3 credits

ASIA 3120 India and Its People
The term “India” that in pre-modern times included the modern nation-states of India, Pakistan, Afghanistan, Bangladesh, Nepal, Bhutan, and Sri Lanka comprises one of the most multiethnic, multi-linguistic, and multi-cultural populations on earth. This course will attempt to trace the diverse histories of the peoples of “India” and their cultural legacies. 3 credits

ASIA 3127 (HIST 3621) History of Traditional China
From the origins to A.D. 1800. Political, social and intellectual characteristics of Chinese civilization. 3 credits

ASIA 3128 (HIST 3651) History of Modern China
Transformation and continuity in China since 1800. Includes the causes and implications of Qing Dynasty encounters with foreign powers, internal rebellions, dynastic collapse, tumult of the Republican period, war against Japan, civil war between the Nationalists and Communists, communist rule and contemporary reforms and ongoing one-party control of power. 3 credits

ASIA 3129 (HIST 3622) History of Traditional Japan
Origins to A.D. 1800. Periods of aristocratic and military dominance, the “Christian century,” and the isolation of Japan in the Tokugawa period. 3 credits

ASIA 3130 (HIST 3652) History of Modern Japan
1800 to the present. Rapid Meiji modernization, assertive militarism, World War II defeat, astounding economic revival, and present-day global influences and political and economic challenges. 3 credits

ASIA 3131 (POLS 2616) Contemporary Chinese Politics
The main theme of this course is political development on mainland China in terms of Chinese leaders’ effort to build a new nation. The course starts with a survey of modern Chinese history, with its emphasis on the power struggle between the Chinese Nationalists and Communists before 1949. The rest of the course deals with major aspects of organization and mobilization of Chinese people by the Chinese Communist Party, as well as power politics and political movements. 3 credits

ASIA 3132 (HIST 3686) Contemporary Japan
Postwar reform and reconstruction of Japan during the MacArthur era; reasons for Japan’s rapid economic development in the 1950s and 1960s; political, trade, and economic development in the 1970s and 1980s; the economic stagnation of the 1990s; issues and questions about democracy in Japan since World War II; challenges Japan faces in its relations with other nations; questions of remilitarization; Japan’s struggle to be competitive; and Japan’s balancing role in the Asia Pacific Region. 3 credits

ASIA 3133 Contemporary China
With a population of some 1.3 billion, China’s open-door policy, begun in the late 1970s, has produced significant and far-reaching changes in its society and economy. This course focuses on contemporary transformations of the world’s largest Communist country: changes in social values and structure; lifestyle; people’s attitudes; foreign investments; special economic zones; economic transactions; and the emergence of private enterprises. Lecture supplemented by video, Internet, and CD-ROM resources. 3 credits

ASIA 3134 China and Japan: Diplomacy, Politics, and Economy
A survey of Chinese-Japanese political, economic, and cultural relations and comparison of the Chinese and Japanese political systems. Special attention to economic and political developments in contemporary China and Japan, and to major issues and problems in China-Japan political and economic relations during the 1990s and into the 21st century. 3 credits

ASIA 3135 SHU Japan Exchange Program II
Seton Hall University has been exchanging students with a Japanese university to broaden and deepen the understanding between two countries. Students are given the chance to meet Japanese people and learn firsthand about their civilization and culture. The course also includes numerous field trips in Japan. This course is for second time participants to the exchange program. Prerequisite: ASIA 2211 or consent of Director of Japanese Program. 3 credits

ASIA 3894 Asian Studies Co-op I
3 credits

ASIA 3895 Asian Studies Co-op II
3 credits

ASIA 3896 Asian Studies Co-op III
3 credits

ASIA 5190-5199 Directed Studies
Selected readings in each student’s field of concentration under the direction of a faculty member on an individual basis. Also included are some courses in language and new course offerings. Please request a listing from the department. 3 credits each

Chinese

CHIN 1102-1103 Introductory Chinese I - II
Mastery of the basic skills of modern spoken Mandarin Chinese: Pinyin Romanization, pronunciation, basic sentence patterns and vocabulary. Stress on listening comprehension and the ability to communicate in everyday situations. 3 credits

CHIN 1104-1105 Introductory Chinese Reading I-II
Mastery of the 600 most commonly used characters and the vocabulary arising from their combinations. Study of simple colloquial texts as a supplement to the basic sentence patterns of spoken Chinese. Pre- or corequisites: CHIN 1102-1103 3 credits each
CHIN 1106-1107 Introductory Interactive Chinese I-II
A laboratory course designed to supplement CHIN 1104-1105 that focuses on reinforcing development of the four skills through multifaceted interactive programs on the computer. Corequisites: CHIN 1104-1105. 1 credit each

CHIN 2101-2102 Intermediate Chinese I-II
Attainment of the ability to communicate in a variety of social situations. Vocabulary building and mastery of more complex sentence patterns of modern spoken Mandarin through classroom practice and drills. Prerequisites: CHIN 1102-1103. 3 credits each

CHIN 2103-2104 Intermediate Chinese Reading I-II
Mastery of 600 additional Chinese characters and their combinations. Reading of texts in colloquial Chinese, as reinforcement to grammar and syntax. Pre- or corequisites: CHIN 2101-2102. 3 credits each

CHIN 2106-2107 Intermediate Interactive Chinese I-II
A laboratory course designed to supplement CHIN 2103-2104 that focuses on reinforcing development of the four skills through multifaceted interactive programs on the computer. Prerequisites: CHIN 1106 and Corequisites: CHIN 2103-2104. 3 credits each

CHIN 3101-3102 Advanced Chinese I-II (formerly known as CHIN 3101-3102 Advanced I-II)
Continuation of the listening, speaking, reading, writing skills development in Chinese. Emphasis on reading advanced written materials in modern Chinese, with practice leading to a high level of oral expression. Prerequisites: CHIN 2102 and 2104. 3 credits each

CHIN 3211-3212 Readings in Classical Chinese I-II
Introduction to classical Chinese through selected readings, with emphasis on classical grammar and syntax. Prerequisite: CHIN 3102. 3 credits each

CHIN 3213-3214 Readings in Modern Chinese I-II
Selected readings in modern Chinese materials in the social sciences and humanities. Prerequisite: CHIN 3102. 3 credits each

CHIN 3215-3216 Chinese Newspaper Readings I-II
Introduction to journalistic writings, including materials selected from newspapers and magazines. Prerequisite: CHIN 2112 or 2102. 3 credits each

Filipino

FILI 1011-1012 Introductory Filipino I-II
Mastery of the basic features of Filipino and development of the four skills (comprehension, speaking, reading and writing) through classroom practice and drills, reinforced with audiovisual materials and exercises. Special emphasis is placed on mastering the sound system of Filipino. 3 credits each

FILI 2011-2012 Intermediate Filipino I-II
Develops further the speaking and reading skills learned in Introductory Filipino I and II. The courses focus on standard Filipino grammar and the construction of complex sentences. Readings from periodicals on Philippine culture serve as the springboard for instruction. Prerequisite: FILI 1012. 3 credits each

Japanese

JAPN 1012-1013 Elementary Interactive Japanese I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in JAPN 1102-1103. Taken simultaneously with JAPN 1102-1103. 1 credit each

JAPN 1101 Intensive Introductory Japanese
Intensive study of modern Japanese. Accelerated course developing the proficiency-oriented linguistic skills of listening, speaking, reading, and writing (Hiragana, Katakana and Kanji) mainly through computer-aided learning methods. 6 credits

JAPN 1102-1103 Introductory Japanese I-II
Modern Japanese. Mastery of the basic proficiency-oriented linguistic skills of listening, speaking, reading, and writing (Hiragana, Katakana and Kanji) mainly through computer-aided learning methods. 3 credits each

JAPN 2102-2103 Intermediate Interactive Japanese I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in JAPN 2101-2102. Taken simultaneously with JAPN 2101-2102. 1 credit each

JAPN 2101-2102 Intermediate Japanese I - II
Review of the essentials of grammar and vocabulary. More advanced study, with emphasis on listening, speaking, reading, and writing. Prerequisite for JAPN 2101: JAPN 1103. Prerequisite for JAPN 2102: JAPN 2101. 3 credits

JAPN 2111 Intensive Intermediate Japanese
More advanced study, with emphasis on speaking, vocabulary building, reading and grammar. Prerequisite: JAPN 1101. 6 credits

JAPN 3111-3112 Third Level Japanese I - II
Continuation of the four skills development in Japanese. Emphasis on reading. Prerequisites for JAPN 3111: JAPN 2111 or 2102. Prerequisite for JAPN 3112: JAPN 3111. 3 credits each

JAPN 3113-3114 Introduction to Readings in Japanese I-II
Intermediate level readings. Emphasis on modern Japanese in the various disciplines. Prerequisite: JAPN 2111 or JAPN 2102. 3 credits each

JAPN 3211-3212 Business Japanese I-II
Emphasis on conversation and reading in business-related materials. Includes basic business correspondence. (For students who have reached the third-year level in Japanese language.) Prerequisite: JAPN 2111 or JAPN 2102. 3 credits each
Department of Biological Sciences
McNulty Hall (Science and Technology Center) (973) 761-9044 www.shu.edu/academics/artsci/biology
Faculty: Ahmad; Bentivegna (Chair), Blake; Chang; Chu; Glenn; Klaus; Ko; Krause; Moldow (Director of Health Professions); Pumfery; Rawn (Director of Graduate Studies); Xing; Zhou
Faculty Associates: Ruscingno (Director of Dual Degree Programs); Tall
Faculty Emeriti: DeProspo; Hsu; Katz; Kramer; Orsi

The Department of Biological Sciences offers programs of study leading to the following degrees: Bachelor of Arts, Bachelor of Science, Master of Science in Biology, Master of Science in Microbiology, and Doctor of Philosophy in Molecular Bioscience. The Department of Biological Sciences also offers three dual degree programs: Physical Therapy (B.S./D.P.T.), Physician Assistant (B.S./M.S.P.A.), and Athletic Training (B.S./M.S.A.T.) with the School of Health and Medical Sciences. At the undergraduate level, the Department of Biological Sciences also offers an interdisciplinary minor program in environmental sciences.

Biology Honors Program
The Biology Honors Program offers the opportunity for students to work closely with faculty members on sustained research projects, leading to the presentation of their work at scientific forums and published papers. The Biology Honors Program is open to students with a minimum GPA of 3.0 in science courses. Students must complete at least 8 credits of biology research under the direction of a faculty member (2181*, 3191, 3192, 3193, 3194*, 4186) and present their work at two scientific forums. From these credits in the Honors Program, 4 may be applied as biology electives in completing the 14 elective credits needed for the major, the remaining 4-6 credits will be counted as general electives. Honors students also will receive training in the responsible conduct of research and are encouraged to continue their research over the summer. *optional

Advanced Placement
Students with a score of 4 or higher in the Biology Advanced Placement Exam may waive the natural science requirement of the arts and sciences core curriculum. The credits are assigned to BIOL 1101 or BIOL 1111. These two courses are not part of the requirements for biology majors.

Major Program
The undergraduate major in biology provides a strong background in the biological sciences in preparation for careers in any area of biology, medicine, dentistry and related professions. It is sufficiently flexible and open to ensure the scheduling of arts and humanities courses for a broad cultural education. Through elective courses, the program gives students the opportunity to become familiar with different specialized areas of biology and to engage in independent library or laboratory research.

Each student in the major is assigned a faculty member who serves as adviser throughout the student’s undergraduate years. The adviser provides continuity of information and guidance to help plan the student’s academic program, evaluate progress, and explore career goals. While all students are required to schedule certain courses (see departmental requirements), each student selects courses and develops a specific program in consultation with the academic adviser.

Successful completion of the New Jersey Basic Skills Computation and Algebra tests, or equivalent tests administered by the Seton Hall University mathematics department, is prerequisite to all courses listed.

Professional Programs
For information on Health Professions see the Health Professions/Pre-Medical and Pre-Dental Advisory Committee section of the catalogue.

Bachelor of Science (B.S.) Degree
The Bachelor of Science degree (B.S.) is intended for those students interested in pursuing careers in science and considering application to graduate programs in science or medicine. In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the Bachelor of Science in Biology must complete a minimum of 65 credits in biology, chemistry, mathematics and physics. Students majoring in biology with the intent to earn the B.S. degree follow the College of Arts and Sciences B.S. Core Curriculum. This includes all students pursuing dual degree programs in the Department of Biological Sciences.

B.S. Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1201-1202 General Biology Organism/Cell</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2211 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2229 Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4199 Senior Biology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BIOL xxxx Elective courses in Biology</td>
<td>14</td>
</tr>
<tr>
<td>CHEM 1123-1124 General Chemistry I-II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1125-1126 General Chemistry Lab I-II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 2321-2322 Organic Chemistry I-II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 2315-2316 Organic Chemistry Lab I-II</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1401 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>and MATH 1411 Calculus II</td>
<td>4</td>
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<tr>
<td>or MATH 2111 Statistics for Science Majors</td>
<td>4</td>
</tr>
</tbody>
</table>
A Model 4-Year Plan for the B.S. in Biology

First Year

Fall Semester
BIOL 1201 General Biology/Organism 4
CHEM 1123 General Chemistry I 3
CHEM 1125 General Chemistry Lab I 1
CORE 1101 Journey of Transformation 3
CORE 1001 University Life 1
MATH 1015 Pre-Calculus Mathematics 4
or
MATH 1401 Calculus I 4

Spring Semester
BIOL 1202 General Biology/Cell 4
CHEM 1124 General Chemistry II 3
CHEM 1126 General Chemistry Lab II 1
ENGL 1201 Core English I 3
MATH 1401 Calculus I 4
or
MATH 1411 Calculus II 4
or
MATH 2111 Statistics for Science Majors 4

Second Year

Fall Semester
BIOL 2211 Genetics 4
CHEM 2321 Organic Chemistry I 3
CHEM 2315 Organic Chemistry Lab I 1
ENGL 1202 Core English II 3
MATH 1411 Calculus II 4
or
MATH 2111 Statistics for Science Majors 4
or
Arts & Sciences Core* 3

Spring Semester
BIOL 2229 Cell Biology 4
CHEM 2322 Organic Chemistry II 3
CHEM 2316 Organic Chemistry Lab II 1
CORE 2101 Christianity and Culture in Dialogue 3
Arts & Sciences Core* 3

Third Year

Fall Semester
PHYS 1701 General Physics I 3
PHYS 1811 Physics Laboratory I 1
BIOL Biology Elective 3-4
COST 1500 Foundations in Oral Rhetoric 2
Arts & Sciences Core* 6

Spring Semester
PHYS 1702 General Physics II 3
PHYS 1812 General Physics Lab II 1
BIOL Biology Elective 3-4
CORE 3101 Engaging the World 3
Arts & Sciences Core* 3
General Elective 3

Fourth Year

Fall Semester
BIOL 4199*** Biology Senior Seminar 0-3
BIOL Biology Elective 3-4
or
Any graduate level biology course** 3-6
Arts & Sciences Core* 6
General Electives 3-6

Spring Semester
BIOL 4199*** Biology Senior Seminar 0-3
BIOL Biology Elective 3-4
or
Any graduate level biology course* 3-6
Arts & Sciences Core* 3-6
General Electives 0-8

*Consult the College of Arts and Sciences core curriculum for information regarding these courses.
** See Graduate Catalogue for course listings.
*** Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December. Approval from academic adviser and departmental chair is required.

Bachelor of Arts (B.A.) Degree

The B.A. in Biology (major code BIOA) is a program that provides a solid foundation in laboratory-based life science for students who are interested in integrating their study of biology with other related areas including law, ethics, psychology, history, computer science, writing or journalism. The program is of interest to students majoring in education, for students interested in science writing, and for general understanding of this area of study, that is increasingly important for informed citizenship, intelligent parenting, and life-long learning.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the B.A. in Biology must complete a minimum of 31 credits in biology, chemistry, and mathematics as well as 15 credits from the major elective course list below for a total of 46 credits. At least two major elective courses must be in Biology (BIOL), and no more than 4 credits of Biology electives may be in research, independent study or Co-op courses.

Students pursuing the B.A. in Biology will follow the College of Arts and Sciences Core Curriculum requirements for B.A. students.
B.A. Degree Requirements

The following courses must be completed:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1201-1202</td>
<td>General Biology/Organism/Cell</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2211</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2341</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4199</td>
<td>Senior Biology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1123-1124</td>
<td>General Chemistry I-II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1125-1126</td>
<td>General Chemistry Lab I-II</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1401</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL Elective above 2000 level</td>
<td></td>
<td>6-8</td>
</tr>
</tbody>
</table>

(Note: Some have pre-requisites.)

Select 7-9 credits from the following BIOA Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1201</td>
<td>Introduction to Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2321 &amp; 2315</td>
<td>Organic Chemistry I and Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2322 &amp; 2316</td>
<td>Organic Chemistry II and Lab II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3513</td>
<td>Scientific and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1314</td>
<td>Scientific Terminology</td>
<td>3</td>
</tr>
<tr>
<td>CSAS 1015</td>
<td>Computer Science Essentials</td>
<td>3</td>
</tr>
<tr>
<td>CSAS 1113</td>
<td>Computer Science for Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1411</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2111</td>
<td>Statistics for Science Majors</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2700</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1701-1702</td>
<td>General Physics</td>
<td>3-6</td>
</tr>
<tr>
<td>PHYS 1811-1812</td>
<td>Physics Laboratory I-II</td>
<td>1-2</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC xxxx</td>
<td>Psychology courses by advisement</td>
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<tr>
<td>SOCI 2224</td>
<td>Sociology of Health and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2224</td>
<td>Health and Medicine: An Anthropological Approach</td>
<td>3</td>
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A Model 4-Year Plan for the B.A. in Biology

First Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1201</td>
<td>General Biology/Organism/Cell</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1015</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1401</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>ENGL 1201</td>
<td>Core English I</td>
<td>3</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>Journey of Transformation</td>
<td>3</td>
</tr>
<tr>
<td>CORE 1001</td>
<td>University Life</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1202</td>
<td>General Biology/Cell</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1401</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1202</td>
<td>Core English II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Sciences Core *</td>
<td></td>
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</tr>
<tr>
<td>COST 1500</td>
<td>Foundations in Oral Rhetoric</td>
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Second Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 2211</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1123</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1125</td>
<td>General Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue</td>
<td>3</td>
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</table>

Arts & Sciences Core * | 3

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 2341</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOA Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Sciences Core*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
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Third Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL Elective</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>CHEM 1124</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1126</td>
<td>General Chemistry Lab II</td>
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</tr>
</tbody>
</table>

Arts & Sciences Core* | 3

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 2341</td>
<td>Ecology</td>
<td>4</td>
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<tr>
<td>BIOA Elective</td>
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<tr>
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<td></td>
<td>3</td>
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<tr>
<td>General Elective</td>
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Fourth Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2341</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOA Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Sciences Core*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td>6</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4199**</td>
<td>Biology Senior Seminar</td>
<td>0-3</td>
</tr>
<tr>
<td>BIOA Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Sciences Core*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December.

*Consult the College of Arts and Sciences core curriculum for information regarding these courses.

**Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December.

BIOL 1201, 1202, and 2211 are prerequisites for all biology major elective courses. Individual courses may have additional prerequisites as shown in the course descriptions. Students must check with biology department advisers to make sure courses are acceptable before registering.

Student academic records will be reviewed each year. To continue as a biology major after earning 30 or more credits, a student must have earned a minimum 2.0 GPA in the departmental requirements (biology, chemistry, math, and physics courses). Students whose GPA is less than 2.0 will
be counseled about an alternate major. Students may continue to take biology courses for which they have satisfied the prerequisites, and may request reinstatement in the biology major at a later time. Note that the university requires a 2.0 GPA (minimum “C” average) in the major and overall in order to graduate.

**Minor Program in Environmental Sciences**

The environmental sciences minor is intended primarily for science majors who wish to formally concentrate their studies specifically in the area of environmental science. This 23-credit minor is available to any student who meets the requirements. In order to take the four required science courses offered in the environmental sciences minor, the student must first complete certain prerequisite courses, as follows:

A. BIOL 1201 General Biology/Organism; BIOL 1202 General Biology/Cell; BIOL 2211 Genetics (as prerequisites for Ecology and Environmental Toxicology)

B. CHEM 1123/1125-1124/1125 General Chemistry I-II, and CHEM 2313-2314 Organic Chemistry I-II (as prerequisites for Environmental Chemistry, Environmental Toxicology and Environmental Physics)

C. PHYS 1701-1702 General Physics I-II (as prerequisites for Environmental Physics); and

D. MATH 1401 Calculus I

**Required Courses: 14 credits**

- BIOL 2341 Ecology 4
- BIOL 3341 Environmental Toxicology 3
- CHEM 3214* Environmental Chemistry 4
- PHYS 3511 Environmental Physics 3

*CHEM 2216 can be substituted for CHEM 3214.

**Elective Courses: 9 credits**

Choose three of the following five courses:

- BMGT 4925 Managing the Environment 3
- ECON 3410 Environmental Economics 3
- ENVL 2115/PHIL 2115 Environmental Ethics 3
- ENVL 3014/POLS 3014 Ecology and Politics 3
- ENVL 2311/ANTH 2311/SOCI 2311 Ecology, Demography and Environment 3

Please see the Environmental Studies Program section of this Catalogue for information about the major and minor in environmental studies.

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**Physical Therapy Dual Degree Program**

The Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) offer a 3 + 4 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy (B.S./D.P.T.). This seven-year program offers select students an opportunity to study in a traditional liberal arts environment as well as in various healthcare settings.

Physical therapists have the rewarding opportunity to make a positive difference in the quality of people’s lives. Along with the patient and other healthcare practitioners, the physical therapist shares the hard work and commitment needed to accomplish each individual patient’s goals.

For people with health problems resulting from aging, injury or disease, the physical therapist assists in the recovery process making them stronger, relieving their pain, helping them to regain use of an affected limb, to improve posture and balance, or to relearn such daily living activities as walking.

Another role of the physical therapist is keeping people well and safe from injury. Physical therapists do this by teaching people the importance of fitness and showing them how to avoid hurting their bodies at work or play. By designing and supervising individualized conditioning programs, physical therapists promote optimal physical performance. Physical therapy practice is centered on patient care and may include education, research and administrative activities.

**Admission Criteria**

Admission to the (B.S./D.P.T.) program is open to applicants who have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

Applicants are required to volunteer or work under the supervision of a physical therapist in a local hospital or other healthcare setting to strengthen interpersonal skills as well as to develop an understanding of the needs and capabilities of patients and the role of physical therapists.

The combined B.S./D.P.T. program is unique because it accepts students for enrollment in the entire program. Students who maintain the required GPA as undergraduates are guaranteed admission into the final four years of the professional studies. Due to a limit on the number of physical therapy students in each entering freshman class, admission into the program is extremely selective.

**Program Requirements**

Students who maintain the required GPA of 3.0 overall and 3.0 in prerequisite courses (A&P I and II, Chemistry I and II, Physics I and II, English I, Oral Communication/Rhetoric, Calculus I, Psychology with no grades less than
“C” in prerequisite courses) during each academic semester, and complete the course requirements within the Department of Biological Sciences, will enter the professional phase of the program after their junior year. Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year.

*** Please note: At the end of each semester, the student’s overall GPA will be evaluated. If by the end of the spring semester of the freshman year, or any subsequent semester during the first three undergraduate years of the B.S./D.P.T. program, a student’s overall GPA falls below a 2.7, the student will automatically lose his or her guaranteed seat as a B.S./D.P.T. dual degree student, and will become a biology major. In the event the student can bring his or her overall and prerequisite GPA to a 3.0 or higher prior to the start of the junior year, the student can re-enter the B.S./D.P.T. program depending on seat availability.

The students in the B.S./D.P.T. program are required to take a biology elective in their junior year. All biology electives for the B.S./D.P.T. program must be at the 3000 or 4000 level. A 2000 level course will not meet the biology elective requirement. Furthermore, all prerequisite and B.S. degree requirements must be successfully completed no later than August 1 prior to beginning the professional D.P.T. courses.

Eligible students seeking to transfer into the B.S./D.P.T. program will be considered on a space-available basis.

Prior to admission into the fourth year, students must also complete 50 hours of volunteer work under the supervision of a physical therapist. This volunteer experience will allow students to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of physical therapists. The volunteer work can be satisfied at any time prior to admission into the fourth year.

### First Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1201</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1123</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1125</td>
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<tr>
<td>MATH 1401</td>
<td>4</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>3</td>
</tr>
<tr>
<td>CORE 1001</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1202</td>
<td>4</td>
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<tr>
<td>CHEM 1124</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1126</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 1201</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1411</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 2111</td>
<td>4</td>
</tr>
<tr>
<td>COST 1500</td>
<td>2</td>
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</table>

### Second Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2211</td>
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<tr>
<td>CHEM 2321</td>
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<td>CHEM 2315</td>
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<td>PSYC 1101</td>
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<td>ENGL 1202</td>
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#### Spring Semester

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2299</td>
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<tr>
<td>CHEM 2322</td>
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<td>CHEM 2316</td>
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<td>CORE 2101</td>
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</tr>
<tr>
<td>Arts &amp; Sciences Core*</td>
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</tr>
</tbody>
</table>

### Summer Semester Sophomore Year

Prerequisite for admission to Phase 2 of the program: The volunteer work can be satisfied at any time prior to admission to Phase 2 of the program. Evaluations and letters of recommendation will be provided by the PT who has supervised the student. Letters must be submitted at orientation prior to the beginning of classes in the PT Program in the School of Health and Medical Sciences. Volunteer work required is 50 hours.

### Third Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 3338</td>
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<td>PHYS 1701</td>
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<td>Arts &amp; Sciences Core*</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3339</td>
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<tr>
<td>PHYS 1702</td>
<td>3</td>
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<td>PHYS 1812</td>
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<tr>
<td>BIOL Major Elective</td>
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</tr>
<tr>
<td>CORE 3101</td>
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<tr>
<td>Arts &amp; Sciences Core*</td>
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</table>

* Consult the College of Arts and Sciences core curriculum for information regarding these courses.

### Fourth Year

#### Fall Semester

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PTFY 4123</td>
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<tr>
<td>GMED 4001</td>
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<tr>
<td>GMED 4108</td>
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<td>PTFY 4030</td>
<td>2</td>
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<tr>
<td>GMED 4009</td>
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Spring Semester
GMED 4012  Kinesiology  3
GMED 4013  Therapeutic Modalities 3
PTFY 4031  Clinical Skills II 3
GMED 4102  Neuroscience 3
May Session
GDPT 6311  Embryology and Genetics  2
GDPT 6321  Psycho-Social Concepts in Health Care  2
Fifth Year
Fall Semester
GDPT 6534  Clinical Integration Seminar I  1
GDPT 6659  Clinical Practicum I  1
GMED 6007  Research Methods 3
GMED 6016  Orthopedic Clinical Medicine 2
GMED 6017  Clinical Imaging  2
GDPT 6445  Therapeutic Exercise  3
GMED 6019  Management of Musculoskeletal Problems: Extremities 3
GMED 6109  Internal Clinical Medicine  2
Spring Semester
GDPT 6433  Orthotics and Prosthetics/Functional Assistance  2
GDPT 6434  Life Span Development  3
GDPT 6551  Research Project I  2
GDPT 6660  Clinical Practicum II  1
GDPT 7134  Clinical Integration Seminar II  1
GDPT 6552  Exercise Physiology and Nutrition  3
GMED 6015  Pharmacology  2
GMED 6020  Management of Musculoskeletal Problems: Spine  3
May Session
GDPT 6661  Clinical Internship I (6 weeks)  2
Sixth Year
Fall Semester
GDPT 7131  Management of Neuromuscular Problems  5
GDPT 7562  Clinical Integration Seminar III  1
GDPT 7141  Neurological Clinical Medicine  2
GDPT 7142  Cardiopulmonary Clinical Medicine  2
GDPT 7152  Research Project II  3
GDPT 7235  Management of Cardiopulmonary Problems  3
GDPT 7359  Clinical Practicum III  1
Spring Semester
GDPT 6122  Principals of Teaching and Learning  2
GDPT 7232  Management of Geriatric Problems  2
GMED 6004  Biomedical Ethics  2
GDPT 7231  Management of Pediatric Problems  4
GDPT 7565  Service Learning Seminar  2
GDPT 7251  Research Project III  2
GDPT 7360  Clinical Practicum IV  1
GDPT 7563  Clinical Integration Seminar (IV)  1
GDPT 7362  Management of Special Problems  2
May Session
GDPT 7361  Clinical Internship II (6 weeks)  2
Seventh Year
Fall Semester
GDPT 7421  Healthcare Organization and Administration (3 weeks)  3
GDPT 7461  Clinical Internship III (12 weeks)  6
Spring Semester
GDPT 7522  Curriculum Integration Seminar (3 weeks)  3
GDPT 7561  Clinical Internship IV (12 weeks)  6

Physician Assistant Dual Degree Program
The Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) offer a dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant (B.S./M.S.P.A.). This six-year program offers the opportunity to study in a traditional liberal arts environment as well as in diverse clinical settings.

The Bachelor of Science in Biology is awarded at the completion of four years of work and the Master of Science in Physician Assistant is awarded at the completion of the sixth year of study.

Physician assistants (PAs) are healthcare professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and in virtually all states can write prescriptions. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA’s practice may also include education, research, and administrative services. Physician assistants are found in all areas of medicine. They practice in the areas of primary care medicine (family medicine, internal medicine, pediatrics, and obstetrics and gynecology) as well as in surgery and the surgical subspecialties.

Admission Criteria
Admission to the program is open to applicants who successfully completed a high school college preparatory curriculum, including courses in the social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.
Applicants are encouraged to volunteer or work in a local hospital or other healthcare setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of physician assistants.

The combined B.S./M.S.P.A. program is unique because it accepts students for enrollment in the entire program. Students who maintain the required GPA as an undergraduate are guaranteed admission into the final three years of professional studies. Due to a limit on the number of PA students in each entering freshman class, admission into the program is extremely selective.

**Program Requirements**

Students who maintain the required GPA of 3.0 overall and 3.0 in selected courses (A&P I and II, Microbiology, Chemistry I and II, Calculus I, Biology, English I, Psychology, and Foundations in Oral Rhetoric - with no grade less than “C” in prerequisite courses) during each academic semester and complete the course requirements within the Department of Biological Sciences will enter the professional phase of the program after their junior year. Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year. Eligible students seeking to transfer into any SHMS dual degree program will be considered on a space-available basis.

Prior to admission into the fourth year, students must complete 100 hours of volunteer work under the supervision of a clinician in at least one healthcare setting to strengthen interpersonal skills, and to develop an understanding of the needs and capabilities of patients and the role of physician assistants. The volunteer work can be satisfied at any time prior to admission into the fourth year.

*** Please note: At the end of each semester, the student’s overall GPA will be evaluated. If by the end of the spring semester freshman year and any semester after that in the first three years of the B.S./M.S.P.A. program, a student’s overall GPA falls below a 2.7, the student will automatically lose his or her guaranteed seat in the B.S./M.S.P.A. program (that is a biology major following the PA track) and will become a biology major. In the event the student can bring his or her grades up to a 3.0 (overall and prerequisite GPAs), prior to the start of the junior year and depending on seat availability, the student can re-enter the B.S./M.S.P.A. program.

Also, with regard to the B.S./M.S.P.A. program, a student must complete all science courses by the end of the spring semester of their junior year. Core courses that have not been completed by the end of the spring semester of the junior year can be taken in the summer of the student’s junior year. Students may not repeat courses in the summer of their junior year; they may take only core courses that they elected to take for the first time that summer.

### First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1201 General Biology/Organism</td>
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<tr>
<td>CHEM 1123 General Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 1125 General Chemistry Lab I</td>
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<tr>
<td>MATH 1401 Calculus I</td>
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<td>CORE 1101 Journey of Transformation</td>
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<td>CORE 1001 University Life</td>
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<th>Spring Semester</th>
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<tbody>
<tr>
<td>BIOL 1202 General Biology/Cell</td>
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<td>CHEM 1124 General Chemistry II</td>
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<tr>
<td>ENGL 1201 Core English I</td>
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<td>MATH 1411 Calculus II</td>
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<td>or</td>
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<td>MATH 2111 Statistics for Science Majors</td>
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<tr>
<td>COST 1500 Foundations in Oral Rhetoric</td>
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### Second Year

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<tr>
<td>BIOL 2211 Genetics</td>
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<td>CHEM 2315 Organic Chemistry Laboratory I</td>
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<td>PSYC 1101 Introduction to Psychology</td>
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<tr>
<td>ENGL 1202 Core English II</td>
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<td>Arts &amp; Sciences Core*</td>
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<table>
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<tr>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>BIOL 2229 Cell Biology</td>
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<tr>
<td>CHEM 2322 Organic Chemistry II</td>
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<td>CHEM 2316 Organic Chemistry Laboratory I</td>
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<tr>
<td>CORE 2101 Christianity and Culture in Dialogue</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Sciences Core*</td>
<td>6</td>
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</table>

### Summer Semester Sophomore Year

Volunteer work in PA setting. This is a prerequisite for admission to Phase 2 of the program. The volunteer work can be satisfied at any time prior to admission to Phase 2. Please contact the PA Director for advisement regarding appropriate volunteer work. The required volunteer work must be 100 hours. Letters must be submitted to the Program Chair on the day of orientation.

### Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 3338 Human Anatomy and Physiology I</td>
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<tr>
<td>BIOL 3411 Microbiology</td>
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<tr>
<td>PHYS 1701 General Physics I</td>
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<td>PHYS 1811 General Physics Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>Arts &amp; Sciences Core*</td>
<td>6</td>
</tr>
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</table>
Spring Semester
BIOL 3339  Human Anatomy and Physiology II  4
PHYS 1702  General Physics II  3
PHYS 1812  General Physics Laboratory II  1
CORE 3101  Engaging the World  3
Arts & Sciences Core*  6
*Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year
Fall Semester
PAFY 4001  Human Anatomy  4
PAFY 6111  Human Physiology  3
PAFY 4108  Health Maintenance Education  2
PAFY 4104  Psychiatry  2
PAFY 4203  Introduction to Clinical Medicine I  4

Spring Semester
GMED 4102  Neuroscience  3
PAFY 4107  Pathophysiology  3
PAFY 4109  Pharmacology  2
PAFY 4110  Clinical Therapeutics  2
PAFY 4204  Clinical and Diagnostic Methods  4
PAFY 4205  Introduction to Clinical Medicine II  4

Fifth Year
Fall Semester
GMPA 6102  Principles of Epidemiology  3
GMPA 6201  Physiology Correlates  1
GMPA 7301  Fundamentals of Clinical Medicine  5
GMPA 7304  Nutrition  2
GMPA 7402  Clinical I  5

Spring Semester
GMPA 7402  Clinical II  15
GMPA 7404  Research Methods I  2

Sixth Year
Fall Semester
GMPA 8510  Biostatistics  2
GMPA 8507  Internship I  10
GMPA 7303  Biomedical Ethics  3

Spring Semester
GMPA 8509  Research Methods II  1
GMPA 8603  Healthcare Policy  2
GMPA 8602  Internship II  12

Athletic Training Dual Degree Program
The Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) offer a dual degree program leading to a Bachelor of Science in Biology (B.S.) and a Master of Science in Athletic Training (M.S.A.T.). This five-year program offers students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization.

The Master of Science in Athletic Training (M.S.A.T.) is intended to prepare graduates to critically analyze and convey information to patients, colleagues, and other health professionals. These clinicians will be able to provide a broad range of patient care services, and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating in professional organizations in athletic training, and administering athletic training services.

The mission of the Master of Science in Athletic Training program is to prepare students to become competent and independent clinicians who will enhance the quality of patient health care and to advance the profession of athletic training. The program teaches and provides practical experiences to enable graduates to assume leadership roles both within the field of athletic training and within the community.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students develop the knowledge and skills needed to perform as entry-level athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion students will be thoroughly prepared for the Board of Certification (BOC) Examination and able to enter the professional as entry-level practitioners. Additionally the curriculum prepares students for the Strength and Conditioning Specialist (CSCS) examination.

Accreditation
The Master of Science in Athletic Training program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which maintains education standards for accredited athletic training education programs.

Admission Criteria
Admission to the program is open to applicants who successfully completed a high school college preparatory curriculum including courses in the social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

Applicants are encouraged to volunteer or work with a Certified Athletic Trainer (ATC) in their high school, local sports medicine clinic, hospital or other healthcare setting. This experience will help strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of athletic trainers.

The combined B.S./M.S.A.T. program is unique because it accepts students for enrollment in the entire program. Students who maintain the required GPA as an undergraduate are guaranteed admission into the final three years of professional studies. Due to a limit on the number of athletic training students in each entering freshman class, admission into the program is extremely selective.
Please note: At the end of each semester, the student’s overall GPA will be evaluated. If by the end of the spring semester of the freshman year, and any semester after that in the first three years of the B.S./M.S.A.T. program, a student’s overall GPA falls below a 2.7, the student will automatically lose his or her guaranteed seat in the B.S./M.S.A.T. program (that is a biology major following the AT track) and will become a biology major. In the event the student can bring his or her grades up to a 3.0 (overall and prerequisite GPAs), prior to the start of the junior year and depending on seat availability, the student can re-enter the B.S./M.S.A.T. program.

Program Requirements

Athletic training students who maintain the required GPA of 3.0 overall and 3.0 in selected courses (A&P I and II, Calculus I, Biology I, Physics I, English I, Psychology, Sociology, and Foundations in Oral Rhetoric - with no grades less than C in prerequisite courses) during each academic semester and complete the course requirements within the Department of Biological Sciences will enter the professional phase of the program after their junior year. Students enrolled in an undergraduate degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year. Eligible students seeking to transfer into any SMHS dual degree program will be considered on a space-available basis. Prior to admission into the fourth year, students must complete 50 hours of volunteer work under the supervision of a Certified Athletic Trainer in at least one healthcare setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of patients and the role of athletic trainer. The volunteer work can be satisfied at any time prior to admission into the fourth year.

First Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1201</td>
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<td>CHEM 1123</td>
<td>General Chemistry I</td>
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<td>CORE 1101</td>
<td>Journey of Transformation</td>
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<td>MATH 1401</td>
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<tr>
<td>CORE 1001</td>
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Spring Semester

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<tr>
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<td>CHEM 1126</td>
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<td>ENGL 1201</td>
<td>Core English I</td>
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<tr>
<td>MATH 1411</td>
<td>Calculus II</td>
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<tr>
<td>or MATH 2111</td>
<td>Statistics for Science Majors</td>
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<tr>
<td>COST 1500</td>
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Second Year

Fall Semester

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<th>Course Title</th>
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<tr>
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<td>CHEM 2321</td>
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<td>CHEM 2315</td>
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<td>PSYC 1101</td>
<td>Introduction to Psychology</td>
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<td>ENGL 1202</td>
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Spring Semester

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<td>CHEM 2322</td>
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<td>CHEM 2316</td>
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<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue</td>
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Third Year

Fall Semester

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<th>Course Title</th>
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<tr>
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<td>PHYS 1701</td>
<td>General Physics I</td>
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<tr>
<td>PHYS 1811</td>
<td>Physics Laboratory I</td>
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Spring Semester

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<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 3339</td>
<td>Human Anatomy and Physiology II</td>
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<td>PHYS 1702</td>
<td>General Physics II</td>
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<td>General Physics Lab II</td>
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<td>BIOL Major Elective</td>
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<tr>
<td>CORE 3101</td>
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* Consult the College of Arts and Sciences core curriculum for information regarding these courses.

Fourth Year

Fall Semester (20 credits)

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<td>ATFY 4010</td>
<td>Athletic Training Principles I</td>
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<tr>
<td>ATFY 4907</td>
<td>Research Methods***</td>
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<tr>
<td>ATFY 4011</td>
<td>Athletic Training Principles II</td>
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<tr>
<td>ATFY 4007</td>
<td>Research Project I</td>
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<td>GMED 4001</td>
<td>Functional Human Anatomy</td>
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<tr>
<td>GMED 4009</td>
<td>Surface Anatomy and Palpation</td>
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<tr>
<td>GMED 4022</td>
<td>Basic Rehabilitation Procedures</td>
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<tr>
<td>GMED 4101</td>
<td>Human Physiology</td>
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Spring Semester (13 credits)
ATAF 4107 Research Project II 1
ATAF 4400 Clinical Practicum I 2
GMEC 4012 Kinesiology 3
GMEC 4013 Therapeutic Modalities 3
GMEC 4104 Exercise Physiology and Nutrition 4

Summer (6 credits)
GMEC 6115 General Medical Conditions 2
GMEC 6004 Biomedical Ethics 2
GMEC 7402 Clinical Practicum II 2

Fifth Year
Fall Semester (13 credits)
GMEC 7207 Research Project III 1
GMEC 7403 Clinical Practicum III 2
GMEC 6016 Orthopedic Clinical Medicine 2
GMEC 6017 Clinical Imaging 2
GMEC 6018 Therapeutic Exercise 3
GMEC 6019 Management of Musculoskeletal Problems: Extremities 3

Spring Semester (12 credits)
GMEC 6113 Sports Psychology 2
GMEC 6116 Healthcare Administration 2
GMEC 7404 Clinical Practicum IV 2
GMEC 6015 Pharmacology 2
GMEC 6020 Management of Musculoskeletal Problems: Spine 3
GMEC 6021 Exercise Pharmacology 1

***Classes begin in late July/early August.

Course Descriptions

Equivalent courses taken elsewhere may be accepted as prerequisites. Students should check with advisers to make sure courses are acceptable before registering.

BIOI 1201, 1202, and 2211 are prerequisites for all biology major elective courses. Individual courses may have additional prerequisites as shown in the following course descriptions. Students must check with biology department advisers to make sure courses are acceptable before registering.

From the combined course groups of Biology Honors, Independent Study and Biology Research a maximum of 4 credits may be counted toward biology major credits for the B.S. and B.A. degrees. Any additional credits earned in those three course groups count as general electives.

Core waivers will be considered for incoming students who transfer with an associate degree in biology. Please contact the department for more information.

BIOI 1101 Introduction to Biology
Introduction to concepts that contribute to understanding the distinctive nature and characteristics of life, its cellular, physical and chemical bases. Emphasis on the function of tissues, organs and systems of the human body. Three-hour lecture per week. (For students not majoring in the sciences.) 3 credits

BIOI 1102-1103 Human Anatomy and Physiology I-II
Introduction to the function of organ systems and their integration by the nervous and endocrine systems. Elements of structure as a basis for understanding function. Emphasis on the mechanisms of regulation of body processes that maintain life in the face of environmental change. Three-hour lecture, three-hour laboratory per week. Not for Biology majors. BIOI 1102 is the prerequisite for BIOI 1103. Students must earn a “C” or higher in BIOI 1102 to continue to BIOI 1103. Lab fee $25 for each. 4 credits each

BIOI 1104 Biology in the World Around Us
Introduction to concepts that contribute to understanding the distinctive nature and characteristics of life, its chemical, informational, cellular, and ecological basis, with emphasis on the human and laboratory discovery. Lecture and Lab. (For students not majoring in the sciences). 4 credits.

BIOI 1105-1106 Human Structure and Function I-II
Biology of Homo sapiens, including discussions of human evolution, ecology, genetics and development; mammalian cellular, tissue, and organ structure and function; mammalian physiology emphasizing nervous and hormonal coordination necessary for homeostasis. Three-hour lecture, three-hour laboratory per week. (Primarily for psychology majors). 4 credits each

BIOI 1110 Introduction to Marine Biology
A field and laboratory oriented course covering the biology and characteristics of marine plants and animals. The course is designed to provide the student with instruction and experience in collecting and identifying examples of local marine flora and fauna. Course is held at Sandy Hook, NJ. See instructor for registration materials and information. 4 credits

BIOI 1111 Introduction to Applications of Biology
A discussion of connections between the concepts and information base of biology and their applications in medicine, agriculture, ecology, genetics and other biological fields. Connections to chemistry, physics and math are shown. Students study biological foundation material from text and lectures in order to evaluate biology-related reports in newspapers, magazines and other media of public information. A free elective, for students in Intermediate Algebra who intend to take BIOI 1201/1202, and for those in Pre-Calculus who may want to strengthen their biology background before taking BIOI 1201/1202. Three-hour lecture per week. Corequisite: MATH 1014. 3 credits

BIOI 1115-1116 Human Structure and Function I-II
Same course content as BIOI 1105-1106, but does not include lab. Three-hour lecture per week. (Primarily for psychology majors). 3 credits each

BIOI 1201 General Biology/Organism
Introduction to taxonomy, phylogeny, and evolution of organisms. Structure and function of bodily systems to maintain homeostasis. Three-hour lecture, three-hour laboratory per week. Corequisite or prerequisite: MATH 1015 or higher. 4 credits
BIOL 1202 General Biology/Cell
Introduction to genetics, the cellular basis of life forms, the structures and functions of biologically important molecules. Covers cellular and molecular aspects of operation of bodily systems that are treated more descriptively in BIOL 1201(e.g., kidney function, nerve cell function, muscle contraction, hormone action and cellular recognition in immunity). Includes microscopy, permeability, molecular modeling, enzyme studies, spectrophotometry, statistics and data analysis. Three-hour lecture and three-hour laboratory per week. Prerequisites: BIOL 1201 and MATH 1015 or higher. 4 credits

BIOL 2111 Introduction to Microbiology
Integrated approach to the principles of bacteriology, mycology, virology and parasitology to provide a better understanding of the problems of health and disease. Three-hour lecture, two hour laboratory per week. (Not for science majors or pre-medical/ pre-dental students) Prerequisites: BIOL 1102, CHEM 1301. 4 credits

BIOL 2122 (ENVL 2122) Introduction to Ecology
Application of basic scientific laws, principles and concepts to environmental and resource problems. Scientific concepts such as resources; soil, water and food; ecosystems, atmosphere and geologic processes; air and water pollution and pesticides will be addressed. Studies also include population and community dynamics. Part of the environmental studies major and minor; not a biology major elective course. Prerequisite: BIOL 1101 and CHEM 1001 or equivalent. 4 credits

BIOL 2181 Biology Honors I
Use of library resources to search the literature of the biological sciences and compile bibliographies. Principles of scientific inquiry and development of scientific theories explored through discussion with faculty. Review of various research areas and topics for laboratory investigation. Class assignments and term papers. One hour per week. Prerequisite: BIOL 2211. 1 credit

BIOL 2211 Genetics
Fundamental principles of classic and molecular genetics. Simple inheritance patterns, cytogenetics, DNA replication, protein synthesis, regulatory mechanisms, genetic engineering and behavioral genetics. Problems of human genetics as related to genetic counseling and genetic engineering. Laboratory experiments illustrate principles of genetics using various organisms. Introduction to statistics and computers as applied to genetics. Three-hour lecture, three-hour laboratory per week. Prerequisites: BIOL 1201-1202. 4 credits

BIOL 2229 Cell Biology
Study of cell morphology and cell physiology, including diversity of cell types resulting from cell specialization, the intracellular and intercellular mechanisms by which cells communicate, reproduce, and develop. Experimental approaches and methodology are emphasized, as well as the cell’s fundamental importance in medicine and disease. Laboratory exercises emphasize experimental design and execution, as well as data collection, analysis and presentation. Quantitative problem solving is emphasized throughout the lecture and laboratory components. Three-hour lecture, three hour laboratory per week. Prerequisite: BIOL 2211. 4 credits

BIOL 2331 Histology
Study of normal cells and tissues and how they are organized to form functional organ systems in humans. Laboratory involves analysis of prepared slides as well as some of the current microscopic techniques used to study cells and tissues. Lecture and labs are offered on-line. Face-to-face meetings with instructor each week for review of lecture and lab materials. Prerequisite: BIOL 2211. 4 credits

BIOL 2341 Ecology
Adaptation of organisms to their environment; population dynamics; symbiosis; community and ecosystem structure and function; emphasis on role of microorganisms in biotransformation, element cycling and energy flow; experience in field techniques. Three-hour lecture, three-hour laboratory per week. Offered in alternate years. Prerequisite: BIOL 2211. 4 credits

BIOL 3191-3194 Biology Research I - IV
Methods of original laboratory investigation and research projects. Hours by arrangement. (Limited to juniors and seniors selected by the faculty. Arrangements must be made and permission obtained prior to registration). A maximum of 8 credits is permitted in BIOL 3191-3194. From the combined course groups of Biology Honors, Independent Study, and Biology Research a maximum of four credits may be counted toward the 32 biology credits required in the major. Any additional credits earned in those three course groups count as free electives. Prerequisite: BIOL 2211. 2 credits each

BIOL 3195-3198 Independent Study in Biology
Insight into current biological research and, with direct contact with the staff affords the opportunity to examine the biological sciences as a cultural subject and a professional field. Hours are by arrangement. (Limited to students selected by the faculty. Arrangements must be made and permission obtained prior to registration.) A maximum of 8 credits is permitted in BIOL 3191-3194. From the combined course groups of Biology Honors, Independent Study, and Biology Research a maximum of four credits may be counted toward the 32 biology credits required in the major. Any additional credits earned in those three course groups count as free electives. Prerequisite: BIOL 2211. 1 credit each

BIOL 3210 Human Genetics
Inheritance of various traits from simple inheritance patterns to biochemical traits, to behavioral traits and Complex patterns of inheritance. Methods for detection of human traits will be discussed. Prerequisite: BIOL 2211. 3 credits

BIOL 3212 Evolution
Population genetics; Hardy-Weinberg equilibrium; genetic variation; kinds of selection; speciation mechanisms; major phylogenetic patterns; evidence for organic evolution; and modern techniques (such as biochemical, morphometric,
behavioral) in population genetics and taxonomy. Three-hour lecture per week. Offered in alternate years. Prerequisite: BIOL 2211. 3 credits

BIOL 3231 Molecular Biology
Study of the chemical and physical structures of DNA molecules. Genetic code, transcription, translation, mutation and the regulatory mechanisms of DNA, RNA and proteins of prokaryotes and eukaryotes. Contemporary biotechnology topics are introduced, and recent scientific articles are also included. Prerequisite: BIOL 2211. 3 credits

BIOL 3232 Molecular Biology Lab
Laboratory component of BIOL 3231. Corequisite BIOL 3231. 1 credit

BIOL 3233 Metabolic Pathways In Living Systems
Synthesis and degradation of organic molecules in living systems, especially Man. Dietary, medical and genetic aspects of metabolism. Integration and regulation of pathways. Includes metabolic activities restricted to plants and microorganisms; representative antibiotics, toxins, drugs. Three-hour lecture per week. Prerequisites: BIOL 2211 and CHEM 2321/2315; Senior status; 3.0 GPA. 3 credits

BIOL 3241 Introduction to Immunology

BIOL 3242 Vertebrate Anatomy Lab
A comprehensive coverage of the physiology of cells, organs and organ systems with emphasis on the underlying biophysical and biochemical principles of function. Organ systems, including nerve, muscle, cardiovascular, respiratory and renal, are examined from the standpoint of their regulation and role in maintenance of homeostasis. Three-hour lecture, three-hour laboratory per week. Prerequisite: BIOL 2211. 4 credits

BIOL 3321 Vertebrate Physiology
A comprehensive coverage of the physiology of cells, organs and organ systems with emphasis on the underlying biophysical and biochemical principles of function. Organ systems, including nerve, muscle, cardiovascular, respiratory and renal, are examined from the standpoint of their regulation and role in maintenance of homeostasis. Three-hour lecture, three-hour laboratory per week. Prerequisite: BIOL 2211. 4 credits

BIOL 3323 Neuroendocrinology
Role of hormones in coordinating homeostasis. Emphasis on endocrinology, including functional neuroanatomy and neuro-chemistry. Study of the mechanism of action of hormones at the cellular and molecular levels. Review and analysis of current literature. Three-hour lecture per week. Prerequisite: BIOL 2211. Recommended: CHEM 2321/2315. 3 credits

BIOL 3333 Embryology
Descriptive and experimental study of the development of vertebrates with emphasis on human development. Topics include gametogenesis, fertilization, cleavage, gastrulation, organogenesis and mechanisms involved in control of shaping, pattern formation and gene expression during development. Three-hour lecture, three-hour laboratory per week. Prerequisite: BIOL 2211. 4 credits

BIOL 3338-3339 Human Anatomy and Physiology I-II
Introduction to the skeletal system and muscular system as well as the study of the various organs systems. The cardiovascular and respiratory system are covered in Part I. The nervous system, endocrine and reproductive system are also covered as well as the gastrointestinal and renal system. Metabolism is studied. Element of structure as a basis of understanding function is a key concept in this course. Two one-hour and 15-minute lectures and a three-hour laboratory per week. This course is designed for BIOT (PT Track), BIOP (PA Track), BIZ (AT Track) specifically. Biology majors who are not in a PT/PA/AT track need special permission of the instructor. Biology majors may take BIOL 3338 for 4 credits in biology electives. Special permission is still needed by the instructor. For biology majors, BIOL 3339 is equivalent to general electives only. Prerequisite: BIOL 2211. 4 credits each

BIOL 3341 Environmental Toxicology
Introduction to principles of ecotoxicology, including toxicity of petroleum and oil, solvents and pesticides, environmental ionizing radiation, air pollution, plant and animal toxins. Analytical and bioassay methods of detection will be studied as well as risk assessment. Three-hour lecture per week. Prerequisites: BIOL 2211, CHEM 2321/2315. 3 credits

BIOL 3411 Microbiology
Microbiological theories, methods and techniques: comprehensive background in the structure, physiology and nomenclature of bacteria, yeast and fungi. Laboratory techniques used for the isolation, staining, culturing and identification of a variety of microorganisms. Three-hour lecture, four-hour laboratory per week. Prerequisite: BIOL 2211. 4 credits

BIOL 3433 Forensic Biology
This course provides a comprehensive review of biological principles applied to forensic science. Topics that will be discussed include, but are not limited to: crime scene, sample recovery and handling, analytical techniques, drug/alcohol use and abuse, serology, firearms, DNA, and hair and fiber analysis. Prerequisite: BIOL 2211. 3 credits

BIOL 3434 Medical Terminology and Physiological Applications
The course has been divided into two specific sections. The first section has been designed to meet the following objectives: word roots, combining forms, prefixes and suffixes, defining and understanding the specialties of medicine, building surgical and diagnostic terms. The course also covers the study of suffixes that pertain to medical diagnosis, the study of suffixes to understand medical procedures, diagnostic imagery- X-ray, CT, MRI, how, why and when to use them. Selected abbreviations that are standard in the medical community. Building terms about disease and disorder- suffixes and prefixes pertaining to specific pathologies will be studied in the first section of the course. Organization of the body- frames of reference, and the anatomical position. Sections of the body: coronal, frontal and transverse and their application to CT scans and MRI will be studied. General word parts about body fluids will
be introduced and used to write medical terms. Classification of type of disease, such as organic diseases as opposed to functional disorders. Three-hour lecture. Prerequisite: BIOL 2211. 3 credits.

**BIOL 3894 Biology Co-op I**  
(See Co-op Adviser.) 3 credits

**BIOL 3895 Biology Co-op II**  
(See Co-op Adviser.) 3 credits

**BIOL 3896 Biology Co-op III**  
(See Co-op Adviser.) 3 credits

**BIOL 4186 Biology Honors: Senior Thesis**  
Laboratory research carried out previously are the basis for an extensive written report. The thesis must be completed in order for any biology honors credits to be included in the 32 biology credits required in the major. Prerequisite: BIOL 2211. 1 credit

**BIOL 4199 Senior Biology Seminar**  
Seminars and discussions designed to integrate readings of the current biology literature with both written and oral presentation. Specific goals include: acquiring skills in gathering and analysis of biological information, developing confidence and expertise in presenting biology through writing and speaking, formulating a critical method of evaluating and discussing biology. In addition this seminar will be coordinated with the department’s outcome assessment. For senior biology students only. Prerequisite: BIOL 2211. 3 credits

**BIOL 4412 Molecular Virology**  
The goal of this course is to introduce students to the basic principles of virology including genome organization, virus structure, gene expression and replication strategies, virus-host cell interactions and the molecular basis of pathogenesis. All important human viruses will be discussed, including papilloma, herpes, smallpox, polio, measles, West Nile, HIV, influenza, SARS, and hepatitis viruses. Three-hour lecture. Prerequisite: BIOL 2211 and BIOL 2229. 3 credits

**BIOL 4431 Microbial Genetics**  
Fundamental principles. Aspects of production and selection of microbial mutants. Classic mechanisms of microbial recombination including transformation, transduction, and conjugation and recombinant DNA technology as it relates to microorganisms. Three-hour lecture. Prerequisite: BIOL 3411. 3 credits

### Department of Chemistry and Biochemistry

**McNulty Hall (Science and Technology Center)**  
(973) 761-9416  
[www.shu.edu/academics/artsci/chemistry](http://www.shu.edu/academics/artsci/chemistry)

**Faculty:** Fadeev; Hanson; Kazakevich; Kelty (Chair); Maloy; Marzabadi (Director, Graduate Studies); Murphy; Snow; Sowa Jr. (Director, Undergraduate Studies); Wei

**Faculty Emeriti:** Augustine; Celiano; Huchital; McGuiness

The Department of Chemistry and Biochemistry offers programs leading to the degrees Bachelor of Science, Master of Science and Doctor of Philosophy.

The bachelor’s degrees in chemistry and biochemistry prepare students for careers and graduate studies in chemistry, biochemistry, forensic science or the health professions. The curriculum includes a rigorous study of the laws, principles and theories applied in the various branches of chemistry, and develops laboratory skills in methods of analysis, synthesis and instrumentation.

The B.S. (ACS) degree program is approved by the Committee on Professional Training of the American Chemical Society. For further information, visit the department Web site at [www.shu.edu/academics/artsci/chemistry](http://www.shu.edu/academics/artsci/chemistry)

### Chemistry and Biochemistry Honors Program

The Honors Program in chemistry and biochemistry is for students of exceptional ability and includes seminars and preparation of a review article in the sophomore and junior years. Each student prepares a senior thesis based on original research and works closely with a faculty member on a tutorial basis.

### Major Programs

In addition to meeting the standards and requirements of the College of Arts and Sciences, a degree candidate must complete a minimum of 53 credits in chemistry and allied fields. In general, required courses will be taken in the order listed. However, each student’s program is designed in consultation with the student’s faculty adviser, who may modify the program in view of the student’s background and objectives.

There are three distinct undergraduate programs in chemistry and biochemistry, each leading to the Bachelor of Science (B.S.) degree. The first leads to a B.S. in chemistry degree certified by the American Chemical Society (ACS). The second degree is a general chemistry major that allows the student more flexibility. Since fewer chemistry courses are required, the student in the second program may also concentrate on an additional field, such as biology, computer science or business administration, or may take a greater variety of liberal arts courses. Either program can lead to further study at the graduate level in a variety of chemistry
intensive areas, including chemistry, biochemistry, medicine, dentistry and forensic science.

The third degree is a B.S. in biochemistry, which is designed to prepare students for graduate study in biochemistry or related fields, for medical school or for employment in the pharmaceutical and clinical industries. The course requirements include those for the general chemistry major, with advanced biology and biochemistry courses added to the program of study. Students who intend to enter graduate school may select from a variety of advanced electives in order to meet specific admission requirements.

**Program Requirements: Chemistry (ACS)**

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 1107-1108</td>
<td>Principles of Chemistry I-II</td>
<td>9</td>
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<tr>
<td>MATH 1401-1411</td>
<td>Calculus I-II*</td>
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**Sophomore Year**

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<tbody>
<tr>
<td>CHEM 2313-2314</td>
<td>Organic Chemistry I-II</td>
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<tr>
<td>MATH 2411</td>
<td>Calculus III</td>
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<tr>
<td>PHYS 1705-1706</td>
<td>Principles of Physics I-II</td>
<td>6</td>
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<tr>
<td>PHYS 1815-1816</td>
<td>Physics Laboratory and Data Analysis I-II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2112</td>
<td>Physical Applications of Mathematical Techniques</td>
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**Junior Year**

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<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>CHEM 2215-2216</td>
<td>Analytical Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 3411</td>
<td>Physical Chemistry I</td>
<td>3</td>
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**Senior Year**

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<tbody>
<tr>
<td>CHEM 3512</td>
<td>Analytical Chemistry II</td>
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<tr>
<td>or CHEM 3522</td>
<td>Elements of Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3611</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4891-4892</td>
<td>Chemistry Research (maximum)</td>
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**Program Requirements: Biochemistry**

**Freshman Year**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIOL 1201-1202</td>
<td>General Biology Organism/Cell I-II</td>
<td>8</td>
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<tr>
<td>CHEM 1123-1124</td>
<td>General Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>or CHEM 1125-1126</td>
<td>General Chemistry Laboratory I-II</td>
<td>8</td>
</tr>
<tr>
<td>or CHEM 1107-1108</td>
<td>Principles of Chemistry I-II</td>
<td>9</td>
</tr>
<tr>
<td>MATH 1401-1411</td>
<td>Calculus I-II*</td>
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**Sophomore Year**

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<tbody>
<tr>
<td>BIOL 2211</td>
<td>Genetics (fall)</td>
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<tr>
<td>BIOL 2229</td>
<td>Cell Biology (spring)</td>
<td>4</td>
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<tr>
<td>CHEM 2321-2322</td>
<td>Organic Chemistry I-II</td>
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<tr>
<td>or CHEM 2315-2316</td>
<td>Organic Chemistry Laboratory I-II</td>
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**Junior Year**

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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 2313-2314</td>
<td>Organic Chemistry I-II</td>
<td>8-10</td>
</tr>
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</table>
CHEM 2215 Analytical Chemistry I  4
CHEM 3512 Elements of Biochemistry  4
Science Electives chosen from the electives described in the ACS and non-ACS programs described above  3-4
PHYS 1701-1702 General Physics I-II
or
PHYS 1705-1706 Principles of Physics I-II  6
PHYS 1811-1812 Physics Laboratory I-II
or
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II  2-3
Senior Year
CHEM 3411 Physical Chemistry I  3
Science Electives chosen from the electives described in the ACS and non-ACS programs described above  3
*Students lacking high school trigonometry or making unsatisfactory scores on the Mathematics Placement Test take MATH 1015 Pre-Calculus Mathematics Algebra and Trigonometry, and MATH 1401 Calculus I in the freshman year and MATH 1411 Calculus II in the following Summer Session.

Five-Year Dual Degree Program
This program is conducted jointly with the New Jersey Institute of Technology (NJIT) and leads to a B.S. degree in chemistry from Seton Hall University and a B.S. degree in chemical engineering from NJIT. Students spend three years at Seton Hall and two years at NJIT. See page 226 for additional information.

Minor Program in Chemistry
To insure sufficient breadth and depth in the minor in chemistry, the department recommends completion of freshman and sophomore-level courses plus some advanced courses.

The minor in chemistry requires a minimum of 22 credits, as follows:

I. Two semesters of general chemistry:  Credits
CHEM 1123-1124 General Chemistry I-II
and
CHEM 1125-1126 General Chemistry Laboratory I-II  8
or
CHEM 1107-1108 Principles of Chemistry I-II  9

II. Two semesters of organic chemistry:
CHEM 2321-2322 Organic Chemistry I-II
and
CHEM 2315-2316 Organic Chemistry Laboratory I-II  8
or
CHEM 2313-2314 Organic Chemistry I-II  10

III. Two additional semester courses with course numbers above CHEM 2000 not mutually exclusive.

Total: 22-25

Course Descriptions
Please note: Laboratory fees are nonrefundable.
Successful completion of the New Jersey Basic Skills Computation and Algebra Tests, or completion of equivalent tests administered by the Seton Hall University mathematics department, is prerequisite to all courses listed below except CHEM 1001, 1005 and 1011. (Successful completion means that the student placed into MATH 1015 or higher).

CHEM 1001 Chemistry and the World Around Us
For students with no science background. Examination of the substances encountered in daily life, including common drugs, food, household chemicals, gasoline, paints, plastics and other consumer products. (For non-science students). 3 credits

CHEM 1011 Preparatory College Chemistry
For students with no previous coursework in chemistry, or an inadequate background for college chemistry. Prepares students for college-level chemistry courses required for nursing and science majors. (For science students). Corequisite: MATH 1014 or higher. 3 credits

CHEM 1107-1108 Principles of Chemistry I-II
Development of the principles of chemistry, principally for chemistry and physics majors. Part I: four-hour lecture, four-hour laboratory per week. Part II: three-hour lecture, four-hour laboratory per week. Laboratory work includes inorganic qualitative analysis. Lab fee $20 for each course. Corequisite: MATH 1015 or higher. 4/5 credits

CHEM 1123-1124 General Chemistry I-II
Introduction to the principles of chemistry, principally for biology and allied health majors. Corequisite: MATH 1015 or higher. 3 credits each

CHEM 1125-1126 General Chemistry Lab I-II
Introduction to the principles of the chemical laboratory. Companion courses to CHEM 1123 and 1124. Lab fee $20 for each course. Corequisites: CHEM 1123/1124. 1 credit each

CHEM 1301 Elements of Organic Chemistry and Biochemistry
Fundamental chemistry. Emphasis on the principles of organic and biochemistry that contribute to health and disease. This course is primarily intended to fulfill the chemistry requirement for students in the College of Nursing. Four-hour lecture, three-hour lab per week. (Not for science majors or allied health science majors) Lab fee $20. Prerequisite: CHEM 1011 or one year of high school chemistry. 5 credits

CHEM 2215 Analytical Chemistry I
A fundamental course for physical science majors on the classical methods of analysis. Topics include titrimetry, gravimetry, spectrophotometry, potentiometry, separations, sampling and statistics. Two-hour lecture, eight-hour laboratory per week. Lab fee $20. Prerequisite: CHEM 1108 or 1124. 4 credits
CHEM 2216 Analytical Chemistry II
Theory and practice of modern instrumental methods. Emphasis on the principles of instrumentation. Three-hour lecture, four-hour laboratory per week. Lab fee $20. Prerequisite: CHEM 2215 or permission of instructor. 4 credits

CHEM 2226 Analytical Chemistry II
Lecture-only portion of CHEM 2216. Prerequisite: CHEM 2215 or permission of instructor. 3 credits

CHEM 2313-2314 Organic Chemistry I-II
Principal classes of aliphatic and aromatic compounds. Emphasis on structural theory, reaction mechanisms, and organic syntheses. Experimental work emphasizes basic organic laboratory techniques and includes an introduction to qualitative organic analysis. Three-hour lecture, six-hour laboratory and recitation per week. (For students majoring in chemistry). Prerequisite: CHEM 1108 or CHEM 1124. Lab fee $20 for each course. 5 credits each

CHEM 2315-2316 Organic Chemistry Lab I-II
Experimental organic chemistry. Companion course to CHEM 2321 and 2322. Corequisites: CHEM 2321-2322. Lab fee $20 for each course. 1 credit each

CHEM 2321-2322 Organic Chemistry I-II
Principal classes of aliphatic and aromatic compounds. Reactions, mechanisms and synthesis involving simple organic and biochemical molecules. Prerequisite: CHEM 1108 or CHEM 1124. 3 credits each

CHEM 2781 Chemistry Honors I
Seminars and discussions in biochemistry and organic chemistry under the direction of the sophomore honors faculty moderator. Each honors student must deliver one seminar. One hour per week. Requires departmental invitation. 1 credit

CHEM 2782 Chemistry Honors III
Independent library research culminating in preparation of a review article. The student works closely with a faculty member on a tutorial basis. Requires departmental invitation. 1 credit

CHEM 3411-3412 Physical Chemistry I-II
Kinetic theory of gases. The laws of thermodynamics and their applications to ideal and real gases, liquids, mixtures and solutions. Rates of reactions and their theoretical interpretations. Application of elementary quantum chemistry to atomic and molecular structure. Prerequisites: PHYS 1702 or PHYS 1706; MATH 1411. 3 credits each

CHEM 3418 Physical Chemistry for the Biological Sciences
Quantitative concepts that are applicable to biological systems: thermodynamics; chemical kinetics; intermolecular interactions. Analysis of experimental data. (Not for ACS students). Prerequisites: CHEM 2322 or CHEM 2314; MATH 1411; PHYS 1701 or PHYS 1702. 3 credits

CHEM 3512 Elements of Biochemistry
Emphasizes the structures of the major biomacromolecules (nucleic acids, amino acids and proteins, lipids and carbohydrates) involved in cell architecture and dynamics. Included will be an overview of the primary functions of these molecules, including membrane structure and transport properties, biological catalysis, and enzyme function and regulation. In addition, the laboratory will provide training in modern biochemical techniques. Lab fee $20. Prerequisite: CHEM 2322 or CHEM 2314. 4 credits

CHEM 3522 Elements of Biochemistry
Lecture portion only of CHEM 3512. Prerequisite: CHEM 2322 or CHEM 2314. 3 credits

CHEM 3611 Inorganic Chemistry
Periodic properties of the elements, their comparative group characteristics and structure of some of their compounds. Introduction to transition metal and organometallic chemistry. Pre- or Corequisite: CHEM 2322 or CHEM 2314. 3 credits

CHEM 3781 Chemistry Honors II
Faculty and student seminars and discussions in analytical, inorganic and physical chemistry under the direction of the junior honors faculty moderator. Each honors student must deliver one seminar. One hour per week. Requires departmental invitation. 1 credit

CHEM 3782 Chemistry Honors III
Independent library research culminating in preparation of a review article. The student works closely with a faculty member on a tutorial basis. Requires departmental invitation. 1 credit

CHEM 3894 Chemistry Co-op I
3 credits

CHEM 3895 Chemistry Co-op II
3 credits

CHEM 3896 Chemistry Co-op III
3 credits

Course descriptions for the 4000 level courses can be obtained by contacting the department.

CHEM 4111 Introduction to Chemical Data Analysis
CHEM 4201 Survey of Analytical Chemistry
CHEM 4204 Spectrochemical Methods of Analysis
CHEM 4205 Modern Separation Techniques
CHEM 4206 Chemical Methods of Analysis
CHEM 4212 Statistics and Applied Analytical Chemistry
CHEM 4301 Theoretical Organic Chemistry I
CHEM 4303 Synthetic Organic Chemistry
CHEM 4312 Theoretical Organic Chemistry II
CHEM 4313-4314 Physical - Inorganic Chemistry Laboratory I-II
CHEM 4312 Theoretical Organic Chemistry II
CHEM 4313-4314 Physical - Inorganic Chemistry Laboratory I-II
CHEM 4401 Chemical Thermodynamics
CHEM 4402 Atomic and Molecular Structure
CHEM 4403 Atomic and Molecular Structure
CHEM 4404 Chemical Thermodynamics
CHEM 4406 Chemical Thermodynamics
CHEM 4411 Introduction to Polymer Chemistry
CHEM 4413-4414 Physical - Inorganic Chemistry Laboratory I-II
CHEM 4413-4414 Physical - Inorganic Chemistry Laboratory I-II
Laboratory includes preparation and study of representative materials by physicochemical methods. Data handling by computer techniques emphasized. CHEM 4413 focuses on physical chemistry studies. CHEM 4414 focuses on inorganic synthesis and characterization. Six-hour laboratory per week. Lab fee $20 for each course. Prerequisite: CHEM 3411, PHYS 2212 or MATH 2512. 4 credits each

CHEM 4423 Computational Chemistry
The course will cover the fundamental theory and application of Molecular Mechanics, Classical Molecular Dynamics, Semiempirical, Ab Initio and Density Functional simulation and modeling techniques to atoms, molecules, and solids. Available application programs will be used by the students to demonstrate the principles and provide hands-on experience with modern computational chemistry tools. Prerequisite: CHEM 3412. 3 credits

CHEM 4501 General Biochemistry I
CHEM 4512 General Biochemistry II
CHEM 4515 Proteins
CHEM 4516 Enzymes
CHEM 4601 Advanced Inorganic Chemistry
CHEM 4618 Physical Methods in Inorganic Chemistry

CHEM 4801-4802 Advanced Laboratory Project in Chemistry
Advanced laboratory techniques: instrumental methods; synthesis; separations; data analysis and formal reporting. Long-term projects with students forming teams of experts. Project development and reporting in consultation with local industrial scientists. Prerequisites: CHEM 2321-2322 or CHEM 2313-2314; CHEM 2215- 2216 or permission of the instructor. 1 credit

CHEM 4891-4894 Chemistry Research
Introduction to methods of original investigation. Individual laboratory research problems, conferences library research. Enrollment limited. (For students majoring in chemistry). Prerequisites: GPA of 3.0 in chemistry. 2 credits each

Department of Classical Studies
Fahy Hall
(973) 761-9458
www.shu.edu/academics/artsci/classical-studies
Faculty: Booth (Chair); Capra; Huyler; Lake
Adjunct Faculty: Korn

The Department of Classical Studies offers a variety of courses that bring students more fully into contact with the roots of their culture. Students gain an awareness and appreciation of the continuity of Western thought by studying the historical, literary, linguistic and religious elements of Greece and Rome. The department approaches this study through its two concentrations: language and culture.

Courses in the department are designed not only for classics majors but also for majors in English, history, political science and philosophy, as well as for any students seeking a broader background in the most fundamental and influential writings of the Western world.

Courses in Latin and Greek give students a new understanding of the English and European languages, and offer direct access to the original texts of ancient poetry, drama, philosophy, history, the New Testament and the writings of the Christian tradition from its origins until modern times. Classical culture courses in English translation offer a broad survey of these literary masterpieces, emphasizing their significance for the modern world as well as for their original cultural context.

Major Program in Classical Studies
In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the Bachelor of Arts (B.A.) in Classical Studies must complete a minimum of 36 credits in classical studies; at least 18 credits must be in either Latin or Greek. The program is designed in consultation with a department adviser who may modify the program in view of the student’s background and objectives.

Minor Programs
I. Latin (18 credits minimum) Credits
LATN 1101-1102 Elementary Latin I-II 6
LATN 2101-2102 Intermediate Latin I-II 6
LATN 3111-3395 (Choose two) 6
Students entering college with intermediate or advanced competency in Latin may substitute 6-12 credits of advanced Latin for LATN 1101-1102 and/or LATN 2101-2102, per departmental placement. Students may substitute 12 credits in Classical Culture for 6 credits of Latin.

II. Classical Languages (18 credits minimum) Credits
LATN 1101-1102 Elementary Latin I-II 6
LATN 2101-2102 Intermediate Latin I-II 6
GREK 1205-3395 (Choose two) 6
Students entering college with intermediate or advanced competency in Latin may substitute 6-12 credits of advanced Latin for LATN 1101-1102, LATN 2101-2102.

III. Classical Culture (18 credits minimum) Credits
CLAS 2317 (ENGL 3612, ARCH 2317) Classical Mythology 3
Choose five of the following: 15
CLAS 1311 Archaeology of Greece
CLAS 1312 Archaeology of Rome
CLAS 1313 Roots of English: Word Power
CLAS 2301 Epics and Novels of Greece and Rome
CLAS 2302 Greek and Roman Drama
CLAS 2303 Politicians in Antiquity
CLAS 2304 Historians of Greece and Rome
CLAS 2316 Greek and Latin Poetry
CLAS 2318 Classical Myth, Modern Theater and Film
CLAS 2319 Greek Civilization
CLAS 2320 Roman Civilization
CLAS 2322 Women in Antiquity
CLAS 3290 Archaeology and Christianity

IV. Archaeology (18 credits minimum)

Course of study designed in cooperation with the Departments of Religious Studies and Sociology/Anthropology. For information, please consult the archaeology program section of this catalogue.

Course Descriptions

CLAS 1311 (ARCH 1112) Archaeology of Greece
History and culture of ancient Greece in light of archaeological discoveries. Basic archaeological terminology and principles. Illustrated with color slides. 3 credits

CLAS 1312 (ARCH 1113) Archaeology of Rome
History of Rome and its empire via Spring trip to Italy, Rome’s architectural and artistic legacy down to the time of Constantine, including a visit to Peter’s tomb, the catacombs, and Church art. 3 credits

CLAS 1313 (ENGL 3611) Roots of English: Word Power
Vocabulary course that examines the dependence of English on Latin and Greek for prefixes, suffixes and roots of words. Exercises in word recognition and in amplifying English vocabulary; extensive use is made of the World Wide Web and interactive email instruction. 3 credits

CLAS 1314 Scientific Terminology
Vocabulary course emphasizing the influence of classical languages in all fields of science; extensive use is made of the World Wide Web, interactive e-mail instruction. 3 credits

CLAS 2301 Epics and Novels of Greece and Rome
Selected works of epic poetry (Homer’s Iliad, Odyssey, Vergil’s Aeneid, Ovid’s Metamorphoses) and the novels of romance and adventure (Petronius’ Satyricon, Apuleius’ Golden Ass, and the five Greek romances). A comparative study of the two major forms of ancient storytelling, their use of mythology and narrative patterns and their social significance. 3 credits

CLAS 2302 Greek and Roman Drama
Selected works of Greek Tragedy (Aeschylus, Sophocles, Euripides), Greek Comedy (Aristophanes, Menander), Roman Comedy (Plautus, Terence) and Roman Tragedy (Seneca). A study of the development of ancient drama, the significance of staging and performance and the influences on subsequent drama. 3 credits

CLAS 2303 (ARCH 2303, POLS 2411) Politicians in Antiquity
Topics in Greek and Roman political thought (democracy, tyranny, electoral campaigning, trial by jury, class strife, etc.) studied through political writings, historical evidence and literary texts. 3 credits

CLAS 2304 (HIST 3183, ARCH 2304) Historians of Greece and Rome
Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography as well as the historical criticism and viewpoint of each author. 3 credits

CLAS 2316 Greek and Latin Poetry
Reading and interpretation of selected Greek and Roman lyric poets: Sappho, Solon, Theocritus, Catullus, Propertius and others. 3 credits

CLAS 2317 (ENGL 3612, ARCH 2317) Classical Mythology
Study of the gods, heroes and legends of the Greek and Roman peoples. The content, meaning and function of “myths,” and their influences upon literature and art. 3 credits

CLAS 2318 Classical Myth, Modern Theater and Film
Study of modern adaptations of classical mythological themes in literature and film. Readings from Ovid, Sophocles, Anouilh, Cocteau and Brecht. 3 credits

CLAS 2319 (HIST 3220, ARCH 2112) Greek Civilization
Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-state in the sixth and seventh centuries, the Classical period and its decline. There is extensive use of the World Wide Web, with intensive reliance on the Perseus Greek Civilization Web site as a visual and textual resource. 3 credits

CLAS 2320 (HIST 3221, ARCH 2113) Roman Civilization
Investigation of the tension between individual liberty and the traditional power of state and society and of the political and social institutions that maintain social cohesion in a complex society. 3 credits

CLAS 2322 (HIST 2170, ARCH 2322, WMST 2322) Women in Antiquity
Inquiry into the social, political and legal status of women in ancient Greece and Rome. 3 credits

CLAS 3291 Special Topics in Classics
A focused study of one theme or genre, to be determined by the professor and posted prior to registration. 3 credits

CLAS 3391-3395 Independent Study
Advanced students in classical studies may, with the permission of the department and under an adviser, continue research in a particular area 1-3 credits

GREK 1205-1206 Elementary Greek I-II
Introduction to the ancient Greek language, using excerpts from classical authors. 3 credits each

GREK 2205-2206 (CAST 2005-2006) Intermediate Greek I-II
Extensive readings and analysis from classical Greek authors. Prerequisite: GREK 1206. 3 credits each
Introduction to the grammar and vocabulary of New Testament (Koine) Greek; selected readings: the Gospels, the Acts of the Apostles, the letters of St. Paul and Apostolic Fathers. 3 credits each

GREK 3252 Herodotus
Selected readings from the History of Herodotus. Study of his style, language, composition and historical value. Prerequisite: GREK 2206. 3 credits

GREK 3253 Plato
Extensive readings of the Socratic dialogues as an introduction to Platonic thought and influence. Prerequisite: GREK 2206 or GREK 2208. 3 credits

GREK 3254 Attic Orators
Selected readings from famous Attic orators. Study of their styles, methods of composition, rhetorical forms and political ideas. Prerequisite: GREK 2206 or GREK 2208. 3 credits

GREK 3262 Greek Drama
Selected readings from Aeschylus, Sophocles, Euripides and Aristophanes. Emphasis on the language, meters and interpretation of the plays. Prerequisite: GREK 2206. 3 credits

GREK 3263 Thucydides
Selected readings from the History of the Peloponnesian War. Study of Thucydides’ methods of writing, thought, style and language. Prerequisite: GREK 2206 or GREK 2208. 3 credits

GREK 3264 Aristotle
Extensive study of Aristotle and his philosophy. Selected readings from the Athenian Constitution, Eudemian Ethics and Nichomachean Ethics. Prerequisite: GREK 2206 or GREK 2208. 3 credits

GREK 3291 Special Topics in Greek
A focused study of one theme or genre, to be determined by the professor and posted prior to registration. 3 credits

GREK 3391-3395 Independent Study
Advanced Greek courses with department permission. 1-3 credits

LATN 1101-1102 Elementary Latin I-II
Introduction to the basics of the language through reading short narratives in Latin. Emphasis on building a better understanding of English grammar and vocabulary through Latin, with some discussion of the history and culture of ancient Rome. 3 credits each

LATN 2101-2102 (CAST 2101-2102) Intermediate Latin I-II
Continuation of the basics of reading Latin, including an introduction to some of the best-loved Latin authors: Catullus, Cicero, Horace, Vergil and Ovid. Prerequisite: LATN 1102. 3 credits each

LATN 3111 Latin Prose Composition
Systematic study of Latin Syntax and style with intensive practice in translation from English to Latin. Prerequisite: LATN 2102. 3 credits

LATN 3112 Livy and Sallust
Selected reading from Livy’s Ab urbe condita and Sallust’s De Coniuratione Catilinae. A study of their style, composition, sources and character. Prerequisite: LATN 2102. 3 credits

LATN 3114 Ovid
Selected readings. Exploration of content, motives, structure and influence. Prerequisite: LATN 2102. 3 credits

LATN 3115 Roman Love Poetry
Study of the style, meter and subject matter of elegiac poetry through selected readings. Prerequisite: LATN 2102. 3 credits

LATN 3117 Roman Comedy
Selected readings from Plautus and Terence. Exploration of plot, characters and staging of the plays. Prerequisite: LATN 2102. 3 credits

LATN 3120 Vergil’s Aeneid
Selected readings from Vergil’s Aeneid. Study of his narrative art, style, composition and meter. Prerequisite: LATN 2102. 3 credits

LATN 3121 Vergil’s Eclogues and Georgics
Extensive readings from the Eclogues and Georgics. Study of the motives, forms, sources and techniques. Prerequisite: LATN 2102. 3 credits

LATN 3125 Cicero’s Orations
Readings of selected orations. Study of their structure, style, composition and rhetorical techniques. Prerequisite: LATN 2102. 3 credits

LATN 3130 Tacitus
Selected readings from the Annals and Histories. Study of the style, composition and character of the histories. Prerequisite: LATN 2102. 3 credits

LATN 3135 Horace
Readings from selected works. Study of structure, composition, metrical forms and influence. Prerequisite: LATN 2102. 3 credits

LATN 3150 (CAST 3150) Medieval Latin
Study of various genres and styles Latin language and literature of late antiquity and the Middle Ages; with readings from the Vulgate, Church Fathers, hymns, drama, history, secular songs, satire, biography and romance. Selections include St. Augustine, St. Jerome, Bede, the Carmina Burana and the Apollonius Romance. Prerequisite: LATN 2102 or equivalent. 3 credits
LATN 3291 Special Topics in Latin
A focused study of one theme or genre, to be determined by the professor and posted prior to registration. 3 credits

LATN 3391-3395 Independent Study
For advanced Latin students, with department permission. 1-3 credits

Department of Communication
Fahy Hall, Room 49
(973) 761-9474
(973) 275-2144 (Fax)
www.shu.edu/academics/arts/sci/communication

Faculty: Dool (Director, Graduate Studies); Golan; Hoffman; Kimble; Kuchon; Kraszewski; LaForge; Mahon; McGlone; Nyberg; Plummer; Radwan; Reader (Chair); Rondinella; Sharrett; Yates; Zizik

Faculty Associate: Rennie

Writer-in-Residence: DePalma

Faculty Emeriti: Klose; McBride; McKenna; Rathbun; Rosenblum

The Department of Communication offers four majors that explore the history, aesthetics and critical and production are performative aspects of both mediated and immediate (face-to-face, real-time) communication. Seton Hall University Communication graduates are prepared for careers in a range of fields including television, radio, film, journalism, media studies, public relations, advertising, graphics, theater, politics, business, and the professions.

The department faculty consists of communication scholars and experienced media professionals. Each pre-professional program in the department’s curriculum is fully supported by up-to-date production facilities.

In their junior and senior years, qualified majors are urged to do internships in entry-level positions at professional organizations in their respective fields.

Communication majors also participate in a broad range of media-related co-curricular activities: Seton Hall Theatre; Theatre Council; The Setonian, our weekly student newspaper; the Brownson Speech and Debate Team; the Public Relations Society of America student chapter; workshops in film, television and theater; Lambda Pi Eta, our national honor society chapter; Pirate TV and WSOU-FM, the University’s FCC-licensed radio station.

Major Programs
In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the communication major program as outlined. The department requires a 2.5 GPA in order to be signed into the major. The chair of the department may modify the program in view of a transfer candidate’s academic background.

Some general courses are required of all majors, but, in consultation with an adviser, the student’s elective program is chosen according to interests and needs.

The communication curriculum is divided into four majors: (1) broadcasting, visual, and interactive media; (2) theatre and performance; (3) journalism and public relations; and (4) communication studies. Communication majors are encouraged to take minors in communication or other departments appropriate to their own interests.

In addition to the College core curriculum requirements, students must complete a departmental core and their major concentration. COST 1600 may be substituted for the College core curriculum requirement of COST 1500.

Departmental Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST 1600</td>
<td>Oral Communication (Sections CM and CO recommended)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1421</td>
<td>Writing for the Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1670</td>
<td>Introduction to Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 2134</td>
<td>Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 2135</td>
<td>Communication Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Journalism and Public Relations Major

I. Journalism Track:

COJR 2431 American Journalism
COMM 2136 Communication Law
COJR 2421 News Reporting
COJR 3428 Publication Editing
COJR 3421 Advanced News Reporting
COJR 5499 Senior Seminar: Journalism

One of the following:

COTC 2240 Media Criticism
COJR 3430 Journalistic Tradition
COJR 3432 Women and Media

Two of the following:

COJR 3426 Magazine Writing
COJR 4424 Broadcast News I
COJR 4425 Broadcast News II
COPA 2512 Public Relations I

Two of the following:

COBF 2223 Television Production I
COGR 2324 Desktop Publishing
COGR 2112 Introduction to Multimedia
COGR 3325 Digital Photography

II. Public Relations Track

COJR 2431 American Journalism
COMM 2136 Communication Law
COPA 2512 Public Relations I
COPA 2515 Promotional Writing
COPA 3522 Public Relations II
COPA 5599 Senior Seminar: Public Relations
One of the following:
COTC 2240  Media Criticism
COJR 3430  Journalistic Tradition
COJR 3432  Women and Media

Two of the following:
COPA 2521  Newspaper Advertising
COPA 3521  Broadcast Advertising
COJR 2421  News Reporting
COJR 4424  Broadcast News II

Two of the following:
COBF 2223  Television Production I
COGR 2324  Desktop Publishing
COJR 3428  Publications Editing
COGR 3323  Presentation Graphics

Total: 48 Credits

Theatre and Performance Major

I. Theatre Studies Track
COTH 2621  Introduction to the Theatre
COTH 2631  Theatre History
ENGL 3013  The Drama
ENGL 3312  Shakespeare
COTH 5799  Senior Seminar: Theatre

Six of the following (Three must be COTH)
ENGL 3421  Modern American Drama
ENGL 3417  The Drama in Great Britain
ENGL 3427  Drama: Classic and Contemporary
COTH 1720  Basic Stagecraft
COTH 2610  American Stage
COTH 2611  Irish Stage
COTH 3622  Playwriting
COTH 3625  Scene Design
COTH 3627  Theatre in London
Grek 3262  Greek Drama
LATN 3117  Roman Comedy
MUHI 1134  Music of Broadway

II. Performance Track
COTH 2631  Theatre History
COTH 2621  Introduction to the Theatre
ENGL 3013  The Drama
ENGL 3312  Shakespeare
COTH1620, 1621, 1622
Performance Lab*
COTH 5799  Senior Seminar: Theatre

Five of the following:
COST 2620  Oral Interpretation
COTH 1720  Basic Stagecraft
COTH 2624  Vocal Techniques
COTH 2626  Acting I
COTH 3621  Directing
COTH 3622  Playwriting
COTH 3625  Scene Design
COTH 3623  Lighting for TV and Film
COTH 3624  Children’s Theatre
COTH 3626  Acting II
COTH 3627  Theatre in London

*Performance Lab: 3 one-credit courses in acting, directing, stage crew, set or lighting design

Total: 48 Credits

Broadcasting, Visual and Interactive Media Major

A. Interactive Media Track (46 Credits)
I. Desktop Publishing and The Web Concentration
ARTH 1124  History of Graphic Design
AART 2312  Digital Art and Design I
AART 2315  Web Design I
COBF 2212  Introduction to Visual Theory/Technique
COGR 2111  Introduction to HTML (1 credit)
COGR 2321  Typography and Electronic Production
COGR 2324  Desktop Publishing
COGR 3323  Presentation Graphics
COGR 3325  Digital Photography
COGR 3321  Publication Design

II. Multimedia and Digital Animation Concentration
ARTH 1124  History of Graphic Design
COBF 2212  Introduction to Visual Theory/Technique
COGR 2111  Introduction to HTML (1 credit)
COGR 2112  Introduction to Multimedia
COGR 2322  Introduction to 3D Computer Graphics
COGR 5399  Senior Seminar in Computer Graphics

Select five of the following courses:
AART 1223  2-D Design and Color
COGR 2114  Game Design
COGR 3112  Multimedia Production
COGR 3322  Computer Animation
COGR 3325  Digital Photography
COGR 3326  Video Animation and Motion Graphics
COGR 3327  Flash Animation Design
B. Broadcasting and Film Track (48 Credits)

Courses required for the track:

- COBF 2212 Introduction to Visual Theory/Technique
- COBF 2222 Television/Film Writing
- COBF 2231 Electronic Age in America
- COBF 2232 Evolution of Film Art

Production Component (Four courses)

- Two course production sequence
- Two additional production courses

Media Studies Component (Two courses)

- Two media studies courses in the Broadcasting and Film area

COBF 5299 Senior Seminar in Radio-TV
or
COBF 5698 Senior Seminar in Film

I. Media Production Concentrations: Specialization in television, film or radio production.

Students wishing to pursue one of the following concentrations should plan on taking appropriate courses, as listed below, in their sophomore and junior years (along with additional elective courses that are required for completion of the Broadcasting and Film track). Final course choice should be made in consultation with an academic adviser.

A. Film Production Specialization

Production courses:

- COBF 3222 Introduction to Film Production
- COBF 4222 Advanced Film Production
- COGR 2322 Introduction to 3D Computer Graphics
- COTH 3623 Lighting for Television and Film

Plus any two Media Studies courses

B. Television Production Specialization

Production courses:

- COBF 2223 Television Production I
- COBF 3223 Television Production II
- COBF 3224 Television Production III
- COBF 4224 Television Production IV
- COGR 2322 Introduction to 3D Computer Graphics

Plus any two Media Studies courses

C. Radio Specialization

Production courses:

- COBF 3225 Radio Programming and Production
- COBF 2225 Broadcast Program and Management

Any two Broadcasting, Visual or Interactive Media courses

II. Media Studies Concentration

Select four of the following courses:

- COBF 2211 Development of Alternative Video
- COBF 2213 Documentary Film
- COBF 3212 Contemporary Cinema
- COBF 3214 Film Criticism
- COBF 3216 Film Genre
- COBF 3218 Television Genres
- COTC 2240 Media Criticism

Plus any two Media Production courses

Total: 46-48

Communication Studies Major

The communication studies major is a comprehensive and flexible program of study that focuses on immediate interaction in face to face real-time contexts. Advanced students start from this basis and examine all aspects of communication. A list of required courses for the communications studies major can be found below. In consultation with a faculty advisor, students must also select the “approved elective” courses from the other three communication majors.

COMM 1421 Writing for the Media
COMM 1670 Introduction to Communication Theory
COMM 2134 Communication Ethics
COMM 2135 Communication Research
COMM 2136 Communication Law
COST 1600 Oral Communication
COST 1610 Dynamics of Human Communication
COST 2130 Intercultural Communication
COST 2616 History of Rhetoric
COST 2622 Group Discussion
or COST 2623 Persuasive Speaking
COST 2625 Public and Presentational Speaking
COST 2626 Rhetorical Criticism
COST 5899 Senior Seminar in Communication Studies

Three courses from approved electives from other communication tracks, logic, philosophy, English, or political science as approved by the adviser.

Total: 42 Credits

Minor Programs

Students who wish to enrich their understanding of communication in conjunction with another major program may enroll in one of the department’s minor programs. Minors are in (a) broadcasting, visual and interactive media, (b) communication studies, (c) journalism and public relations, and (d) theatre and performance. A student’s minor program is developed with a department faculty adviser. The communication minors consist of 21 credits, as follows:
Certificate Programs

Certificate in Computer Graphics

Students who would like to learn more about how computer graphics is used in advertising, publication design, broadcasting, business, art and journalism may enroll in the Certificate in Computer Graphics Program. Students should apply for entry into the program before taking more than 6 credits in computer graphics, and must maintain a minimum 2.5 GPA in the program.

Further information is available from Professor Kenneth Hoffman in the Department of Communication. The Certificate in Computer Graphics will be awarded upon successful completion of 19 credits, as follows:

- AART 1223 2-D Design and Color
- COGR 1321 Desktop Publishing for Personal Use (1 credit)
- COGR 2322 Introduction to 3D Computer Graphics

Four from the following:

- AART 2312 Digital Art and Design I
- COGR 2111 Introduction to Hypertext Markup Language (1 credit)
- COGR 2112 Introduction to Multimedia Communication
- COGR 3112 Multimedia Production
- COGR 3322 Computer Animation
- COGR 3323 Presentation Graphics
- COGR 3324 Two-Dimensional Computer Design
- COGR 3325 Digital Photography

Certificate in Digital Media and Video

This cross-disciplinary certificate will provide training in computer-based media production for students entering the fields of multimedia, Web production, broadcasting and filmmaking. Using the latest techniques and technologies in digital production, students will create presentations combining remote video, three-dimensional computer animation and computer-based special effects (21 credits).

COGR 3326 Video Animation and Motion Graphics

*COBF 2223 Television Production I is a prerequisite for COBF 3224.

Additional Requirements:

Students must maintain at least a 3.0 GPA in certificate courses with no grade lower than “C,” and submit a final project for review and public performance. The final project will be determined in collaboration with the instructor and will take the form of: (a) remote Television II final project incorporating elements of computer graphics and computer animation; or (b) new media (CD-ROM or Web multimedia) final project incorporating elements of remote video, computer graphics and computer animation.

Internships with Web-based multimedia companies; or corporate or broadcast facilities using time-based digital media are strongly encouraged.

Certificate in Digital Media Production for the Web

Students will learn how to integrate rich media elements such as streaming audio and video, motion graphics and animation into Web presentations. Emphasis will be placed on graphic design principles essential for clear and effective communication in the rapidly evolving Web environment. Areas covered include:

- Typography and design for effective Web communication
- Crafting Web pages for low bandwidth environments
- Designing for rich media in Web presentations
- Preparation and editing of 2-D and 3-D animation, sound and video for the Web
- Authoring with HTML
- Effective use of software such as Dreamweaver, Flash, Photoshop, and 3-D Studio Max.

The Certificate in Digital Media Production for the Web will draw upon the Department of Art, Music and Design’s Certificate in Web Design for the artistic, aesthetic and design conceptual framework necessary to properly apply the wide range of digital media required to produce the contemporary Web page. The Department of Communication strongly urges students to complete the Certificate in Web Design as an artistic requisite for the Certificate in Digital Media for the Web; but students can work on both certificates simultaneously.

AART 1223 2-D Design and Color
AART 2312 Digital Art and Design I
or COGR 3324 Two-Dimensional Design

COGR 2111 Introduction to Hypertext Markup Language (1 credit)
COGR 2112 Introduction to Multimedia
COGR 2322 Introduction to 3D Computer Graphics
COGR 3322 Advanced Computer Graphics and Animation
COGR 3325 Digital Photography
COGR 3326 Video Animation and Motion Graphics
COGR 3327 Flash Animation Design
Grading Policy:
Students will be required to maintain at least a “B” GPA in the certificate with no grade below “C.”

Course Descriptions

COBF 2211 The Development of Alternative Video
This course investigates how the category “alternative” can help us make sense of the politics in television culture. Topics include alternative taste cultures found on tabloid television, alternative modes of audience participation on reality TV and the Internet, alternative political voices in the 1950s and 1960s television industry, and the representation of alternative social movements on 1960s television. 3 credits

COBF 2212 Introduction to Visual Theory and Technique
Lectures, discussions and screenings focus on the development of visual expression in film, video, and computer graphics, with emphasis on the narrative form. There is an opportunity for practical exercises; a photo assignment and an optional digital video final project. 3 credits

COBF 2213 Documentary Film
Survey of the history and critical aspects of the nonfiction film (including newsreel and experimental film) from the Lumieres (1895-97) through the cinema verite documentaries of today. Lecture, discussion, screenings. 3 credits

COBF 2215 Broadcast Programming and Management
Study of organization and management of commercial and public radio and television stations. Components include programming techniques, formats, FCC regulations, business practices, ratings and technical/engineering considerations. 3 credits

COBF 2222 Television-Film Writing
Principles and practices of screenplay writing with emphasis on cinematic values. Each student creates a long step outline for a feature length film screenplay, teleplay, or a completed short script. Prerequisite: COMM 1421. 3 credits

COBF 2223 Television Production I
Instruction in and practice regarding the TV production team, operation of studio, or field and control room equipment, the television script, program formats, production elements and process. Lecture, discussion and program exercises in the studio. Prerequisite: COBF 2212. 3 credits

COBF 2231 The Electronic Age In America
Development of the American system of broadcasting and its relation to political, social and economic conditions. Discussions include technological development, programming, network formation, economic support and the news function. 3 credits

COBF 2232 Evolution of the Film Art
Survey of major contributions to the development of motion pictures. Lectures, screenings and critiques of cinematic works demonstrating the creative impetus given to filmmaking from the early narratives of Melies to the pre-World War II period. 3 credits

COBF 2234 Film Directors
A study of the film director as primary creator of the motion picture. The course also investigates the concept of authorship in film and the role of the director in a collaborative art form usually controlled by economic interests. Each semester two directors will be closely examined for their aesthetics, outlook, and technical accomplishment. 3 credits

COBF 3212 Contemporary Cinema
Survey of international cinema in the post-World War II period. Specific works by individual directors practicing in Europe, Japan, India and the United States studied in-depth to ascertain their contribution to evolving patterns of cinematic expression. 3 credits

COBF 3214 Film Criticism
Screenings of a wide variety of films from 1930 to present serve as the basis for criticism written by students. Writings of various popular contemporary critics are evaluated in class discussions that examine questions of aesthetic criteria and the development of a style appropriate to the film critic’s audience. 3 credits

COBF 3216 Film Genre
Individual film forms, such as the western, the crime film, the horror film, science fiction, the musical, screwball comedy and others. The narrative conventions and grammar of genres are examined, along with each genre film’s historical, political, economic and social context. Each semester an individual genre is selected for study. 3 credits

COBF 3218 Television Genres
A study of the aesthetic, social, and cultural importance of television genres. The course will survey various theories about television genres and then use those theories to examine one or two specific television genre(s) in detail. 3 credits

COBF 3222 Introduction to Film Production
Principles and techniques of motion picture production, including scripting, cinematography, budgeting, non-synchronous sound, and non-linear digital film editing. Students work in groups to create original film projects. Prerequisite: COBF 2212. 3 credits

COBF 3223 Television Production II
Broadening and deepening of students’ knowledge of studio and field techniques and processes, followed by production of an original television program by student groups, from concept to videotape recording. Prerequisite: COBF 2223. 3 credits

COBF 3224 Television Production III
Studio and field digital video production equipment, shooting technique and non-linear digital video editing. Each student, working in a group, progresses through a series of introductory camera and editing exercises related to electronic field production and advanced studio production to create an original television program. Lectures and demonstrations. Prerequisite: COBF 2223. 3 credits
COBF 3225 Radio Programming and Production
Various current programming philosophies as exemplified by local independent AM and FM station operators: problems in the management of local radio stations, and production techniques for studio and remote broadcasts. Prerequisite: COBF 2215. 3 credits

COBF 4222 Advanced Film Production
Students use HDV production techniques and form production groups to produce original 5-10 minute film and/or HDV productions. Prerequisite: COBF 3222. 3 credits

COBF 4224 Television Production IV
Students, working in groups, prepare and produce an original long form video production taped on location and/or in the studio. Prerequisite: COBF 3224. 3 credits

COBF 5299 Senior Seminar Radio/TV
In this course, students use skills learned in other communication courses -- the ability to read critically, write persuasively, and research effectively -- to pursue a larger research project. As such, Senior Seminar-Radio/TV is both a synthesis (in that it asks students to draw on knowledge from other classes) and introduction (in that it introduces students to ways that scholars craft compelling, original essays). Students will write a major research paper on social, cultural, or institutional aspects of broadcasting. 3 credits

COBF 5698 Senior Seminar in Film
This senior capstone course in film studies for students with basic knowledge of film history, theory, and criticism. The purpose of this course is to investigate the technical, philosophical, and stylistic foundations of film as an art form, and film’s social, political, economic, and cultural context. 3 credits

COGR 2111 Introduction to Hypertext Markup Language
Introductory course in the preparation of Hypertext Markup Language (HTML) documents. HTML instructions are embedded in all Web pages and control formatting of page layout, fonts and graphic elements. Students learn HTML codes, conventions and procedures. They create Web pages by typing page content and HTML instructions into a text editor. These pages are posted on the World Wide Web. No experience in graphics or programming is necessary. 1 credit

COGR 2112 Introduction to Multimedia Communication
This survey course examines the social, economic and cultural implications of multimedia use on the Web and in portable handheld devices. It discusses hardware and software tools and generally serves as an introduction to multimedia design and interactive communication. Multimedia can be defined as the delivery of video animation, graphics, sound and text in a non-linear computer based form. Students create personal Web pages using Adobe Dreamweaver software. 3 credits

COGR 2114 Game Design and Digital Storytelling
Introduction to the theory and practice of game creation and design for interactive home entertainment, arcade games, education, and multiplayer online environments. Students will study the history of games, game genres, game technology, organization, psychology, story and structure.

Students will complete design assignments exploring topics discussed in class such as game prototyping, interface design and character creation. 3 credits

COGR 2320 Still Photography
Development of visual expression through the use of the still camera. Fundamentals discussed and practiced include optics, film emulsions, composition, lighting and darkroom technique, including developing, printing and enlarging. Students furnish their own 35mm cameras. 3 credits

COGR 2321 Print Typography and Electronic Publishing
Practical aspects of preparing, planning and producing publications. Includes the fundamentals of typography, type specification, legibility and creative typography, as well as all aspects of electronic publishing, electronic pre-press, color printing, computer graphics software and hardware, input and output devices and post press. 3 credits

COGR 2322 Introduction to 3D Computer Graphics
Introduction to the wide range of three-dimensional computer graphics applications in broadcasting, business, art and journalism. Concentrating on three-dimensional modeling terminology, software and operations from an artist/manager/buyer perspective. No prior skill in computer programming required. 3 credits

COGR 2324 Desktop Publishing
Introduction to desktop publishing design, including typography, application of design principles to the desktop environment, and desktop concepts, systems, hardware and software, with particular emphasis on the dominant desktop publishing applications. Scan in and use of art. Basic electronic pre-press theory. 3 credits

COGR 3112 Multimedia Production
Prepare students to use multimedia authoring software, such as Macromedia Director, for the creation of multimedia presentations used in business, training materials, kiosk displays, computer games and entertainment. Students learn how to prepare and manipulate the basic elements of multimedia, such as digital sound, animation, graphics and text. Prerequisite: COGR 2112. 3 credits

COGR 3320 Advanced Photography
Techniques of reporting with a camera. Handling typical news situations and advanced camera techniques. Assignments include detailed photo essays and reporting problems. Students furnish their own 35mm cameras. Prerequisite: COGR 2320 or the equivalent. 3 credits

COGR 3321 Publication Design
Fundamentals of publication design, including a review of design theory as it relates to contemporary publication design practices. Projects and portfolio work selected according to students’ design goals. Course covers newspaper, magazine, advertising and Web page design, and other design situations depending on student needs, resulting in an individualized, comprehensive publication design portfolio. 3 credits
COGR 3322 Computer Animation
Theory and practice of computer animation. Students create their own 3D animations. Classic examples of short computer animations are screened and discussed. No prior programming skills required. Prerequisite: COGR 2322. 3 credits

COGR 3323 Presentation Graphics
Introduction to communication of information through visual symbols, including charts and graphics. Presentation, business and information graphics are taught within the context of professional and ethical standards using professional computer systems and software. 3 credits

COGR 3325 Digital Photography
Introduction to digital photography and image editing software. Students will learn photographic and computer techniques essential for creating computer mediated imagery. The course will cover digital camera operation, photo editing software, desktop scanners and ink jet printing. Digital images will be edited with Adobe PhotoShop. Completed assignments will be posted on the Web and reproduced as color prints and/or 5mm color slides. 3 credits

COGR 3326 Video Animation and Motion Graphics
Introduction to digital video editing. Students learn fundamentals of nonlinear video editing for the World Wide Web, CDROM, and DVD applications. They gain hands-on experience in digital video capture and learn industry standard software such as Adobe Premier and Adobe After Effects. Prerequisite: COGR 2322. 3 credits

COGR 3327 Flash Animation Design
This course focuses on tools and techniques for creating two-dimensional animation and motion graphics for the Web. Students learn how to create GIF animations and how to incorporate them into Web presentations. Students then study interactive vector animation used in creating animated Web menus and Web sites; Web cartoons; television advertisements and other standalone presentations. Web animation is placed in the larger context of short-form traditional animation. Examples of animation from motion pictures and the Web are studied. (Formerly Animation for the Web) Prerequisite: COGR 2322. 3 credits

COGR 5399 Senior Seminar in Computer Graphics: Design, Animation and Multi Media
Visual theory, aesthetics, the history of graphic design, and visual criticism will be synthesized in an individualized final project incorporating the design background of each student. Seminars will critically evaluate various areas of computer graphics relevant to the students. Design portfolios well be required in addition to the major critical/aesthetic project. 3 credits

COJR 2420 Mass Media and Minorities
Study of mass media from a Black perspective. Covers a broad outline of the history of media and its developments, paralleling black media and white media, and the impact each has had on the other and the institutions of our society. 3 credits

COJR 2421 News Reporting
Fundamentals of gathering and writing news. Emphasis on reporting and writing various types of stories and the multi-source story. Prerequisite: COMM 1421. 3 credits

COJR 2431 American Journalism
A survey of the history of American journalism from colonial times to the present, as well as understanding journalism in a broader historical context. Emphasis is placed on the news media as a social institution and the development of the profession. The history of advertising and public relations also considered. 3 credits

COJR 3421 Advanced News Reporting
Advanced news-gathering techniques and investigative reporting, including computer-assisted reporting. Prerequisite: COJR 2421. 3 credits

COJR 3426 Magazine Writing
Overview of the U.S. magazine industry. Emphasis is placed on researching and writing articles, and on identifying target publications. Prerequisite: COMM 1421. 3 credits

COJR 3428 Publications Editing
Copy editing, Associated Press style, headline writing and page design. The role of the editor in the contemporary newsroom. Prerequisite: COMM 1421. 3 credits

COJR 3430 The Journalistic Tradition (formerly the Classics of American Journalism)
The writings of great American journalists, including historically significant and contemporary writers. Emphasis is on narrative and investigative journalism. Students learn to evaluate critically and appreciate these works. 3 credits

COJR 3432 (WMST 3432) Women and the Media
Survey of women’s participation in the media as both producers and consumers, and the portrayal of women by the media. Critical study of how women have been represented in journalism, film, television and advertising. 3 credits

COJR 4424 Broadcast News I
This course introduces gathering, writing and presenting broadcast news. Student work focuses on writing, production, and performance of radio news. Students will be briefly introduced to TV news. Prerequisite: COMM 1421. 3 credits

COJR 4425 Broadcast News II
Instruction and practice in developing, writing, interviewing, shooting, editing and voicing packages for a television news format. Instruction and practice in studio newscast production and delivery. Prerequisites: COMM 1421 and COJR 4424. 3 credits

COJR 5499 Senior Seminar Journalism
Introduces the research literature in journalism and the tools and techniques of research. Examines the relationship between research and the practice of journalism. Students conduct original research and present their findings. The seminar also serves as a forum for discussion of issues and concerns in contemporary journalism. Prerequisite: COMM 2135. 3 credits
COMM 1421 Writing for the Media
Introduction to various types of media writing. Associated Press style and copy editing techniques. Special emphasis on research techniques for media writing and on writing styles for print, broadcast, the Web and public relations. 3 credits

COMM 1670 Introduction to Communication Theory
Students are introduced to the field of communication. Theoretical approaches to all major media, both oral and electronic, are addressed. Special attention is devoted to describing the different ways that symbols generate meaning in each medium. 3 credits

COMM 2134 Communication Ethics
A detailed examination of the process of ethical reasoning and decision making in human communication, incorporating the rhetorical and media ethical perspectives. Students will examine a range of ethical approaches, working towards development of personal ethical standards which will provide them with the basis for ethical conduct in a wide range of professions. Prerequisite: COMM 1670. 3 credits

COMM 2135 Communication Research Methods
Students are introduced to research in communication, including an overview of contemporary communication research and a survey of research methodologies. Prerequisite: COMM 1670. 3 credits

COMM 2136 Media Law
Critical evaluation, legal practices and the legal responsibility of the press. Legal problems, including the First Amendment, Libel, Privacy, Intellectual Property, the Communications. Prerequisite: COMM 1670. 3 credits

COPA 2512 Public Relations I
Introduction to public relations. Academic study of public relations principles and theories, tools and techniques, and ethical and professional standards. Prerequisite: COMM 1421. 3 credits

COPA 2515 Promotional Writing
Intensive writing practice enables students to explore and experience the style, format and deadline requirements of public relations and advertising writing. Through this course, students reach a professional level of competence in both public relations and advertising writing. Prerequisite: COMM 1421. 3 credits

COPA 2521 Print Advertising
An introduction to the strategic creative, and economic aspects of advertising in print media, with specific emphasis on the principles of copywriting and design for magazines, newspapers, outdoor and direct mail. Students gain greater understanding of campaign development and the creative process, along with basic knowledge of research and media planning. 3 credits

COPA 3521 Broadcasting Advertising
Methods of advertising employed in broadcast media: network, spot and local techniques. Advertising research. Roles of the FTC and FCC. 3 credits

COPA 3522 Public Relations II
Public relations in practice. Combines lecture and independent research/study. Emphasis on writing. Students develop complete communications program and study editorial services, media relations, creative services, events management and other aspects of the practice of public relations. Prerequisite: COPA 2512, COMM 1421. 3 credits

COPA 5599 Senior Seminar in Public Relations
Senior seminar introduces students to scholarly and applied communication research methods, specifically regarding public relations and advertising issues. It leads to an understanding of the important role research plays in the practice of public relations and advertising and provides tools needed to complete a research project. 3 credits

COST 1500 Foundations in Oral Rhetoric
Rhetoric is the art of effective expression. Since ancient Athens, rhetoric has been foundational for civil society and the heart of a liberal education. A skilled rhetor has mastered five inter-related facilities- invention, disposition, style, memory, and elocution. This course provides an introduction to rhetorical practice and serves at the foundational course for Seton Hall University’s oral communication proficiency. 2 credits

COST 1600 Oral Communication
Broad study of the speaking and listening experience. Students perform and evaluate their skills. Voice and articulation and the organization and presentation of ideas. 3 credits

COST 1610 Dynamics of Human Communication
The processes of intrapersonal and interpersonal communication including perception, message orientation, language-as-symbolic action and verbal and nonverbal interactions. Theories and principles of face-to-face interaction in such contexts as significant to continuing relationships, family and gender. Prerequisite: COST 1600. 3 credits

COST 1630 Intercultural Communication
Principles and skills required for effective and ethical interaction with diverse others. Emphasis on identity, perception, and community-building. 3 credits

COST 2616 History of Rhetoric
Historical survey of major contributions to rhetorical theory. Chronological account of how ideas on the means of persuasion have developed from ancient Greece to post-modernity. 3 credits

COST 2620 Oral Interpretation
Art and development performance techniques for the interpretation of prose, poetry and drama. Prerequisite: COST 1600. 3 credits

COST 2622 Group Discussion
Effective management of and participation in formal and informal discussion groups whose goals are to investigate, evaluate, solve problems or make decisions. Prerequisite: COST 1600. 3 credits
COST 2623 Persuasive Speaking
Art of inspiring, convincing and actuating audiences through the use of ethical appeals, both logical and psychological. Prerequisite: COST 1600. 3 credits

COST 2625 Public and Presentational Speaking
A broad study of the “one-to-many” speaking context with a focus on developing speaking and listening competence. Includes the message organization, speech presentation, vocal and physical delivery of various types of formal and informal speaking situations. 3 credits

COST 2626 Rhetorical Criticism
Methods of close textural analysis. Multiple perspectives and procedures for assessing how rhetoric works to create, maintain, and oppose social meanings. 3 credits

COST 5899 Senior Seminar in Communication Studies
This is a capstone course in Communications Studies that encompasses the history, theory and philosophy of communication while focusing on the research literature on the field and providing students with the opportunity to conduct original research in the area of Communication Studies. 3 credits

COTC 1131 Mass Communication I
This course surveys the mass media from the rise of print to the age of the computer. The historical and theoretical implications of mass media are examined by studying representative examples of each medium. 3 credits

COTC 1132 Culture and Communication
Interpretation and analysis of verbal and non-verbal behavior, with an emphasis on intercultural communication. This course examines the personal, social, and cultural functions of communications, the development of language and how cultural conventions, gender and status differences modify meaning and how the media influences our view of ourselves and others. 3 credits

COTC 2240 Media Criticism
Survey of various methods for analyzing and evaluating mass media. Students learn how to apply critical methodologies to understanding media production, content and the audience. Prerequisite: COMM 1131. 3 credits

COTC 3197 Communication Internship I
COTC 3198 Communication Internship II
COTC 4197 Communication Internship III
On-the-job education and experience in New Jersey and New York media organizations, under professional supervision. (Open to selected seniors and juniors). See Internship Director. 3-12 credits

COTC 5000 Preparation of the Senior Communication Portfolio
Independent study on a selected topic completed under the supervision of the instructor. 1 credit

COTC 5199 Senior Thesis
Students select section to meet their needs. Seminar sections: review of research in broadcasting, film, journalism or theater. Students engage in individual and/or group research projects. Thesis section: tools and techniques of research. Each student completes an independent research project (thesis) in consultation with a faculty adviser. Individual research (COTC 3191-3193) may not be taken in the same semester as COTC 5199. (Open to senior majors only). 3 credits

COTH 1620, 1621, 1622 Performance Lab: Theatre and Performance
Students can earn credit from their experience in performance, construction, and/or running of University Theatre shows. Theatre majors need three performance credits to graduate. 1 credit each

COTH 1720 Basic Stagecraft
An elementary introduction to the general principles of planning, preparation, organization and skills required for the technical presentation of theatre production. Students will learn creative problem solving with traditional tools and unique materials to make the magic of theatre. 3 credits

COTH 2610 The American Stage
Investigation of plays and theatrical conditions in America from the Hallams to the present regional theaters. The recurring themes and styles of American performers and playwrights. 3 credits

COTH 2621 Introduction to the Theater
Investigation of theater as an experience, an immediate art whose meaning is grasped through an understanding of the encounter between those who create theater (performers, writers, directors, designers and technicians) and those who view it (members of the audience). 3 credits

COTH 2624 Vocal Techniques
Emphasis on development of the speaking voice. Combination of practical and theoretical to help students develop a method for self-improvement. 3 credits
COTH 2626 Acting I
Methods of building a character as described in the literature on acting. Exercises in vocal and physical control, observation, imagination, concentration and pace. Elementary stage technique and performance deportment. (Formerly COTH 3620.) 3 credits

COTH 2631 Theater History
Drama and its presentation from the Greek amphitheater to the Renaissance stage to the spectacles of the 19th century: “Life upon the wicked stage.” Explore the theories and practices of drama; the players, their theatrical conditions, and the spectacle as it has sought to inform society, culture and the human condition. 3 credits

COTH 3621 Directing
Methods of directing a play as described in the literature on play direction. Exercises in researching a play, casting, blocking the action, rehearsing, developing timing and pace, and coordinating all elements of a play. Prerequisite: Instructor’s approval or COTH 2621. 3 credits

COTH 3622 Playwriting
Principles of dramatic composition, plot construction, characterization and dialogue are studied through a close, practical analysis of Aristotle’s Poetics, as well as of classic plays. Each student writes a one-act play. 3 credits

COTH 3623 Lighting for Television, Theater, and Film
Thorough grounding in light sources, instruments and their accessories, and theater and studio layouts. Special emphasis is given to lighting principles and dramatic interpretation in terms of lighting. Students design lighting and develop lighting plans for productions and/or scenes as class projects and outside assignments. Prerequisite: a minimum of one course in theater, TV or film. 3 credits

COTH 3624 Children’s Theater
Study of drama both with and for children. Students explore the fundamentals of young people’s theater through the eyes of the director/teacher. Drama as a process of learning and as an artistic presentation on the stage. Prerequisite: COST 2621, instructor’s approval or education majors with departmental approval. 3 credits

COTH 3625 Scene Design
Introduction to the principles of modern stage design as influenced by its development in earlier periods: aesthetics, elements, technical. Students engage in design projects and lab assignments. Prerequisite: COTH 2621. 3 credits

COTH 3626 Acting II: Classical Styles
Course develops the discipline of stylized acting techniques and explores the history of Greek, Shakespearean and Restoration theater. Prerequisite: COTH 2626. 3 credits

COTH 3627 Theatre in London
Study abroad course that covers British theatre and history culminating in a week long trip to London visiting historic sights and viewing several theatre performances. Usually included are tours to Westminster Abbey, backstage tours of the Theatre Royal Drury Lane, the Houses of Parliament, the British Museum as well as workshops at The Globe Theatre and theatre performances in the West End and with The Royal Shakespeare Company in Stratford-upon-Avon. Particular sights and productions are subject to availability at the time of the trip. Instructor’s approval required. 3 credits

COTH 5799 Senior Seminar Theatre
A required capstone course for Theatre majors. Students will discuss and write about contemporary theatre drawn from their experience of seeing shows in New York City. 3 credits

Department of English
Fahy Hall
(973) 761-9388
www.shu.edu/academics/artsci/english

Faculty: Balkun (Chair); Carpentier; Enright; Gevirtz; Gray; Rogers; Sweeney

Faculty Associates: Balkun; Carpentier; Enright; Gevirtz; Gray; Rogers; Sweeney

Faculty Emeriti: Balkun; Carpentier; Enright; Gevirtz; Gray; Rogers; Sweeney

Department of English Mission Statement
English at Seton Hall University is one of the liberal arts and, as such, is devoted to the search for wisdom and understanding. The mission of the Department of English is three-fold: 1) to provide all students with the essential linguistic and literary competency upon which other liberal arts disciplines may build; 2) to develop in all students the ability to think analytically, to read closely and to write well; 3) to provide majors with a broad knowledge and critical understanding of British and American literary traditions, with additional emphasis upon comparative literatures and genres.

Major in English
English courses emphasize the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and other disciplines. The department seeks not only to foster analytical reading and lucid writing but also to stimulate thought about the nature of human experience. In order to be servant leaders, students must be articulate, they must be able to think critically and analytically, and they must have a grounding in humane thought and letters in order to understand the historical and philosophical contexts of today’s world.

Apart from such global rewards of studying literature, a degree in English-language literature offers intensive training in skills essential to the contemporary job market. Graduates of Seton Hall University’s English program have gone on to graduate programs and successful careers in writing and editing, publishing, teaching, law, business and media.

In addition to the English major and the creative writing major, the department also offers an English minor and a
writing minor, both 18 credits and available to students of any major. At the graduate level, the Department of English offers a Master of Arts (M.A.) designed for present or prospective teachers of English on the secondary or college level, for students contemplating the Ph.D., and for those already involved in careers in publishing, business, writing or media. English majors who qualify for the Dual Degree B.A./M.A. program in English can complete the M.A. degree in one year beyond their B.A. See description below.

**Major Requirements**

To declare an English major, students must have a 2.5 minimum GPA in ENGL 1201 Core English I and ENGL 1202 II Core English II, or gain permission of the Chair of the Department of English.

**Introductory**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1201-1202 Core English I-II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2204 Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2101-2102 Great Books of the Western World I-II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2111-2112 British Literature I-II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2103-2104 American Literature I-II</td>
<td>6</td>
</tr>
</tbody>
</table>

**Advanced Electives**

Choose 12 credits from four out of five categories in advanced electives below. Students also pursuing a Writing Minor may not choose Writing as one of the categories.

- British (pre-1800) 3
- British (post-1800) 3
- American 3
- Thematic/Comparative 3
- Writing 3
- ENGL 5011 Senior Seminar 3

**Total:** 42

**Major in Creative Writing**

The creative writing major offers students the opportunity to learn the art and craft of poetry and fiction from a faculty of widely published authors. Seeking a balance between literary scholarship and literary artistic practice, the course of study aims to help students create their own works based on an understanding of the literary tradition. Creative writing majors will complete 36 credits, including Introduction to Literary Studies, 12 credits of creative writing workshops, and four survey courses selected from designated areas. They will also be expected to choose a concentration in either Poetry or Fiction for their advanced writing classes. Creative writing majors will be prepared for careers in writing, editing, teaching, public relations, law and media. They will also be prepared for master’s degree programs, Master of Fine Arts programs, and doctoral programs in creative writing.

**Major Requirements**

To declare a creative writing major, students must have a 2.5 minimum GPA in ENGL 1201 Core English I and ENGL 1202 Core English II, or gain permission of the Chair of the Department of English. ENGL 1201 and 1202 are prerequisites for all advanced courses.

**Introductory Requirements**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1201 Core English I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1202 Core English II</td>
<td>3</td>
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**Advanced Requirements**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2204 Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2511 Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2101/2102 Great Books I/II (choose one)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2103/2104 American Literature I/II (choose one)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2111/2112 British Literature I/II (choose one)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5011 Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced Electives**

(At least one must be a writing course and one must be a literature course.)

Students will select either the Poetry concentration or the Fiction concentration.

**I. Poetry Concentration**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2512 Creative Writing Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3512 Advanced Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3516 Contemporary Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. Fiction Concentration**

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2513 Creative Writing Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3513 Advanced Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3414 Contemporary Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 42
English Departmental Honors

English majors and creative writing majors may qualify for departmental honors by fulfilling the following criteria. Majors may declare their candidacy at any time up to and including first-semester senior term:

• Maintain a 3.2 GPA in the major.
• Take an additional 6 credits in advanced electives, for a total of 48 credits to complete the English major with honors.
• Receive a Pass with honors on the English Major Assessment Portfolio.
• Senior thesis (from ENGL 5011) must be included in the Assessment Portfolio (in addition to the three revised papers, see below).

English Major Portfolio Assessment

English majors and creative writing majors should begin keeping an assessment portfolio as soon as they declare their major. The assessment portfolio is to be handed in at the end of the senior year to the chair of the Department of English. Portfolios are reviewed by a rotating committee of Department of English faculty. The grading system is pass/fail and appears on the student’s transcript; however, failure on the Assessment Portfolio will not affect student’s graduation. Pass with honors is reserved for English Departmental Honors students. The assessment portfolio will be submitted through Blackboard. The assessment portfolio should include:

• three graded research papers reflecting the student’s best work in the English major from three of the four required advanced elective categories;
• a comprehensive examination to be given in ENGL 5011 Senior Seminar; an
• a written self-assessment (criteria to be handed out in ENGL 5011).

Minor in English

The English minor gives students of other majors a broad yet thorough introduction to each of the literature areas of the discipline. It is a valuable addition, enabling students to pursue their majors and career goals with greater literacy, sharper analytical skills and more polished writing skills. Prerequisites: ENGL 1201 and 1202.

Introductory Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2204 Introduction to Literature Studies</td>
<td>3</td>
</tr>
<tr>
<td>Any two courses from the following surveys (not necessarily in sequence):</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2101 Great Books of the or ENGL 2102 Western World I or II,</td>
<td></td>
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<tr>
<td>ENGL 2103</td>
<td></td>
</tr>
<tr>
<td>or ENGL 2104 American Literature I or II,</td>
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<tr>
<td>ENGL 2111</td>
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<tr>
<td>or ENGL 2112 British Literature I or II.</td>
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</table>

Advanced Literature Electives

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>British</td>
<td>3</td>
</tr>
<tr>
<td>American</td>
<td>3</td>
</tr>
<tr>
<td>Thematic/Comparative</td>
<td>3</td>
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<tr>
<td>Total: 18</td>
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</tbody>
</table>

Minor in Writing

The Department of English offers an 18-credit minor in writing that is an ideal complement to any major. It is structured to enable students to tailor the minor to suit their own interests, emphasizing creative writing, expository writing, business and technical writing, or a combination of styles. English majors may pursue a minor in writing but, no other credits earned toward the minor can count toward the major. Prerequisites: ENGL 1201 and 1202.

Required Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Any two of the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2514 Writing Workshop: Research and Analysis</td>
<td></td>
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<tr>
<td>ENGL 2515 Writing Workshop: Creative Nonfiction</td>
<td></td>
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<tr>
<td>ENGL 3511 Advanced Composition</td>
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</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any four of the following courses:</td>
<td>12</td>
</tr>
<tr>
<td>ENGL 2511 Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 2512 Creative Writing: Fiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 2513 Creative Writing: Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 2516 Business Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 3514 Scientific and Technical Writing</td>
<td></td>
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<tr>
<td>ENGL 3515 Composition Theory and Practice</td>
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<tr>
<td>ENGL 3516 History of the English Language</td>
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<tr>
<td>ENGL 3621 Advanced Fiction Writing</td>
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<tr>
<td>ENGL 3622 Advanced Poetry Writing</td>
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</tbody>
</table>

(Students may also opt to take all three of the required courses and any three of the elective courses.)

Total: 18

Dual Degree B.A./M.A. Program in English

English majors can complete a Master of Arts (M.A.) in one year beyond their B.A. Students who qualify for admission into the dual degree program will take 12 credits of graduate-level English courses during their junior and senior years. These will apply toward the 42 credits required for completion of the undergraduate major and toward the 30 credits required for the M.A. in English. Students can then complete the remaining 18 credits of graduate courses after earning a B.A.

Requirements for Admission

English majors who have completed at least 21 credits in the major with a minimum GPA of 3.2 may apply at any time prior to their senior year. Accepted candidates will normally be expected to enroll in two approved graduate-level English courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be
expected to enroll in a total of three approved graduate-level courses each semester for a total of 18 credits. Applicants are not required to take the GRE, but they must complete the graduate application form, and their application must include a transcript, a writing sample and three letters of recommendation from their undergraduate professors, two of whom must be full-time faculty in the Department of English.

Advanced Electives in the Undergraduate Major and Graduate Course Equivalents

These are the graduate courses that students may choose from to count toward the undergraduate upper-level elective requirement of 12 credits in four out of five of the following categories.
(See Graduate Catalogue for full course descriptions.)

**British (pre-1800), 3 credits:**
ENGL 6111 Old English Literature; 6112 Chaucer; 6113 Medieval Drama; 6114 Shakespeare to 1600; 6115 Shakespeare from 1600; 6116 Renaissance Literature; 6117 Renaissance Drama; 6118 17th Century Literature; 6119 Milton; 6121 Dryden, Pope and Swift; 6122 English Drama 1660-1800; 6123 Age of Johnson

**British (post-1800), 3 credits:**
ENGL 6124 Age of Romanticism; 6125 Victorian Prose and Poetry; 6126 Major British Writers: 1900-1945; 6127 Major British Writers from 1945; 6128 British Poetry of the 20th Century; 6311 The English Novel: Beginnings through the 19th Century; 6313 Modern British Drama; 6314 Modern Irish Drama

**American, 3 credits:**
ENGL 6211 American Literature: Beginnings through Poe; 6212 The American Renaissance; 6213 American Literature of the Later 19th Century; 6214 Major American Writers: 1900-1945; 6215 Major American Writers from 1945; 6216 Continuity of American Poetry; 6217 African-American Literary Experience

**Thematic/Comparative, 3 credits:**
ENGL 6010 Introduction to Literary Research. Students are advised to take this course as soon as possible after entering the dual degree program.

**Writing, 3 credits:**
ENGL 6411 Poetry Workshop; 6412 Modern Rhetoric and Writing; 6415 Composition Theory and Practice; 6420 Linguistic History of English

The Writing Center

The Seton Hall University Writing Center is a valuable resource open to all members of the Seton Hall community, providing one-on-one tutoring in pre-writing, drafting and revising essays, research papers, theses, resumes, letters, proposals and reports. It is staffed by undergraduate, graduate and professional tutors to assist with every level of writing competence. Tutoring at the Writing Center provides an excellent opportunity for English majors and minors, writing minors, English/education majors, and M.A. students in English who wish to work on campus in a field directly related to their studies. Interested students should contact the Director of the Writing Center at (973) 275-2183.

**Location**

The Writing Center is located in Arts and Sciences Hall, Room 206, telephone (973) 761-7501. Walk-ins are welcome, but if possible, call or visit to make an appointment. The Writing Center is virtually located at www.shu.edu/academic/artsci/writing-center/

Non-freshman students may visit the Online Writing Lab (OWL) at http://academic.shu.edu/owl/ The OWL is particularly designed for upper-class and graduate students as well as faculty and staff who need writing assistance but who are unable to visit the Writing Center during its normal hours of operation.

**Poetry-in-the-Round**

Poetry-in-the-Round provides a unique opportunity for Seton Hall students to see and hear the world’s foremost writers, read their works and discuss them informally with students and faculty. Under the direction of Professor John Wargacki, Poetry-in-the-Round has hosted such distinguished artists as George Plimpton, Derek Walcott, Frank McCourt, Wole Soyinka, Nadine Gordimer, Joyce Carol Oates, June Jordan, Oscar Hijuelos and many others.

**Course Descriptions**

ENGL 1201 and ENGL 1202 are prerequisites for all of the following courses:

**BRITISH**

**Introductory**

**ENGL 2111 British Literature I**
Readings in British Literature from Beowulf to the 18th century. 3 credits

**ENGL 2112 British Literature II**
Readings in British Literature from the Romantics through the 20th century. 3 credits

**Advanced (pre-1800)**

**ENGL 3211 Medieval Literature**
This course introduces the popular genres of the Middle Ages, including the epic, romance, spiritual autobiography, hagiography, travelogue, and fabliau. Works and authors may include Augustine’s Confessions, the Lais of Marie de France, Dante, Chaucer, and the Travels of Sir John Mandeville. 3 credits

**ENGL 3212 Renaissance Literature**
A course in non-dramatic poetry and prose of 16th century England. Writers included are John Skelton, Thomas Wyatt, Sir Thomas More, Sir Philip Sidney, Edmund Spenser,
Samuel Daniel, John Lyly and others. The focus is on genre - pastoral, satire, lyric, and epic - in England's “golden age” of the Tudor monarchies. 3 credits

ENGL 3213 17th Century Literature
Poets in the classical and metaphysical traditions such as Ben Jonson, John Donne, Robert Herrick, and George Herbert; cavalier poets such as Thomas Carew and John Suckling; prose selections from Thomas Browne, Robert Burton and Francis Bacon, will be studied in their political and historical contexts: the monarchy, the civil war, exploration of the new world, advances in 17th century science, the visual arts and music. 3 credits

ENGL 3214 18th Century Literature
An introduction to the literary explosion that occurred between 1660 and 1798. Students will explore the development of new genres such as the newspaper and the novel, and literary responses to events such as slavery, the first stock market crash, and the American and French Revolutions. Authors may include Aphra Behn, John Dryden, Jonson, John Donne, Robert Herrick, and George Herbert; poets in the classical and metaphysical traditions such as Ben Jonson, Alexander Pope, Samuel Johnson, and Charlotte Lennox. 3 credits

ENGL 3215 Romantic Literature
Introduction to the major poetry and prose of the Romantic period, ca. 1798-1832. Students will read works of poets Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, and of prose writers such as William Godwin, Mary Wollstonecraft, Sir Walter Scott, and Charlotte Smith, and of prose writers such as William Godwin, Mary Wollstonecraft, Sir Walter Scott, and Charlotte Smith, and of prose writers such as William Godwin, Mary Wollstonecraft, Sir Walter Scott, and Charlotte Smith, presented against the background of the cultural and historical revolutions that took place in France and America. (Formerly ENGL 2215) 3 credits

ENGL 3216 Victorian Literature
Major poets of the period: Tennyson, Robert Browning, Elizabeth Barrett Browning and Arnold. Novelists such as the Brontes, Dickens, George Eliot and Thomas Hardy. Selections from prose writers such as Carlyle, Mill, Arnold and Pater. (Formerly ENGL 2216) 3 credits

ENGL 3217 Modern British Literature
This course introduces the aesthetic innovations of high modernism in the context of World War I, including works by Joseph Conrad, James Joyce, D.H. Lawrence, Virginia
Woolf, Katherine Mansfield, E.M. Forster, T.S. Eliot, and war poets Siegfried Sassoon and Wilfred Owen. (Formerly ENGL 2217) 3 credits

ENGL 3314 W.B. Yeats and the Celtic Revival
A study of Yeats’ use of Gaelic and other mythologies in his poetry and drama to create an Irish art that would culturally politicize his country. Includes plays by J.M. Synge, tales by Lady Gregory, and consideration of the influence of Maud Gonne, Arthur Symons, Ezra Pound, and others. (Formerly ENGL 2314) 3 credits

ENGL 3315 The British Novel II
After a foundation in selected novels by Victorians such as the Brontes and Dickens, the course will proceed with representative modernist and mid-century novelists such as D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Elizabeth Bowen, and Graham Greene, and conclude with selected contemporary and post-colonial novels by V.S. Naipaul and Kazuo Ishiguro, among others. (Formerly ENGL 2412) 3 credits

ENGL 3419 The Social Novel in America
Nineteenth and 20th century novels that explore a variety of social issues endemic to the American way of life. (Formerly ENGL 2419) 3 credits

ENGL 3420 Modern American Poetry
An analytic approach to the works of early 20th century poets such as Williams, Pound, Eliot, Stein, Moore, Stevens and others. (Formerly ENGL 2420) 3 credits

ENGL 3421 Modern American Drama
Exploring the modernism of O'Neill, the symbolism of Williams, the realism of Miller and others. (Formerly ENGL 2421) 3 credits

ENGL 3434 The Drama in Great Britain II
A course on English and Irish drama beginning with the fin-de-siècle comedies of Oscar Wilde and socialist dramas of George Bernard Shaw, to the mid-century absurdist theatre of Samuel Beckett, Harold Pinter, and Tom Stoppard, and concluding with contemporary playwrights such as Peter Shaffer and Caryl Churchill. Film adaptations included. (Formerly ENGL 2413) Prerequisite: ENGL 1201-1202. 3 credits

ENGL 4411 Special Topics in British Literature Post-1800
Varying topics in the study of selected authors, genres, or periods of British literature. Topics will be posted prior to registration. 3 credits

AMERICAN

Introductory
ENGL 2103 American Literature I
Readings of American authors from the colonial period to the Civil War. 3 credits

ENGL 2104 American Literature II
Readings of American authors from the Civil War to the present. 3 credits

Advanced
ENGL 3320 Major American Romantics
A close study of selected works by American Romantic writers such as Poe, Hawthorne, Emerson, Douglass, Whitman and Dickinson. (Formerly ENGL 2320) 3 credits

ENGL 3321 Major American Realists and Modernists
A close study of American fiction and poetry from the late 19th and early 20th Centuries, including James, Wharton, Hemingway, Faulkner, Eliot, Pound, Crane and H.D. (Formerly ENGL 2321) 3 credits

ENGLISH 139
Advanced

ENGL 3011 Introduction to the Short Story
A study of the development of the short story as a genre beginning with 19th century masters such as Poe, Chekhov, and de Maupassant, through modernist experiments by Joyce, Hemingway, and Katherine Mansfield, to contemporary gothic, grotesque, fantasy and ‘slice of life’ tales by writers such as Isak Dinesen, Flannery O’Connor, John Cheever, Raymond Carver, and Cynthia Ozick. (Formerly ENGL 2113) 3 credits

ENGL 3013 Introduction to Drama
An examination of the drama as a public mode of literary expression, this course will introduce the development of plot, character, setting, dialogue, and costuming along with the critical nuances of performance in a wide spectrum of dramatic works. Playwrights may include Euripides, Shakespeare, Moliere, Calderon, Chekov, O’Casey, Maeterlinck, Pirandello, Ibsen, Strindberg, Brecht, Vicki Baum. (Formerly ENGL 2013) 3 credits

ENGL 3014 Introduction to Poetry
This course introduces students to a variety of poetic forms, genres, styles, and methods of interpretation. Readings will range widely through poets of all eras and nations, such as Sappho, Basho, Baudelaire, Garcia Lorca, Eavan Boland, and Anna Akhmatova. (Formerly ENGL 2014) 3 credits

ENGL 3113 (WMST 2113) Women and Literature I
Contributions of women writers to Western literature from the Middle Ages to the 18th century, such as Marie de France, Christine de Pisan, Queen Elizabeth I, Susanna Rowson, Fanny Burney, and Jane Austen, and including an examination of relevant works in cultural history. (Formerly ENGL 2113) 3 credits

ENGL 3114 (WMST 2114) Women and Literature II
A thematic exploration of works by and about women written from the 19th century to the present, including some classic statements of feminist literary theory. Readings will include fiction, poetry, and drama by such authors as Edith Wharton, Zora Neale Hurston, and Joyce Carol Oates, as well as important non-fiction texts. (Formerly ENGL 2114) 3 credits

ENGL 3115 Literature of Adolescence and Coming of Age
A study of texts written for both teenage and general audiences that focuses on the theme of coming-of-age. The class will begin with an historical look at adolescence in novels such as Goethe’s The Sorrows of Young Werther and Charlotte Bronte’s Jane Eyre, moving on to more contemporary works by writers such as Jamaica Kincaid and Louis Sachar, to consider how adolescence has changed and developed over time. (Formerly ENGL 2115) 3 credits

ENGL 3401 Classical Russian Literature
An exploration of Russian literature from its origins to the late 19th century, including works of narrative fiction, poetry, and drama. 3 credits

ENGL 3402 Contemporary Russian Literature
An exploration of Russian literature from the late 19th century to the present, including works of narrative fiction, poetry, and drama. 3 credits

ENGL 3414 Contemporary Fiction
Tracing contemporary fiction from the precursors of postmodernism, Kafka and Borges, through mid-20th century and 21st century writers such as Milan Kundera, Eudora Welty, Margaret Atwood, Toni Morrison, and Ian McEwan. (Formerly ENGL 2414) 3 credits

ENGL 3422 (CAST 2422) Catholic Literature and Film
Examination of the specific Catholic nature of a variety of works of literature and how they are translated into film. Cross-listed with Catholic Studies. (Formerly ENGL 2422) 3 credits

ENGL 3426 Literature and Nature
Readings in literature of the natural world by authors such as Thoreau, Mary Austin, Annie Dillard, John McPhee and Barry Lopez, as well as representative selections of ecocriticism. (Formerly ENGL 2426) 3 credits

ENGL 3428 (CAST 2428) Modern Literature and Religion
Humanity’s spiritual quest in works by Faulkner, Salinger, Flannery O’Connor, Saul Bellow and others. (Formerly ENGL 2428) 3 credits

ENGL 3430 Satire
A survey of the forms and motives of satire from its origins in ancient Greek satyr plays to contemporary television and film comedies. Context, audience, race, and gender will be examined in the satires of Aristophanes, Horace, Voltaire, Ionesco, Pope, Swift, Mel Brooks, Charlie Chaplin, Muriel Spark, Jon Stewart, and Kathy Griffin, among others. (Formerly ENGL 2430) 3 credits

ENGL 3431 (WMST 2431) Immigrant and Postcolonial Women Writers
Women writers of the immigrant experience in North America, such as Sandra Cisneros, Cristina Garcia, Maxine Hong Kingston, and Bharati Mukherjee, plus postcolonial women writers such as Edwidge Danticat, Buchi Emecheta, and Arundhati Roy. Issues of gender, ethnicity, identity, and motherhood will be explored within the framework of female narrative strategies. (Formerly ENGL 2431) 3 credits

ENGL 3432 Postcolonial Literature
“Postcolonial literature” refers to writing that emerged following the overthrow or withdrawal of European colonial regimes from the developing world around the mid-20th century. In conjunction with African and Caribbean authors such as Walcott, Achebe, Rhys, and Césaire, the course will also address these works’ relation to key “first-world” texts.
that depict Europe’s incursions in Africa, the Middle East, and the Caribbean, such as Conrad’s *Heart of Darkness* and Shakespeare’s *The Tempest*. 3 credits

**ENGL 3433 Modern World Poetry**

An introduction to the most important non-English-language poetry of the past century, particularly as it has influenced poetry internationally. The course will cover poetry of several nations, including the work of Lorca and Machado (Spain); Yevtushenko, and Voznesenski (Russia), Apollinaire and Char (France), and Neruda and Vallejo (Latin America). All text will be read in English translations. 3 credits

**ENGL 3516 Contemporary Poetry**

Trends in poetry from mid-century to the present, including confessional poetry, the Beat Generation, the New York School, poetics of identity, the Black Mountain poets and other. (Formerly ENGL 2516) 3 credits

**ENGL 4412-4413 Special Topics in Thematic/Comparative Literary Studies I-II**

Varying topics in the thematic or comparative study of selected authors, genres, or periods of world literature in translation. Topic will be posted prior to registration. (Formerly ENGL 3412-3413) 3 credits

**ENGL 5011 Senior Seminar**

Capstone course required for all English majors in their senior year, culminating in oral presentations and a significant research paper. 3 credits

**Cross-Listed Courses in Thematic and Comparative**

(Upto 6 credits of cross-listed courses may be accepted for English credit.)

**ENGL 2618 (AFAM 2410) Africana Literature**

For description, see Africana Studies course descriptions. 3 credits

**ENGL 3015 (CAST 2015) Catholicism and Literature**

For description, see Catholic Studies course descriptions. 3 credits

**ENGL 3410 (CAST 2410) The Bible as Literature**

For description, see Catholic Studies course descriptions. 3 credits

**ENGL 3404 (LALS 3401/SPAN 3491) U.S. Latina/Latino Literature**

For description, see Department of Modern Languages course descriptions. 3 credits

**ENGL 3608-3609 (ASIA 2101-2102) Asian Literature in English Translation I-II**

Appreciation of Asian literature. Readings and analysis. Part I: traditional literature (5th century B.C. to 18th century A.D.). Part II: modern literature (19th and 20th centuries). 3 credits each

**ENGL 3610 (PHIL 2095) Existentialism in literature**

For description, see the Department of Philosophy course descriptions. 3 credits

**ENGL 3611 (CLAS 1313) Greek and Latin Roots of English**

For description, see Department of Classical Studies course descriptions. (Formerly ENGL 2611) 3 credits

**ENGL 3612 (CLAS 2317, ARCH 2317) Classical Mythology**

For description, see the Department of Classical Studies course descriptions. (Formerly ENGL 2612) 3 credits

**ENGL 3616 (AFAM 2418) Contemporary African Literature (Formally ENGL 2616)**

For description, see Africana Studies course descriptions. 3 credits

**WRITING AND LANGUAGE**

**First-Year Writing Program Mission Statement**

The First-Year Writing Program provides the initial impulse in a four-year experience with writing and reading at Seton Hall University. Students take on projects that give them the experience of joining a community of writers and thinkers, encouraging them to partake in an extended inquiry - about a topic (or topics) of concern to young adults - which moves from peer-based and familiar to increasingly rigorous, critical and text-based. These projects prepare students not only for academic work but also for participation in the wider community, in each case encouraging them to challenge and interrogate their own and others’ texts. Thus, students learn to write for purposes in addition to self-expression and academic analysis and for audiences other than the instructor and other students. In all courses, students are given the tools to develop and reflect on their own writing process, especially by focusing on revision. By the end of Core English I (ENGL 1201), students should possess a common set of key rhetorical concepts and research skills that allow them to approach a wide variety of academic challenges with success. In Core English II (ENGL 1202) they will further develop their research skills and learn to appreciate and analyze the three main literary genres: poetry, drama and fiction. Our ultimate goal is for students to leave the program valuing the reading-writing-thinking connection and experiencing it as empowering to themselves as members of the University and active citizens.

**Developmental**

Note: 0100-0180 courses do not count toward graduation. They are required for students whose scores on placement examinations indicate the need for additional writing and reading instruction prior to, or linked with, ENGL 1201 Core English I.

**ENGL 0100 English Fundamentals**

An intensive first-level course covering the writing process, sentence structure, and grammar in the context of paragraphs and short essays, reading comprehension, and vocabulary development. 3 institutional credits
ENGL 0110 English Skills
A developmental writing and reading course designed to increase competence in writing essays and reading comprehension. For ESL and EOP students only.  
*4 institutional credits*

ENGL 0150 Skills for Effective Writing and Reading
A developmental writing and reading course designed to increase competence in writing essays and reading comprehension. For ESL and EOP students only.  
*4 institutional credits*

ENGL 0160 Reading and Writing Workshop
A 3-credit workshop linked with specified sections of ENGL 1201 required for students whose placement examinations indicate the need for additional reading and writing instruction in a focused, intensive environment.  
*3 institutional credits*

ENGL 0180 Second Language Writing Workshop
A 3-credit workshop linked with specified sections of ENGL 1201 required for second language students who need additional reading and writing instruction in a focused, intensive environment.  
*3 institutional credits*

Note: Specially denoted sections of ENGL 1201 and 1202 are available for students who have learned English as a second language on the advanced level. These courses are identical to regular sections of Core English in content, text, instruction, and credits, but they provide additional instruction when necessary to aid non-native English speakers and writers.

Introductory

ENGL 1201 Core English I
Structured exercises in writing and revising short essays based on themes suggested by representative readings. Prerequisite: satisfactory score on required placement test or ENGL 0100 or 0150 as appropriate.  
*3 credits*

ENGL 1202 Core English II
Introduction to literature through representative readings in the three major genres of fiction, poetry, and drama. Training in methods of library research and the mechanics of citation, quotation, and paraphrase in the writing of longer research papers. Prerequisite: ENGL 1201.  
*3 credits*

ENGL 2204 Introduction to Literary Studies
Study of research techniques, history of the discipline, and introduction to major critical theories. Practice in applying critical discourse to literary texts. Required for all English majors in the sophomore year or as soon as they declare the major.  
*3 credits*

Advanced

ENGL 2016 Writing Center Theory and Practice
A course in the history and theory of writing center pedagogy and the practice of writing center tutoring for undergraduate Seton Hall University Writing Center tutors, usually in conjunction with (but sometimes in advance of) their appointment.  
*1 credit*

ENGL 2511 Introduction to Creative Writing
Introduction to writing in several literary genres, including short story fiction, poetry, and creative nonfiction. Not a prerequisite for ENGL 2512 or 2513.  
*3 credits*

ENGL 2512 Creative Writing: Fiction
Practical exercises in the techniques of composing short stories. Peer reviews and criticism.  
*3 credits*

ENGL 2513 Creative Writing: Poetry
Practical exercises in the techniques of composing poetry. Peer reviews and criticism.  
*3 credits*

ENGL 2514 Writing Workshop: Research and Analysis
Exercises and readings in expository prose, culminating in essays that further develop the skills of analysis required in effective writing. Peer review and criticism. (Note: Only one section of Writing Workshop is required for the writing minor.)  
*3 credits*

ENGL 2515 Writing Workshop: Creative Nonfiction
Reading and writing of analytical essays in a broad range of disciplines (literature, business, science, etc.) Peer review and criticism. (Note: Only one section of Writing Workshop is required for the writing minor.)  
*3 credits*

ENGL 2516 Business Writing
Communication for the business world, such as letters, resumes, memos, electronic communication, short and long reports. (Formerly ENGL 3512)  
*3 credits*

ENGL 3511 Advanced Composition
Practical techniques in the production of creative nonfiction: personal essay, memoir, travel narrative, review and cultural critique. Peer review and criticism.  
*3 credits*

ENGL 3514 Scientific and Technical Writing
Writing styles for reporting scientific or technical information in formats such as abstracts, reports, manuals, grant proposals, and collaborative writing projects. Cross-listed with the graduate course in Scientific and Technical Writing, ENGL 6414.  
*3 credits*

ENGL 3515 Composition Theory and Practice
Strategies of teaching writing as a developmental process. Cross-listed with the graduate course in Composition Theory and Practice, ENGL 6415.  
*3 credits*

ENGL 3620 History of the English Language
The linguistic development of English from its first appearance on the island of Britain to its present function as a world language. (Formerly ENGL 2517)  
*3 credits*

ENGL 3621 Advanced Fiction Writing
An advanced workshop in writing short stories and longer forms of fiction within the context of important trends and concerns in contemporary fiction.  
*3 credits*
ENGL 3622 Advanced Poetry Writing
An advanced workshop in the writing of poetry within the context of important trends and concerns in contemporary poetry. 3 credits

Independent Study and Internships
Independent studies for English majors require the permission of the professor whose specialization is in the area of the student’s interest. In addition to registration for the independent study, a signed form including the topic, reading list, schedule for meetings and due dates for writing assignments must be submitted to the Dean of the College of Arts and Sciences.

Independent Study

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<td>ENGL 3091</td>
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<td>ENGL 3093</td>
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<td>ENGL 4093</td>
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Internships
Internships in publishing, media, education, and many other businesses. For more information see the English department Internship Adviser or Career Services.

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<td>ENGL 3891</td>
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<td>ENGL 3893</td>
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Department of History
Fahy Hall
(973) 275-2984
www.shu.edu/academics/arts/sci/history

Faculty: Billado; Connell (LaMotta Chair); Greene; Hoffer; Knight (Chair); Koenig; Leab; Lurie; Matusевич; May; McCartin; Menguc; Molesky; Quinn (Director, Graduate Studies); Rzeznik; Schultz

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

The Department of History offers programs of study leading to the degree Bachelor of Arts and minor in history. By presenting the story of human achievements, hopes and frustrations, struggles and triumphs, the department helps the inquiring student to understand this complex world and shape its future.

On the undergraduate level, students majoring in history achieve a background particularly desirable for graduate study and careers in business, law, education and journalism. Students majoring in history acquire an understanding of culture and institutions that prepares them for careers in these fields.

Courses in history are particularly well-suited to broaden students’ perspectives and prepare them to live in a diverse, interconnected world. Most activities and careers of modern life involve aspects that extend beyond national borders.

It is essential to understand the past of other peoples to understand their cultures and to work with them.

Under the auspices of the Department of History, the College of Arts and Sciences offers an interdisciplinary undergraduate program that confers a certificate of proficiency in Russian and East European studies in conjunction with a Bachelor of Arts degree in an academic discipline. Majors also have the opportunity as seniors to pursue Honors in History, conducting a program of directed research, the successful completion of which will enable them to graduate with distinction.

Phi Alpha Theta – Lambda-Epsilon Chapter
The national history honors society invites students who have taken 12 or more credits in history and have a GPA of 3.1 in history and 3.0 overall to apply for membership. Having a major in history is not a requirement for induction.

Major in History
The Department of History has recently revised its major. Students who entered the program under the old major (prior to fall 2009) and have earned no more than 18 credits in history have the option of either completing the original requirements in effect when they first declared their major, or fulfilling the new requirements as outlined below. Students who have earned more than 18 credits in history will follow the old requirements.

As of Fall 2009, in addition to meeting the standards and requirements of the College of Arts and Sciences, history degree candidates must complete a minimum of 36 credits in history to be distributed as follows:
1. Six credits of introductory courses from among the following:
   HIST 1101-1102 World History I-II
   HIST 1201-1202 Western Civilization I-II
   HIST 1301-1302 United States History I-II

Note: Students may elect to take courses as a two-semester sequence to fulfill College of Arts and Sciences core requirements, but a sequence is not required for the history major.

2. Twenty-one credits distributed as follows:
   Advanced European history (2000 level or above) 3
   Advanced United States history (2000 level or above) 3
   Introductory or advanced Latin American, African, Asian, Middle Eastern history 3
   Pre-1750 History (see list below) 3
   Additional history electives* 9

Note: Up to an additional three credits at the 1000 level in Latin American, African, Asian and Middle Eastern history can count toward the additional history electives.

3. The following nine credits of required courses:
   HIST 2180 Introduction to Historical Research
   History Colloquium (Course numbers will vary depending on the topic)
HIST 5199 Senior Seminar

Note: HIST 5711 Honors Research is pursued in addition to the 36-credit major.

Courses that count toward the pre-1750 distribution requirement include:

- HIST 2170 Women in Antiquity
- HIST 3341 Colonial America
- HIST 3183 Historians of Greece and Rome
- HIST 3320 Greek Civilization
- HIST 3221 Roman Civilization
- HIST 3230 Europe In the Middle Ages
- HIST 3233 Dante and His World
- HIST 3234 Medieval Italy
- HIST 3240 Renaissance and Reformation
- HIST 3246 Kievan Rus’ and Muscovy
- HIST 3254 Early Modern Ireland
- HIST 3621 History of Traditional China
- HIST 3622 History of Traditional Japan

Students are required to meet with their advisers at least once each semester to plan their program in light of their abilities and special interests, and to evaluate progress toward completion of the history degree requirements.

The department recommends that students acquire competency in at least one foreign language through the third-year level. This is particularly important for those who plan to pursue graduate studies. (The department will not give an unqualified recommendation for graduate studies in history unless the student demonstrates a reading ability in one foreign language equal to that obtained by completion of two years of language study.)

Minor in History

Students majoring in disciplines other than history may elect a minor in history. Students find that a minor in history enhances their opportunities for employment, law school or graduate school chances.

The Department of History has recently revised its minor. Students who entered under the old minor prior to fall 2009 and have earned no more than 9 credits have the option of either completing the original requirements in effect when they first declared their minor, or fulfilling the new requirements as outlined below.

Program Requirements as of Fall 2009

1. At least 18 credits in history with at least one course in non-European, non-United States history
2. No more than 6 credits at the HIST 1000 level
3. At least 12 credits at the HIST 2000 level or above

B.A./M.A. in History

History majors with a GPA of 3.4 have the option of completing both the undergraduate (B.A.) and graduate (M.A.) degrees in a total of 10 semesters (five years of study). After having completed 75 credits toward a B.A. with at least 21 credits in history, students may apply for admission to this joint degree program. Accepted candidates will normally be expected to enroll in two approved graduate-level history courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be expected to enroll in a total of three approved graduate-level courses each semester for a total of 18 credits. The courses students take must include an introductory course called “The Historian's Craft,” a minimum of one Program in Directed Readings (PDR) course, and four courses in the chosen area of concentration (either United States, European, global, or Catholic history). To complete the degree students may choose either to conduct two-semesters of thesis research and writing or to complete comprehensive written and oral examinations in the final semester of study. See Graduate Catalogue for admissions requirements. Please contact the Director of Graduate Studies in the Department of History for more information.

Course Descriptions

Note: Many courses may be taken out of sequence; exceptions: HIST 2180 Introduction to Historical Research is the prerequisite for HIST 5199 Senior Seminar; and HIST 5199 Senior Seminar is the prerequisite for HIST 5711 Honors Research.

Introductory

HIST 1101 World History I
This course traces and interprets the evolution of world civilizations from the emergence of early humans up until approximately 1500, and seeks to study and compare diverse historical experiences worldwide. The content of the course is organized both chronologically and thematically. The advancement of human societies through time is reflected in general themes of universal application: human origins and human culture; settling down; empire and imperialism; the rise of world religions; and the movement of goods and people. 3 credits

HIST 1102 World History II
This course will trace the evolution of the modern world from approximately 1300 to the present. The scope of this course is understandably broad as it combines global themes, intercontinental commerce, religious and ethnic strife, mass politics and totalitarian ideologies, with their regional variations. From the 13th century Mongol conquests of Eurasia that expanded dramatically the concept of time and space, to the 20th century information and communication revolution that rendered this same concept relative, this course follows the evolutionary trajectory of the modern world. 3 credits
HIST 1201 Western Civilization I  
Development of Western civilization from its origins in the Near East to the Scientific Revolution. 3 credits

HIST 1202 Western Civilization II  
Development and expansion of Western civilization from Enlightenment and Industrial Revolution to the present. 3 credits

HIST 1301 American History I  
Colonial America through the end of the Civil War. 3 credits

HIST 1302 American History II  
Reconstruction to the present. 3 credits

HIST 1401 (LALS 1401) History of Latin America I  
Survey of the development of the New World empires of Spain and Portugal from Pre-Columbian times through independence. 3 credits

HIST 1402 (LALS 1402) History of Latin America II  
Evolution of societies and nation states from the 1820s to independence. 3 credits

HIST 1501 (AFAM 1201) History of African Civilization I  
Independent developments in African Civilization and the impact those developments have had on human progress. 3 credits

HIST 1502 (AFAM 1202) History of African Civilization II  
Study of the traditional peoples and cultures of Africa; survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization and the independence era. 3 credits

HIST 1601 (ASIA 1601) History of Traditional Asia  
Survey of the historical development of major Asian civilization (ancient Near East, India, China, Japan and Korea), primarily pre-modern. 3 credits

HIST 1602 (ASIA 1601) History of Modern Asia  
Asian history and culture from the 19th century to the present. 3 credits

Advanced General

HIST 2141 History of the Global Economy  
A survey of the impact of ideas, technology, culture, and circumstances on the history of the global economy from 1492 to 1992. 3 credits

HIST 2170 (CLAS 2322, WMST 2322, ARCH 2322) Women in Antiquity  
Inquiry into the social, political and legal status of women in ancient Greece and Rome. 3 credits

HIST 2171 (WMST 2171) Women in Modern Times  
History of women and significance of gender in American society from colonial times to the present. 3 credits

HIST 2180 Introduction to Historical Research  
Required of all history majors. Method and rationale of historical research. 3 credits

HIST 3210 The Contemporary World  
Sources and events of this revolutionary century that explain the problems and possibilities of the contemporary scene. (Formerly HIST 2210) 3 credits

HIST 3211 World War I  
Surveys the diplomatic, military and geopolitical aspects of the First World War from its preliminaries to its conclusion, giving special consideration to its causes and consequences. (Formerly HIST 2211) 3 credits

HIST 3212 World War II  
Surveys the diplomatic, military and geopolitical aspects of the Second World War from its preliminaries to its conclusion, giving special consideration to causes and consequences. (Formerly HIST 2212) 3 credits

HIST 4151-4153 Colloquium in World History  
This course is an intensive investigation of the literature in a specific area of global history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students’ understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. 3 credits each

HIST 4180 Topics in Interdisciplinary History  
To be set by instructor. (Formerly HIST 2190) 3 credits

HIST 4181 Topics in Comparative History  
To be set by instructor. (Formerly HIST 2191) 3 credits

HIST 4191 Supervised Research in History  
Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). (Formerly HIST 3191) 1 credit

HIST 4192 Supervised Research in History  
Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). (Formerly HIST 3192) 2 credits

HIST 4193 Supervised Research in History  
Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). (Formerly HIST 3193) 3 credits

HIST 4194 Independent Research  
Advanced independent reading and research projects. Open only to junior and senior history majors by arrangement with specific instructors. (Formerly HIST 3194) 3 credits

HIST 4710 Internships  
Instruction and work experience in area historical institutions in the custody, care and management of documents, artifacts, and sites. (Formerly HIST 2710) 3 credits

HIST 5199 Senior Seminar  
Capstone course, designed to engage senior history majors in careful study of an historical topic chosen by the instructor. Prerequisite: HIST 2180 Introduction to Historical Research, and a total of 75 credits. 3 credits

HIST 5711 Honors Research  
History majors may expand a thesis - typically their Senior Seminar thesis, if they meet the following criteria: maintain a 3.3 GPA in both the History major and overall; complete the Senior Seminar thesis by the Fall semester of the Senior year.
(based on Spring graduation), and apply by the middle of the semester before. To earn honors the student must receive at least an A minus on the thesis. HIST 5711 will operate as an Independent Study, in which students will work on an individual basis with their research adviser. Prerequisite: HIST 5199 Senior Seminar. 3 credits

American History

HIST 2319 History of New Jersey
The state of New Jersey from colonial days to the present. Emphasis on factors having heaviest impact on the state today. 3 credits

HIST 2321 (ENVL 2321) Environmental History of the United States
Explores the changing relationship between people and the environment in the United States. As a general survey of the nation’s environmental history, the course examines a variety of issues, including our changing understanding of the “natural” world and our place in it; the consequences of human efforts to commodify and control nature; social and ethical responses to environmental problems; and the evolution of environmental policy. 3 credits

HIST 2365 Italian-American History
Historical change over four centuries in distinctive community established by immigrants. 3 credits

HIST 2372 Economic History of the United States
Economic development of the United States from colonial origins to contemporary position as a world power. 3 credits

HIST 2375 (AFAM 1213) African-American History I
Course explores the experience of African-Americans from the medieval West African kingdoms of Ghana, Mali and Songhay through the trans-Atlantic slave trade to enslavement in the colonial era and 19th century and finally emancipation in the Civil War. Topics of gender, class, and black resistance will be explored within that chronological framework. 3 credits

HIST 2376 (AFAM 1214) African-American History II
The interaction between black and white society in the United States and the nature of black society and cultures from 1865 to post World War II. 3 credits

HIST 2381 American Legal History I
Introduction to the development of law in America from the origin of English common law and its reception in the English colonies to the 20th century United States, with emphasis on the political, social, and economic factors influencing this development. 3 credits

HIST 2382 American Legal History II
Introduction to the development of law in the United States in the 20th century. 3 credits

HIST 2386 American Military History
Development of American military institutions, policies, experiences and tradition in peace and war from colonial times to the present. 3 credits

HIST 3341 Colonial America
Survey of the age of exploration and settlement of the English colonies. Includes a discussion of the forms of society, religion and government that developed in the region. Course covers the period from c. 1400 to 1763. (Formerly HIST 2341) 3 credits

HIST 3342 Revolutionary America
Covers the origins, pattern and consequences of the American Revolution from 1763 to 1790. Includes discussion of major documents such as the Declaration of Independence, Articles of Confederation and the Constitution. (Formerly HIST 2342) 3 credits

HIST 3351 The New Nation
Origins and development of the American political and economic system and of a distinctively American literature and culture. (Formerly HIST 2351) 3 credits

HIST 3352 The Jacksonian Era
Politics and thought in the Jacksonian Era, the westward movement, and the development of Manifest Destiny and sectionalism. (Formerly HIST 2352) 3 credits

HIST 3353 Civil War and Reconstruction
Slavery and sectionalism; causes and character of the Civil War; Reconstruction in its varied aspects. (Formerly HIST 2353) 3 credits

HIST 3354 The American Frontier
The westward movement in American life. (Formerly HIST 2354) 3 credits

HIST 3355 The Shaping of Modern America
The rise of industry, agrarian discontent and progressive reform. (Formerly HIST 2355) 3 credits

HIST 3361 From Wilson to FDR
Intellectual, cultural, social and political developments during the transformation of the United States into an urban nation which turns its back on an agrarian past. This course deals with attempts at reform, Progressivism, the economic impact of global war, the new woman, the Black march from the South, the rise of a national media, corruption and gangsterism, the defeat of indigenous radicalism, the New Era in commerce and industry, prosperity, xenophobia, a new realism in the arts, and the Stock Market crash. (Formerly HIST 2361) 3 credits

HIST 3362 America in Depression and War 1929-1945
The Great Depression, New Deal and World War II. (Formerly 2362) 3 credits

HIST 3363 Recent America - Since 1945
Intellectual and social developments, the Cold War, the Black Revolution, Vietnam. (Formerly HIST 2363) 3 credits

HIST 3364 (AFAM 2212, POLS 2312) History of the Civil Rights Movement
Review of major events and campaigns. The decade 1955-65 represents the temporal focus of the course, but the movement’s 20th century antecedents and the period between 1965-68 are discussed; the period within which the movement was broadened in international perspective and transformed into a struggle for human rights. Goals and
objectives of the struggle and the movement’s impact on American society are identified and evaluated. 3 credits

HIST 3370 U.S. Diplomatic History I
American foreign relations from the Declaration of Independence to U.S. entry into World War I. This course deals with the winning of the peace in 1783, the failure of a policy of neutrality resulting in the War of 1812, the Monroe Doctrine, Manifest Destiny and its early results, relations between the United States and various Latin American and European countries during the latter half of the 19th century, American imperialism, the Open Door, Dollar Diplomacy, and U.S. entry into World War I. (Formerly HIST 2370) 3 credits

HIST 3371 U.S. Diplomatic History II
The foreign relations of the United States during a century of conflict and change. This course deals with American diplomacy at the end of World War I, isolation, the Good Neighbor policy, the challenges to the dictators, the response to World War II, atomic diplomacy, the Cold War, détente, American global hegemony and the challenges to it. (Formerly HIST 2371) 3 credits

HIST 3373 Labor in Modern America
American workforce (native-born, immigrant, minority, women, children) from the 1880s to the present, with emphasis on the legal, social and political forces that shaped labor in the United States. (Formerly HIST 2373) 3 credits

HIST 3374 The Immigrant in American Life
Ethnic minorities in the development of American life. (Formerly HIST 2374) 3 credits

HIST 3380 History of Urban America
The role of the city in American life. (Formerly HIST 2380) 3 credits

HIST 3383 Law and Social Change Modern America
The development and impact of legal institutions on U.S. history. (Formerly HIST 2383) 3 credits

HIST 3387 (CAST 2387) The Catholic Church in the U.S.
Role of Catholics and the Church in the United States from colonial beginnings to the recent past, focusing on internal developments and on relations with the wider society. (Formerly HIST 2387) 3 credits

HIST 3388-3389 Film and History I-II
Mass media view of specific historical subjects in the context of the development of American society between 1894 and the present, utilizing historical materials as well as feature films. (Formerly HIST 2388 and 2389) 3 credits each

HIST 4351-4353 Colloquium in United States History
This course is an intensive investigation of the literature in a specific area of United States history. The topic for the course will vary from semester to semester. It is a discussion-based course in which historians have interpreted a specific historical period, event, or theme. 3 credits each

HIST 4390-4398 Topics in American History
To be set by instructor. (Formerly HIST 2390-2398) 3 credits each

European History

HIST 2236 (CAST 2236) Catholicism, Tradition & Reform Since 1500
This course focuses on how Catholics confronted historical change and interpreted tradition within the context of several significant shifts in the history of the modern West. Major topics include Catholics’ relationship to: the Protestant Reformation in the 1500s; the Enlightenment and its scientific and intellectual revolutions in the 1600s and 1700s; the democratic political revolutions of America and Europe in the 1700s and 1800s; the industrial and technological revolutions of the 1800s and 1900s; and the globalization of Christianity in the 20th century. 3 credits

HIST 3183 (CLAS 2304, ARCH 2304) Historians of Greece and Rome
Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography, as well as the historical criticism and viewpoint of each author. (Formerly HIST 2183) 3 credits

HIST 3220 (CLAS 2319, ARCH 2112) Greek Civilization
Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-states in the 6th and 7th Centuries, the Classical Period and its decline. (Formerly HIST 2220) 3 credits

HIST 3221 (CLAS 2320, ARCH 2113) Roman Civilization
Investigation of the tension between individual liberty and the traditional power of state and society, and of the political and social institutions that maintain social cohesion in a complex society. (Formerly HIST 2221) 3 credits

HIST 3230 (CAST 2230) Europe in the Middle Ages
Formation of medieval civilization in the so-called Dark Ages and its transformation between the 11th and 14th Centuries. (Formerly HIST 2230) 3 credits

HIST 3233 (CAST 2233) Dante and His World
The history of the Middle Ages through a reading of Dante Alighieri’s Divine Comedy. (Formerly HIST 2233) 3 credits

HIST 3234 (CAST 2234) Medieval Italy
This course treats the history of Italy from the early Middle Ages to the Council of Trent. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. (Formerly HIST 2234) 3 credits
HIST 3235 (CAST 2235) Modern Italy
This course treats the history of Italy from the Baroque Age down to contemporary events. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. (Formerly HIST 2235) 3 credits

HIST 3240 The Renaissance and Reformation
Beginning of modern Europe as the renewal of trade is followed by rediscovery of the ancient world, discovery of the New World, changes in art, literature and thought and the division of Christianity by the Protestant movement. (Formerly HIST 2240) 3 credits

HIST 3242 The French Revolution and Napoleon
Intellectual ferment of the enlightenment, through the upheaval of the revolution and its despotist aftermath. (Formerly HIST 2242) 3 credits

HIST 3243 History of Britain and Empire I
Restoration of Charles II in 1660 to the Reform Bill in 1832. (Formerly HIST 2243) 3 credits

HIST 3246 Kievan Rus’ and Muscovy
From the origins of the Russian nation to Peter the Great. (Formerly HIST 2246) 3 credits

HIST 3250 Western Europe in the 19th Century
Flaws and failures, as well as the accomplishments, between 1815 and 1914, when Europe reached a preeminent place in the world. (Formerly HIST 2250) 3 credits

HIST 3252 History of Modern France
Developments in France from the fall of Napoleon to the present. 3 credits

HIST 3253 History of Britain and Empire II
The Reform Bill of 1832 to the present. (Formerly HIST 2253) 3 credits

HIST 3254 Early Modern Ireland
Political, economic, and social history of Ireland from the Treaty of Limerick in 1691 to the Great Famine of the 1840s. (Formerly HIST 2254) 3 credits

HIST 3256 History of Imperial Russia
Historical legacy of the Russian imperial period from the reign of Peter the Great to Russia’s entry into World War I. (Formerly HIST 2256) 3 credits

HIST 3257 East Central Europe
Political evolution and social and economic development of modern Poland and Danubian Europe from 1700 to present. (Formerly HIST 2257) 3 credits

HIST 3258 The Euroasian Frontier in Russian History
This course sets out to explore the ambiguities arising out of Russia’s position astride the boundary between Europe and Asia, between East and West. Focusing on a series of regional and historical episodes, the course examines the process of Russian imperial expansion from the 16th century up to the time of the Russian revolution, the peoples caught up in the empire and the ways in which experience of empire was reflected back into Russian culture. 3 credits

HIST 3260 Western Europe in the 20th Century
Since 1914, European civilization has been in a permanent condition of crisis and alarm. Examination of individual tragedies, speculating about their origins and consequences. (Formerly HIST 2260) 3 credits

HIST 3264 (CAST 2264) Modern Ireland
Examination of the forces of Ireland’s recent past that account for her present condition. (Formerly HIST 2264) 3 credits

HIST 3265 History of Germany, 1848 to Present
Comprehensive survey of Germany beginning with its political and economic modernization, through the world wars of the 20th century to the present. (Formerly HIST 2265) 3 credits

HIST 3266 History of 20th Century Russia
Russia since 1917. (Formerly HIST 2266) 3 credits

HIST 3276 The Transformation of Russia, 1894-1932
Russia’s development from a traditional agrarian society under the Tsars to a major industrialized power under totalitarian rule. (Formerly HIST 2276) 3 credits

HIST 4251-4253 Colloquium in European History
This course is an intensive investigation of the literature in a specific area of European history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students’ understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. 3 credits each

HIST 4280-4283 Trip Abroad to Europe
The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course and to participate in discussions. 3 credits each

HIST 4290-4293 Topics in European History
Topics to be set by instructor. (Formerly HIST 2290-2293) 3 credits each

African, Asian, Latin American, Middle Eastern History
HIST 3268 Middle East in the 20th Century
From the collapse of the Ottoman Empire to the Arab-Israeli conflict. Nationalistic movements and the role of the Great Powers and the U.N. in the area. (Formerly HIST 2268) 3 credits
HIST 3468 (AFAM 3211) Caribbean History
This course is designed to introduce students to the historiography of the Caribbean from the period of European conquest to the present. Focusing on the economic, political and social conditions of the regions, the course will examine the region’s common history of slavery, migration, immigration, dependence and independence. Additionally, in the context of the Caribbean as New World, the course will examine the role/presence of the US in the Caribbean and the effects of globalization on/and the world market economy. Further topics that will be explored in this course are gender, race, class, ethnicity and nationality. 3 credits

HIST 3551 (AFAM 2218) History of Southern Africa
Development of African and European societies in Southern Africa. Special emphasis on the beginnings of white settlement and the evolution and institutionalization of apartheid. (Formerly HIST 2551) 3 credits

HIST 3552 (AFAM 2216) History of Western Africa
Primary forces that have shaped the political, cultural and social development of the area. (Formerly HIST 2552) 3 credits

HIST 3553 (AFAM 2217) History of East and Central Africa
Internal and external factors that have helped shape the history of the area. (Formerly HIST 2553) 3 credits

HIST 3554 (AFAM 2219) History of North Africa
Topics in North African history: the pre-Arab era, Arabization and Islamization; Ottoman rule, North Africa since the Napoleonic invasion. (Formerly HIST 2554) 3 credits

HIST 3561 (AFAM 2222) 20th Century Africa
Evolution of Africa from dependent colonial status to sovereign states in the international political arena, and the role and impact of these states on world global politics. (Formerly HIST 2561) 3 credits

HIST 3621 (ASIA 3127) History of Traditional China
For description, see ASIA 3127. (Formerly HIST 2621) 3 credits

HIST 3622 (ASIA 3129) History of Traditional Japan
For description, see ASIA 3129. (Formerly HIST 2622) 3 credits

HIST 3651 (ASIA 3128) History of Modern China
For description, see ASIA 3128. (Formerly HIST 2651) 3 credits

HIST 3652 (ASIA 3130) History of Modern Japan
For description, see ASIA 3130. (Formerly HIST 2652) 3 credits

HIST 3686 (ASIA 3132) Contemporary Japan
For description, see ASIA 3132. (Formerly HIST 2686) 3 credits

HIST 4451-4453 Colloquium in Latin American History
This course is an intensive investigation of the literature in a specific area of Latin American history. The topic for the course will vary from semester to semester. It is designed to introduce students to various ways in which historians have interpreted a specific historical period, event, or theme. 3 credits each

HIST 4480 Trip Abroad to Latin America
The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course and to participate in discussions. 3 credits

HIST 4490 Topics in Latin American History
To be set by instructors (Formally HIST 2490) 3 credits

HIST 4551-4553 Colloquium in African History
This course is an intensive investigation of the literature in a specific area of African history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students’ understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. 3 credits each

HIST 4580 Trip Abroad to Africa
The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course, and to participate in discussions. 3 credits

HIST 4651-4653 Colloquium in Asian History
This course is an intensive investigation of the literature in a specific area of Asian history. The topics for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students’ understanding of the nature of the historical discipline and introduce them to the various ways in which historians have interpreted a specific historical period, event, or theme. 3 credits each

Geography

GEOG 1111 (ENVL 1111) Fundamentals of Geography
Geography as a periodic relationship between the physical environment and life. Elements of the natural environment and their influences on human cultural activities. 3 credits
Department of Mathematics and Computer Science

McNulty Hall (Science and Technology Center)
(973) 761-9466
mathcs@shu.edu
www.shu.edu/academics/artsci/math-compsci

Faculty: Burke; Costa; Gross; Guerin; Guetti (Chair);
Kahl; Kim; Marlowe (Coordinator, Computer Science);
Masterson; Minimair; Morazan; Saccoman; Schoppmann;
Seth; Wachsmuth

Faculty Associates: McNeill; Minacapelli; Rohrbach; Sethi
(Director, Developmental Mathematics)

The Department of Mathematics and Computer Science
offers programs of study leading to the degrees Bachelor
of Science (B.S.) in Mathematics and Bachelor of Science
(B.S.) in Computer Science.

The department aims to develop students’ analytical skills
and attitudes necessary for the effective understanding and
application of mathematics and computer science.

A variety of program options are available for
undergraduates majoring in mathematics or computer
science. Students’ programs are determined in consultation
with a faculty adviser from the department and tailored to
each undergraduate’s career goals. With the proper choice
of electives, students will be prepared to enter teaching,
industry or graduate study in mathematics, computer science,
business, law or medicine.

Programs for undergraduates majoring in secondary
education with mathematics as a teaching field are
determined in consultation with a faculty adviser from
the Department of Educational Studies in the College of
Education and Human Services, as well as the Department
of Mathematics and Computer Science.

The Center for Developmental Mathematics offers classes
to strengthen the mathematical foundation for students, and
tutoring in mathematics and statistics in the Mathematics
Learning Lab in association with the Ruth Sharkey Academic
Resource Center. For further information, please refer to
the Mathematics Learning Lab web page at www.shu.edu/
academics/artsci/math-compsci/math-learning-lab.cfm

Departmental Honors

The Department of Mathematics and Computer Science
offers the opportunity for students to graduate with
departmental honors in mathematics and/or computer
science. The requirements for departmental honors include
a GPA and credit requirement, as well as the completion of a
capstone project under supervision of a faculty member. It is
recommended that any interested student should meet with
the chair of the department or his/her adviser by the end of
the sophomore year to discuss options for the senior project.

Students who wish to graduate with departmental honors in
mathematics:

- must have 3.3 GPA in major courses numbered 3000 or
above, including CSAS courses used to satisfy major
requirements, a 3.0 overall average GPA, and must have
taken at least 60 credits at Seton Hall;
- must complete three full-year sequences, including both
Algebra (MATH 3815-4815) and Analysis (MATH
3515-4515) sequences; and
- must complete a capstone project (ordinarily through
a thesis developed for Senior Seminar (MATH 4912)),
under supervision of a department faculty member. This
requirement may be satisfied in conjunction with the thesis
requirement in the Humanities Honors Program and is in
addition to the 47-credit mathematics major requirement.

Education/math majors who do their off-campus student
educational internship in the spring of their fourth year and who
are on track to graduate after completion of this assignment
may have a problem fulfilling the all the sequence
requirements for graduating with departmental honors. Since
the analysis sequence and algebra sequence are offered only
in alternate school years, these students will be unable to take
Part II of one of these sequences, both of which are required
for honors designation. The department chair may allow
these students to substitute Number Theory (MATH 3813)
for Algebra II (MATH 4815) for those education majors
who cannot take Algebra II in the spring of their senior
year, and Complex Analysis (MATH 4512) for Analysis II
(MATH 4515) for those students who cannot take Analysis II
in the spring of their senior year. This should be the only
accommodation for education/math majors to graduate
with honors, as they can complete either the algebra or
analysis sequence as well as the third sequence of the honors
requirement in their junior year.

Students who wish to graduate with departmental honors in
computer science:

- must have a 3.3 GPA in major courses numbered 3000
or above, including MATH courses used to satisfy major
requirements, a 3.0 overall average GPA, and must have
taken at least 60 credits at Seton Hall;
- must complete two additional electives in mathematics or
computer science at the 3000 level or above, in addition
to the 55-credit computer science major requirement.
Only courses that count toward a major in mathematics
or computer science or toward a certificate in computer
science can be used to satisfy this requirement. Courses
taken to satisfy a mathematics minor requirement cannot
simultaneously be used to satisfy the Honors requirement; and
- must complete (1) a concentration in a computer science
specialization, together with a capstone project related
to the concentration, such as a coding or design project
with appropriate documentation, or a survey paper, under
supervision of a department faculty member; or (2)
satisfactorily complete a major software project, including
coding, testing and debugging, documentation, and
demonstration. This project may originate within a course,
and may be part of a team project, or may be a result of a
co-op, directed study, or independent study.
Major in Mathematics

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the requirements listed below. It is strongly recommended that all mathematics majors take CSAS 1114 Design of Programs I. All programs are worked out in consultation with a department adviser who may modify the program in view of the student’s background and objectives. All programs must be approved by the department.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 1501-1511 Honors Calculus I-II</td>
<td>8</td>
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<tr>
<td>MATH 1611 Introductory Discrete Mathematics</td>
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<td>MATH 2511 Honors Calculus III</td>
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<tr>
<td>MATH 2611 Foundations of Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2813 Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3515 Analysis I</td>
<td>4</td>
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<td>MATH 3815 Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3912 Junior Seminar</td>
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<tr>
<td>Courses at the 3000-level or higher*</td>
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</table>

*Includes two upper-division sequences (courses at the 3000-level or higher) leading to the study of some subjects in depth. At least one of these electives must complete a sequence in algebra (MATH 3815, 4815) or analysis (MATH 3515, 4515). Sequences in discrete mathematics, statistical analysis or others chosen with departmental permission are possible.

Students majoring in mathematical education should see their adviser for specific recommendations on elective courses.

Major in Computer Science

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the requirements listed below. All programs are worked out in consultation with a department adviser who may modify the program in view of the student’s backgrounds and objectives. All programs must be approved by the department.

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<td>CSAS 1114-1115 Design of Programs I-II</td>
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<tr>
<td>MATH 1501 Honors Calculus I</td>
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<tr>
<td>MATH 1611 Introductory Discrete Mathematics</td>
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<tr>
<td>MATH 2111 Statistics for Science Majors</td>
<td>4</td>
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<td>CSAS 2123-2124 Design Classes I &amp; II</td>
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<tr>
<td>CSAS 2125 Computer Systems and Assembly Programming</td>
<td>3</td>
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<tr>
<td>CSAS 2126 Data Structures and Algorithm Analysis</td>
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<td>MATH 2814 Special Topics:</td>
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<td>MATH 3515 Analysis I</td>
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<tr>
<td>MATH 3815 Algebra I</td>
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<td>MATH 3912 Junior Seminar</td>
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<tr>
<td>CSAS 4912 Senior Project</td>
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Minor in Mathematics

Students planning to minor in mathematics must contact the department chair in order to have an adviser assigned to them for this program. A minimum GPA of 2.3 must be maintained in this program.

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<td>MATH 2611 Foundations of Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2813 Linear Algebra</td>
<td>4</td>
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<td>3000-level Sequence in Mathematics</td>
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Minor in Computer Science

Students planning to minor in computer science must contact the department chair in order to have an adviser assigned to them for this program. Students in this program must maintain a minimum GPA of 2.3.

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</tr>
<tr>
<td>CSAS 2123-2124 Design of Classes I-II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1501 Honors Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1611 Introductory Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSAS 2125 Computer Systems and Assembly Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSAS 2126 Data Structures and Algorithm Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSAS 3000/4000 level course in Computer Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Total:</td>
<td>28-29</td>
</tr>
</tbody>
</table>

Note: Co-op courses do not count toward the elective requirement.
Course Descriptions

Courses in Computer Science

CSAS 1015 Computer Science Essentials
General overview of the many facets of computer science and information technology: Data, hardware, software, networks. System software in including operating systems and programming environments. Software engineering; program development using data structures, algorithms, files, and databases. Exposure to other topics and issues in computer science, such as data compression, security, theory of computation, computational complexity. Prerequisites: MATH 0012 or appropriate placement. 3 credits

CSAS 1111 Introduction to Computer Science I
Problem solving using computers. The design and implementation of computer programs. Major areas and issues in computer science including social and ethical concerns. Problem solving and pseudocode. Formal specification and verification. Basic software engineering techniques and software reuse. Data structures. Structured types: arrays, records, files. Objects and methods. Programming in a high-level language, such as C++ or Java. Corequisite: MATH 1015. 4 credits

CSAS 1112 Introduction to Computer Science II
Major issues, areas, and applications of computer science. Data structures and algorithms. Linked lists, trees and graphs. Stacks, queues, and heaps. Object-oriented programming. Problem solving and software engineering. Algorithm design, induction, recursion, and complexity. Social, economic, and ethical concerns. Programming in a high-level language, such as C++ or Java. Prerequisite: CSAS 1111. Corequisite: MATH 1510/1401. 4 credits

CSAS 1113 Computing for Science Majors
A course in programming in C++ with emphasis on applications to the sciences and to numeric algorithms. Basics of software development (variables, control structures, functions), data structures (records, arrays, lists), dynamic structures (pointers, linked lists) and principles of object-oriented programming (fields and methods, classes, inheritance). The course will focus on creating programs for topics of interest in the natural sciences. Corequisite: MATH 1015 or equivalent. 4 credits

CSAS 1114 Design of Programs I
Programming skills are important to virtually every profession. Professionals must make decisions on how to achieve goals by deciding what steps are necessary. This course is an introduction to computer programming that teaches students how to make plans, to organize their thoughts, to pay attention to detail, and to be self-critical. The main focus of the course is the design process that leads students from a problem statement and a blank page to a well-organized solution. Topics include the processing of simple forms of data, the processing of arbitrarily large data, and the process of abstraction. This course assumes no prior computer programming experience. Corequisite Math 1014 or greater. 3 credits

CSAS 1115 Design of Programs II
This course continues the study of the design and the programming processes started in CSAS 1114. Building on the abstraction skills acquired in CSAS 1114, the course focuses on new programming design techniques such as generative recursion, tail-recursion, and the changing of state variables through the use of assignment. The disciplined introduction to assignment prepares students to study modern object-oriented design and programming. Prerequisite: CSAS 1114, Corequisite: MATH 1015, 1501 or 1401. 3 credits

CSAS 2123 Design of Classes I
This course is an introduction to object-oriented design and programming. Building on the knowledge gained in CSAS 1114-1115 students learn to design a system of classes to represent information. Given a system of classes and a piece of information students will be able to create objects and represent this information with data. Conversely, given an instance of a class in the system, students will be able to interpret this object as information in the real world. Topics include varieties of data, functional methods, and abstraction with classes. Prerequisite: CSAS 1115, MATH 1611. 3 credits

CSAS 2124 Design of Classes II
This course continues the investigation of object-oriented design and programming started in CSAS 2123. Topics include circular objects, imperative methods, abstraction over data definitions, and the use of commercial programming environments for object-oriented programs. By the end of this course, students will have a solid grasp on the principles and practice of object-oriented programming. Prerequisite: CSAS 2123. 3 credits

CSAS 2125 Computer Systems and Assembly Programming
This course introduces the basic design of computing systems: CPU, memory, input and output. In addition, it provides a complete introduction to assembly language: the basics of an instruction set plus experience in assembly language programming using a RISC architecture. During the course student will gain experience using system calls and interrupt-driven programming emphasizing the interaction with the operating system. Other topics include: machine representation of integers, characters, floating point numbers, and virtual memory. Prerequisite: CSAS 1115, MATH 1611. 3 credits

CSAS 2126 Data Structures and Algorithms
This course discusses data structures such as arrays, stacks, queues, lists, trees, and graphs and the algorithms that manipulate these structures. Algorithm analysis for the cost of time and space is introduced. Students will learn essential tools for designing efficient software applications, needed in all application areas of computer science, such as industrial and scientific computation and database management. Prerequisite: CSAS 2123, MATH 1611, MATH 2111. 3 credits
CSAS 2213 The UNIX Operating System and the C Language
Using the UNIX environment, shells and customization, UNIX tools. Low-level language features, in C or C++, including I/O and file manipulation, and explicit pointers and structures; compilation. Combining C and UNIX. Introduction to systems programming. The Perl language and systems features. Pipes, sockets and processes. Prerequisite: One year of programming. 3 credits

CSAS 2214 Java and Network Programming
Object-oriented programming principles. Java libraries, including awt and swing. The Graphical User Interface, animation and multithreading. Exceptions and advanced error-handling techniques. Client-server programming, database interfaces, overview of common client/server applications and techniques. Prerequisite: CSAS 2124 or the equivalent. 3 credits

CSAS 3085-3086 Special Topics in Computer Science
Signature III course with substantial computer science or related content, typically interdisciplinary and perhaps team-taught, taught on an experimental basis with topics to be determined by the instructor(s) in cooperation with the University Core Curriculum process. See Co-op Adviser. 3 credits each

CSAS 3094 Computer Science Co-op I
See Co-op Adviser. 3 credits
CSAS 3095 Computer Science Co-op II
See Co-op Adviser. 3 credits
CSAS 3096 Computer Science Co-op III
See Co-op Adviser. 3 credits

CSAS 3111 Operating Systems and Computer Architecture
Interdependence of operating systems and architectures. System structure and system evaluation. Emphasis on memory management: addressing, virtual memory, paging, segmentation and secondary storage; processes management: scheduling, context switching, priority, concurrency and deadlock; and resource management: memory, secondary storage, buses and printers. Prerequisite: CSAS 2124, 2126. 3 credits

CSAS 3113 Organization of Programming Languages
Introduction to principles of programming languages and nonprocedural, non-object-oriented programming. Programming language concepts, including higher-order functions, first-class functions, recursion, tail-recursion and iteration, tree-recursion; issues of pure versus impure languages in relation to performance, implementation and ease of abstraction; environments, parameter passing, and scoping. Structure, the syntax, and implementation of languages, illustrated using interpreters. Emphasis on programming in a language such as Scheme or Prolog; individual programming assignments and team project. Prerequisite: CSAS 2124, 2126, MATH 1611. 3 credits

CSAS 3211 Networks and Networking
Principles of computer and networking. The layered model of a computer network and its implementation. Standard protocols. Applications. Mathematical principles and theory. Team and individual programming projects. Prerequisite: CSAS 2125 or permission of instructor. 3 credits

CSAS 3212 Computer Graphics Programming
Introduction to computer graphics, with emphasis on applications programming. Covers topics which form the basis for computer graphics applications programming, such as graphics computer architectures and software, application programmer’s interfaces, interactive programs, geometric objects and their transformations, viewing with a computer, shading of objects, pixel-oriented techniques, implementation of a renderer, curves and surfaces and visualization of scientific data. Graphics programs will be developed singa high-level programming language, such as C++ or Java, and an application programmer’s interface, such as OpenGL or Java 3D. Prerequisites: MATH 2813 or MATH 2814 and CSAS 2126. 3 credits

CSAS 4071-4072 Directed Software Development
(See department chair) 1 credit

CSAS 4081-4086 Special Topics in Computer Science
Special topics and problems in various branches of computer science. Prerequisites: At least five CSAS courses, including CSAS 2122, or permission of chair. 1-3 credits

CSAS 4091-4096 Independent Study in Computer Science
Prerequisites: At least five CSAS courses, including CSAS 2122, or permission of chair. 1-3 credits

CSAS 4111 Introduction to Artificial Intelligence
Different definitions of and approaches to artificial intelligence. Problems, problems spaces and search techniques; special emphasis on heuristic search, including hill climbing, best-first search and A*. The role of knowledge and knowledge representation issues. Programming and AI application. Introductory survey paper. Prerequisites: CSAS 2124, 2126, MATH 1611, 2111. 3 credits

CSAS 4112 Design and Analysis of Algorithms
Analysis of the complexity and validity of algorithms for the solution of problems in graph theory, combinatorics, systems programming, artificial intelligence and other fields. Randomized algorithms and amortized analysis. NP-completeness and undecidability. Prerequisite: CSAS 2124, 2126, MATH 1611. 3 credits

CSAS 4113 Automata Computability and Formal Languages
Introduction to the theory of finite state automata and their equivalence to regular expressions and regular grammars; pushdown automata and context-free languages; context-sensitive grammars and Turing machines; determinism and nondeterminism; issues of complexity including P and NP; and issues of computability including Turing computable versus Turing decidable, the Halting problem and other incomputable problems. Prerequisites: CSAS 2124, 2126, MATH 1611. 3 credits
CSAS 4114 Theory of Programming Languages
Advanced topics in programming languages are introduced such as compilation, garbage collection, interfacing compiled and interpreted code, virtual machine design, lexical addressing, lazy evaluation, and code optimization. The interaction of programming languages and the physical machine on which they are implemented. Significant programming project and introductory survey paper. Prerequisite: CSAS 3113. 3 credits

CSAS 4115 Theory of Relational Databases
Modern relational databases. Relational algebra, views and queries, normal forms and normalization, tuning and optimization. The entity-relationship model and database design. Overview of other approaches, especially object-oriented databases, data warehouses and data mining, distributed databases and very large applications. Group project, both design and implementation, in an SQL-based environment, such as Access or Oracle. Prerequisites: CSAS 2124, 2126, MATH 1611 or permission of department chair. 3 credits

CSAS 4116 Software Engineering and Object-Orientated Development
Principles of software engineering; classical and object-oriented approaches. Large-scale application design. UML, use cases, class and sequence diagrams, and related notations. Phases of a project. From OO analysis to OO design and OO development. Libraries, reuse, and reengineering. Management of large-scale projects. Testing, validation, and verification; introduction to formal methods. A large-scale group project, from requirements through implementation and test design. Prerequisite: CSAS 2124, 2126 or permission of the instructor. 4 credits

CSAS 4912 Senior Project
Student completes and presents a major project in computer science. Course is ordinarily taken Spring semester of the student’s last year, based on a proposal submitted in the previous two semesters, approved by the department, and supervised by a director and a second reader. The project typically involves programming and/or research, and both written and oral presentations. Prerequisites: Senior standing with a 2.8 average, or permission of department chair. 3 credits

Courses in Mathematics
Placement information: The Department of Mathematics and Computer Science has established placement procedures to place students in mathematics courses commensurate with their skill level and to ensure a level of mathematical proficiency that can be expected from graduates of Seton Hall University.

Students are placed into categories according to their SAT scores. A student can then take any course within that category or any lower category. A student can place into a higher category by taking the (optional) Mathematics Placement Exam. Transfer students should contact the department chair before registering for any mathematics courses.

Category I
Math 0011, Math 0012 and MATH 0013 (Developmental Mathematics, institutional credit only)

Category II
Any math course up to Math 1299 excluding Math 1015

Category III
Any math course up to Math 1399

Category IV
Any math course up to Math 1501 excluding Math 1411

Students with a high level of mathematics preparation may place above Math 1401/1501 or receive credit for Math 1303 or Math 1401/1501 if (a) they passed the AP Calculus Exam with a score of 4 or 5, or (b) they passed a “Project Acceleration High School” Calculus course with an A or B. Please see the department chair if you wish to place higher than Math 1401/1501. For details on the mathematics placement procedures, please call (973) 761-9466.

Please note: The prerequisites listed below are strictly enforced. A student who has not completed the prerequisites will not be permitted to remain in a course or receive course credit. For all courses listed with two numbers, such as MATH 3612-3613, the first course is prerequisite to the second.

Note: MATH 0011, 0012 and 0013 do not count toward graduation.

MATH 0011 Developmental Mathematics I
Topics covered: integers, fractions, decimals, ratio, percentage, polynomials, exponents, and elementary word problems. After completion of this class students will enroll in either MATH 0012 or MATH 0013 to finish their Developmental Math requirements. Prerequisite: appropriate placement. 2 institutional credits

MATH 0012 Developmental Mathematics II
Topics covered: review of arithmetic skills, simplifying algebraic expressions, exponents, equations, polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Successful completion of this class will satisfy the Developmental Math requirements. Prerequisite: MATH 0011 or appropriate placement. 3 institutional credits

MATH 0013 Developmental Mathematics III
Topics covered: polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Successful completion of this class will satisfy the Developmental Math requirements. Prerequisite: MATH 0011 appropriate placement. 2 institutional credits

MATH 1011 Sabermetrics
Introduces students to the rapidly growing field of sabermetrics, the science of statistics applied to baseball. Demonstrates application of statistical measures to the game. Students gain insight into the interpretation and validity of statistical measures. Prerequisite: MATH 0012 or appropriate placement. 1 credit
MATH 1014 Intermediate Algebra
The real number system, algebraic manipulations, solving equations and inequalities, exponents and radicals, functions and graphing. A minimum grade of “C” is required. Prerequisite: MATH 0012 or appropriate placement. 3 credits

MATH 1015 Pre-Calculus Mathematics Algebra and Trigonometry
The real number system, functions, polynomial functions and equations, exponential and logarithmic functions, trigonometric functions (graphs, applications, identities and equations), analytic geometry. Prerequisite: MATH 1014 or appropriate placement. 4 credits

MATH 1101 Statistical Concepts and Methods
Nature of statistics. Descriptive statistics, graphical methods, measures of central tendency and variability. Probability, correlation and regression, sampling distributions. Inferential statistics, estimation and hypothesis testing, tests of independence and nonparametric statistics. Use of computer statistical packages. Prerequisite: MATH 0012 or appropriate placement. 3 credits

MATH 1102 Mathematical Perspectives
Introduction to traditional and contemporary mathematical ideas in logic, number theory, geometry, probability and statistics. Historical and cultural development of these topics, as well as connections to other disciplines and various problem-solving strategies are included. Prerequisite: MATH 0012 or appropriate placement. 3 credits

MATH 1103 Mathematical Perspectives II
Selected topics from set theory and number theory. Algebra, Geometry and right triangle Trigonometry. Counting Methods, Probability and Statistics. Prerequisite: Any 1000-level MATH course or appropriate placement. 3 credits

MATH 1201 Calculus for Business and Economics Students I
Introduction to real numbers, functions, elements of geometry, limits, derivatives and integrals, including the Fundamental Theorem of Calculus. This course includes elements of the historical developments of calculus as well as connections to other disciplines. This course is not intended for science or mathematics majors. 3 credits

MATH 1202 Mathematical Models in the Social Sciences
For students in the behavioral sciences. Various elementary mathematical techniques (exclusive of statistics) currently used in the field. Computer terminal facilities aid instruction and acquaint students with the employment of subroutines to solve problems. Topics from linear programming, graph theory, matrix algebra, combinatorics, logic and Boolean algebra. Specific and realistic applications to problems illustrate each topic. Prerequisite: MATH 0012 or appropriate placement. 3 credits

MATH 1203 Statistical Models for the Social Sciences
Applications of statistics in the social sciences. Analysis and interpretation of statistical models. Sampling techniques, common flaws and errors in sampling and in using statistics. Descriptive statistics, levels of measurement, measures of central tendency and dispersion. Contingency tables and measures of association for categorical variables. Correlation and linear regression. Probability and frequency distributions. Parametric and nonparametric inferential statistics. Confidence intervals and hypothesis testing. Prerequisite: MATH 0012 or appropriate placement. 3 credits

MATH 1301 Calculus for Business and Economics Students II
Real numbers, functions, elements of plane analytic geometry, limits, continuity, derivatives and applications of the derivative, in particular to mathematical economics. Exponential and logarithmic functions. Antiderivatives, definite integral and Fundamental Theorem of Calculus. Applications using computer software packages. Prerequisite: MATH 1015 or appropriate placement. 3 credits

MATH 1302 Calculus for Business and Economic Students III
Implicit differentiation, related rates, differential equations, improper integrals and probability density functions, partial derivatives and applications and multiple integrals. Introduction to matrix theory, solution of systems of linear equations and linear programming. Prerequisite: MATH 1303. 3 credits

MATH 1303 Quantitative Methods for Business and Economic Students
Implicit differentiation, related rates, differential equations, improper integrals and probability density functions, partial derivatives and applications and multiple integrals. Introduction to matrix theory, solution of systems of linear equations and linear programming. Prerequisite: MATH 1303. 3 credits

MATH 1304 Quantitative Methods for Business and Economic Students IV
Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms, polar coordinates and vectors. Applications using computer software packages. Prerequisite: MATH 1303. 3 credits

MATH 1305 Honors Calculus I
Real numbers, proof by induction, functions, definition by recursion, limits, continuity, derivatives and applications, definite integral, Fundamental Theorem of Calculus and inverse functions. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or appropriate placement. 4 credits

MATH 1306 Honors Calculus II
Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms, polar coordinates and vectors. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or appropriate placement. 4 credits

MATH 1307 Honors Calculus III
Real numbers, proof by induction, functions, definition by recursion, limits, continuity, derivatives and applications, definite integral, Fundamental Theorem of Calculus and inverse functions. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or appropriate placement. 4 credits

MATH 1308 Honors Calculus IV
Applications of integration, polar coordinates, techniques of integration, infinite series, conics, two-dimensional vectors and differential equations. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or MATH 1501. 4 credits

MATH 1309 Honors Calculus V
Applications of integration, polar coordinates, techniques of integration, infinite series, conics, two-dimensional vectors and differential equations. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or MATH 1501. 4 credits

MATH 1310 Honors Calculus VI
Applications of integration, polar coordinates, techniques of integration, infinite series, conics, two-dimensional vectors and differential equations. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or MATH 1501. 4 credits

MATH 1611 Introductory Discrete Mathematics
Basic counting rules, permutations, combinations, Pigeonhole principle, inclusion-exclusion, generating functions, recurrence relations, graphs, digraphs, trees and algorithms. Corequisite: MATH 1511. 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2111</td>
<td>Statistics for Science Majors</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MATH 2411</td>
<td>Calculus III</td>
<td>MATH 1401</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2511</td>
<td>Honors Calculus III</td>
<td>MATH 1411</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2611</td>
<td>Foundations of Higher Mathematics</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MATH 2813</td>
<td>Linear Algebra</td>
<td></td>
<td>4</td>
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<tr>
<td>MATH 2814</td>
<td>Special Topics: Introductory Linear Algebra</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 2515</td>
<td>Analysis I</td>
<td>MATH 2511, MATH 2813</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3514</td>
<td>Differential Equations</td>
<td>MATH 2511</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3611</td>
<td>Introduction to Operations Research</td>
<td>MATH 2411 or 2511, MATH 2813</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3612</td>
<td>Discrete Mathematics I and II</td>
<td>MATH 2411 or 2511, MATH 2813</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3613</td>
<td>Discrete Mathematics I and II</td>
<td>MATH 2411 or 2511, MATH 2813</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3711</td>
<td>Statistical Analysis I</td>
<td>MATH 2411, MATH 2511</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3813</td>
<td>Number Theory</td>
<td>MATH 2611</td>
<td>3</td>
</tr>
</tbody>
</table>
MATH 3814 Linear Algebra and Matrix Theory
Vector spaces and algebras, unitary and orthogonal transformations, characteristic equation of a matrix, the Jordan canonical form. Bilinear, quadratic and Hermitian forms. Spectral theorem. Prerequisite: MATH 2813. 3 credits

MATH 3815 Algebra I
Introduction to algebraic structures: monoids, groups, rings and fields. Examples are given, and the elementary theory of these structures is described. Prerequisite: MATH 2813. 4 credits

MATH 3911 Geometry
Possible topics include Euclidean geometry, non-Euclidean geometry, projective geometry, transformation geometry, complex geometry. Prerequisites: MATH 2511, MATH 2611. 3 credits

MATH 3912 Junior Seminar
Seminars and discussions designed to integrate readings of mathematical literature with both oral and written presentations. Prerequisites: MATH 3515 or 3815. 2 credits

MATH 4091–4092 Topics in Applied Mathematics I and II
Topics chosen from among operations research, optimization, including an introduction to the calculus of variations, combinatorics, discrete mathematics, Fourier analysis, integral equations, matrix theory, and partial differential equations. Students acquire some experience at constructing mathematical models. Prerequisites: MATH 2511, MATH 2813. 3 credits each

MATH 4093–4098 Independent Study in Mathematics
Prerequisite: permission of department chair. 2–3 credits

MATH 4511 Introduction to Real Analysis
Sets, equivalence, countability, infinite series, metric spaces; complete, compact, connected spaces, sequences and series of functions and uniform convergence. Prerequisite: MATH 3512. 3 credits

MATH 4512 Introduction to Complex Analysis
Analytic functions, elementary functions and mappings, integrals, Cauchy’s integral theorem and formula, power series, residues and poles. Prerequisite: MATH 2511. 3 credits

MATH 4515 Analysis II
Consequences of continuity, differentiability and intergrability in R^n; uniform convergence; introduction to metric spaces. Prerequisite: MATH 3515. 3 credits

MATH 4815 Algebra II
This course continues MATH 3815. Further properties of groups and fields, with a section on the applications of finite fields. Concentrates on Galois theory, the theory of the solution of algebraic equations. Prerequisite: MATH 3815. 3 credits

MATH 4911 Introduction to Topology

MATH 4912 Senior Project
Individual research project applying skills developed in Junior Seminar (MATH 3912) under the guidance of faculty adviser. Grade is ordinarily based on oral and written presentations. Prerequisites: MATH 3912 and permission of department chair. 3 credits

MATH 5011–5019 Mathematics Seminar
Special topics and problems in various branches of mathematics. Prerequisite: permission of department chair. 3 credits each

Department of Modern Languages
Fahy Hall
(973) 761-9464
www.shu.edu/academics/artsci/modern-languages

Faculty: Alvarez-Amell; Bénéteau (Director, Italian Studies Program); Escobar (Director, Latin American and Latino/Latina Studies Program); Lopez-Cortina; Mullen-Hohl; Pastor; Pennington; Prieto; Rivera-Cordero; Rodriguez; Romani (Director, Alberto Institute); Zalacain (Chair)

Faculty Associate: Kuchta

Faculty Emeriti: Joycevich; Prisco; Sarkanich; Sys

The Department of Modern Languages offers programs of study in French, German, Italian, Russian and Spanish, leading to the degree of Bachelor of Arts. Students are strongly encouraged to attend our summer study abroad programs: For Italian, at the Italiaidea Language School in Rome, Italy; for French, at the Sorbonne, in Paris, France; and for Spanish at the University of Alicante, in Alicante, Spain. Semester and year-long programs can be arranged through the Office of International Programs.

Incoming freshmen will have the opportunity to take an online placement test in the foreign language they wish to study. Other students may take a similar test through the Language Resource Center for a language that they have previously studied.

The department offers primary majors in French, Italian, Spanish, or in modern languages (a combination of two of the following languages: French, German, Italian, Russian, or Spanish). Students in each of the majors are required to complete 42 credits in courses above the elementary level. Students beginning their major at a level higher than intermediate or advanced may waive three or six credits with the permission of the department. Those majoring in modern languages will complete 24 credits in a major language and 18 in a secondary language, all credits above the elementary level. Education majors whose concentration is French, Italian or Spanish are required to complete 42 credits above the elementary level. The department also offers secondary majors. Students who elect to have French, Italian or Spanish as a secondary major will complete 36 credits in courses above the elementary level. Students who elect modern languages as a secondary major have the same requirements as in a primary major, 24 credits in a major language and 18 credits in a secondary language.

Undergraduate Catalogue 2009-10
Major Program

The sequence of courses for a primary major in French, Italian, or Spanish language is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate I-II (courses numbered 2001-2002)</td>
</tr>
<tr>
<td>Advanced I-II (courses numbered 3001-3002)</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td><strong>Total 42</strong></td>
</tr>
</tbody>
</table>

or

The sequence for Heritage learners of Spanish is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2103-2104 Intermediate Spanish for Hispanics</td>
</tr>
<tr>
<td>SPAN 3101-3102 Advanced Spanish for Native Speakers</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td><strong>Total 42</strong></td>
</tr>
</tbody>
</table>

The sequence of courses for a major in Modern Languages, a combination of any two of the following languages: French, German, Italian, Russian, or Spanish, is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A</td>
</tr>
<tr>
<td>Intermediate I-II (courses numbered 2001-2002)</td>
</tr>
<tr>
<td>Advanced I-II (courses numbered 3001-3002)</td>
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<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
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<td>or</td>
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<tr>
<td>The sequence for Heritage learners of Spanish is as follows:</td>
</tr>
<tr>
<td>SPAN 2103-2104 Intermediate Spanish for Hispanics</td>
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<tr>
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</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
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</table>

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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Language B</td>
</tr>
<tr>
<td>Intermediate I-II (courses numbered 2001-2002)</td>
</tr>
<tr>
<td>Advanced I-II (courses numbered 3001-3002)</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>The sequence for Heritage learners of Spanish is as follows:</td>
</tr>
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<td>SPAN 2103-2104 Intermediate Spanish for Hispanics</td>
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<td>SPAN 3101-3102 Advanced Spanish for Native Speakers</td>
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<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
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<table>
<thead>
<tr>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Total 42</strong></td>
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</table>

*It is possible, with special permission of the department and the Dean, to major in Modern Languages with 24 credits in French, German, Italian, Russian or Spanish, and 18 in languages taught in the Department of Asian Studies (Chinese and Japanese), or the Department of Classical Studies (Latin and Greek).

Secondary Major: The department also offers secondary majors in French, Italian, or Spanish. Students in each of the secondary majors are required to complete 36 credits in courses above the elementary level. (The requirements for a secondary major in modern languages are the same as for the primary major, 42 credits in courses above the elementary level).

The sequence of courses for a secondary major in French, Italian or Spanish is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Intermediate I-II (courses numbered 2001-2002)</td>
</tr>
<tr>
<td>Advanced I-II (courses numbered 3001-3002)</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td><strong>Total 36</strong></td>
</tr>
</tbody>
</table>

or

The sequence for Heritage learners of Spanish is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPAN 2103-2104 Intermediate Spanish for Hispanics</td>
</tr>
<tr>
<td>SPAN 3101-3102 Advanced Spanish for Native Speakers</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td><strong>Total 36</strong></td>
</tr>
</tbody>
</table>

Minor Program

The department offers minors in French, German, Italian, Russian, or Spanish. 18 credits above the elementary level in either language are required to complete a minor. The sequence of courses for a minor is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Intermediate I-II (courses numbered 2001-2002)</td>
</tr>
<tr>
<td>Advanced I-II (courses numbered 3001-3002)</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
</tbody>
</table>

or

The sequence for Heritage learners of Spanish is as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2103-2104 Intermediate Spanish for Hispanics</td>
</tr>
<tr>
<td>SPAN 3101-3102 Advanced Spanish for Native Speakers</td>
</tr>
<tr>
<td>Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
</tbody>
</table>

*Students beginning their minor at a level higher than intermediate or advanced may satisfy the minor requirements with 18 credits in language, culture, or literature electives
above the advanced level. Students may choose from courses in conversation, film, special topics, civilization, business or literature.

*Please Note: Greek and Latin courses can be found under the Department of Classical Studies.

The Language Resource Center

The Language Resource Center in the College of Arts and Sciences is committed to facilitating a teaching and learning environment where students, faculty and staff have the opportunity to explore language and culture in a technology-enhanced setting. Language learners will find computer workstations with headphones and language learning software, as well as reference books, publications and foreign language films for the following languages: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. The Language Resource Center also provides information on assessment and placement exams, as well as careers for language learners. For information, visit Fahy Hall, Room 202, e-mail lrc@shu.edu or call (973) 761-9457. The Website is www.shu.edu/academics/arts_ci/modern-languages/language-resource-center.cfm

Course Descriptions

Note: FREN 0021, GERM 0021, ITAL 0021, RUSS 0021 and SPAN 0021 do not satisfy the College of Arts and Sciences Core Curriculum requirements, and do not count toward graduation.

French Language

FREN 0021 Refresher French
Course is designed for students who studied French in high school for two or more years but did not qualify to enroll in Intermediate French I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary French I and II. 3 credits institutional

FREN 1001-1002 Elementary French I-II
Fundamentals of grammar. Emphasis on pronunciation and syntax. Competence in aural and oral aspects of the language are stressed in addition to reading and writing. 3 credits each

FREN 1011-1012 Elementary Interactive French I-II
Intensive oral drills and laboratory activities, including computer assisted instruction. Reinforces the material covered in French 1001-1002. Taken simultaneously with FREN 1001-1002. 1 credit each

FREN 2001-2002 Intermediate French I-II
Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: FREN 1002 or equivalent, department placement test or permission of the department. (Formerly FREN 1101-1102) 3 credits each

FREN 2011-2012 Intermediate Interactive French I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in French 2001-2002. Taken simultaneously with FREN 2001-2002. (Formerly FREN 1111-1112) 1 credit each

FREN 3001-3002 Advanced French I-II
Seeks to broaden and enhance existing linguistic and intellectual skills through cultural studies involving advertising, cinema, journalism, short stories, plays and poetry. Emphasis on oral discussion, reading and writing. Review of selected grammatical structures. Prerequisite: FREN 2002 or equivalent. (Formerly FREN 1201-1202) 3 credits each

FREN 3011 Conversational French I
Conversation based on topics of everyday life and cultural interests. Prerequisite: FREN 3002 or may be taken simultaneously with FREN 3001-3002. (Formerly FREN 2101) 3 credits

FREN 3021-3022 Business French Correspondence I-II
Basic training in French business and technology using examples drawn from everyday life: banking, postal and telecommunications, word processing, computing, the Internet, conducting a job search, examining different aspects of the working world, advertising, buying and selling, managing and investing money. Students will be required to discuss materials from French newspapers, journals and business reports in French and learn to write in French business style. Prerequisite: FREN 3001-3002 or permission of department. (Formerly FREN 4111-4112) 3 credits each

French Culture and Civilization

FREN 3305 French Civilization I
Artistic, geographical, historical, literary and social background of France. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3212) 3 credits

FREN 3306 French Civilization II
A more extensive study of the artistic, geographical, historical, literary and social background of France, with special emphasis on 20th century developments. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3213) 3 credits

FREN 3321-3322, 4324-4325 Special Topics in French Civilization
Issues of current interest to the study of French civilization. Varying topics focus on regions, periods, and less frequently taught aspects of France and French speaking countries. Conducted in French. Prerequisite: FREN 2002. (Formerly FREN 2213-2216) 3 credits each
French Literature

FREN 3401 Introduction to French Literature I
Selections from major works of the Middle Ages and the Renaissance, including La Chanson de Roland, Tristan et Iseut, Les Lais of Marie de France, the poetry of Francois Villon, Rabelais’ Gargantua, Montaigne’s Essais, as well as poetry by Marot, Du Bellay and Ronsard. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3301) 3 credits

FREN 3402 Introduction to French Literature II
Reading and discussion of novels, plays and poems from the 18th, 19th and 20th centuries, such as Diderot’s Le Neveu de Rameau, Provost’s Manon Lescaut, Beaumarchais’ Le Mariage de Figaro, Marivaux’s Le Jeu de l’amour et du hasard, Constant’s Adolphe, Hugo’s Hernani, Baudelaire’s Fleurs du mal, Duras’ Moderato Cantabile, Giraudoux’s Amphitryon and surrealistic poetry. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3302) 3 credits

FREN 4403 16th Century French Literature
Study and discussion of the great works of the French Renaissance. Close reading of Rabelais’ and Montaigne’s writings and extensive analysis of the poetry of La Pleiade. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4311) 3 credits

FREN 4411 17th Century French Literature I
Selected plays by Corneille, Racine and Molière that demonstrate the development of classicism and the emergence of tragedy and comedy as genres. Study of La Fontaine’s Fables and La Rochefoucauld’s Maximes morales. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4312) 3 credits

FREN 4412 17th Century French Literature II
The evolution of the genres of tragedy and novel are analyzed in Racine’s theater and Madame de Lafayette’s masterpiece, La Princesse de Clèves. Close reading of Perrault’s Contes. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4313) 3 credits

FREN 4413 18th Century French Literature I
Readings from the major works of Voltaire and Montesquieu and the Enlightenment. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4314) 3 credits

FREN 4414 18th Century French Literature II
Close readings of works by Diderot, Rousseau and Buffon as well as an in-depth analysis of the Enlightenment and its legacy. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4315) 3 credits

FREN 4421 19th Century French Literature I
Study of Romanticism and the development of the novel, theater and poetry as represented in works by Chateaubriand, Constant, Hugo, Musset and Stendhal. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4316) 3 credits

FREN 4422 19th Century French Literature II
Examination of the literary movements of Realism, Idealism, Naturalism, Symbolism and Modernity through close readings of texts by Balzac, Flaubert, Baudelaire, Rimaud, Mallarmé and Zola. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4317) 3 credits

FREN 4441 20th Century French Literature I
Analysis of innovative narrative techniques in Proust’s A la Recherche du temps perdu, Gide’s Le Faux-Monnayeur and Breton’s surrealist novel Nadja. Exploration of the surrealist movement in art, poetry and prose; the interaction between Giono’s regional novel and film; and Claudel’s theater. Conducted in French. Prerequisite: FREN 3002 or permission from department. (Formerly FREN 4318) 3 credits

FREN 4442 20th Century French Literature II
Study of existentialism in Sartre’s theater and prose; Robbe-Grillet’s nouveau roman; women writers: de Beauvoir and Duras; the theater of the absurd as exemplified in Ionesco’s works; modernism and postmodernism in Beckett’s poetry, prose and theater; film as novelistic foil or independent genre. Conducted in French. Prerequisite: FREN 3002 or permission from department. (Formerly FREN 4319) 3 credits

FREN 4463 French Drama I
Detailed examination of the great century of theater (the 17th), through analysis of comic and tragic genres represented by the major playwrights of this century: Corneille, Racine and Molière. Conducted in French. Prerequisite: FREN 3002 or permission from department. (Formerly FREN 4320) 3 credits

FREN 4464 French Drama II
Special study of Romantic dramatists such as Victor Hugo and Musset. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4321) 3 credits

FREN 4801-4803 Studies in French Literature I-III
(Formerly FREN 4391-4393) 3 credits each

French Study Abroad

FREN 2701 Study Abroad in Paris, France
Course designed for Intermediate-Low level students. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on current events and everyday situations. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 1002 or permission of the Program Director. 3 credits

FREN 2702 Study Abroad in Paris, France
Course designed for Intermediate-Mid level students and as a continuation of FREN 2701. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on current events and everyday situations. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 1002 or permission of the Program Director. 3 credits
FREN 3701 Study Abroad in Paris, France
Course designed for Advanced level students. Held at the Cité Universitare of the University of Paris. Immersion in French culture and language. Class emphasis on French Civilization, Literature and Film. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 2002 or permission of the Program director. 3 credits

German Language

GERM 0021 Refresher German
This course is designed for students who studied German in high school for two or more years but did not qualify to enroll in Intermediate German I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary German I and II. 3 credits institutional

GERM 1001-1002 Elementary German I-II
Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. 3 credits each

GERM 2001-2002 Intermediate German I-II
Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: GERM 1002 or equivalent department placement test or permission of the department. (Formerly GERM 1101-1102) 3 credits each

GERM 3001-3002 Advanced German I-II
Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing, and oral discussion on contemporarily cultural issues. Prerequisite: GERM 2002 or equivalent. (Formerly GERM 1201-1202) 3 credits each

GERM 3011 Conversational German I
Oral use of the language; conversation based on topics of everyday life as well as of cultural interest. Prerequisite: GERM 3002 or taken simultaneously with GERM 3001-3002. (Formerly GERM 2101) 3 credits

GERM 3021-3022 Business German I-II
Improvement of all language skills and their application and interpretation in business situations. Prerequisite: GERM 3002 or permission of department. (Formerly GERM 2111-2112) 3 credits each

Italian Language

ITAL 0021 Refresher Italian
This course is designed for students who studied Italian in high school for two or more years but did not qualify to enroll in Intermediate Italian I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Italian I and II. 3 credits institutional

ITAL 1001-1002 Elementary Italian I-II
Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. 3 credits

ITAL 2001-2002 Intermediate Italian I-II
Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: ITAL 1002 or equivalent department placement test or permission of department. (Formerly ITAL 1101-1102) 3 credits

ITAL 3001-3002 Advanced Italian I-II
Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing, and oral discussion on contemporary cultural issues. Prerequisite: ITAL 2002 or permission of department. (Formerly ITAL 1201-1202) 3 credits each

ITAL 3011 Conversational Italian I
Conversation based on topics of everyday life and cultural interest. Prerequisite: ITAL 3002 or taken simultaneously with ITAL 3001-3002. (Formerly ITAL 2101) 3 credits

Italian Culture and Civilization

ITAL 3305-3306 Italian Civilization I-II
The magnificent culture of Italy as it was formed by the earliest inhabitants of the Italian peninsula: Greeks, Romans, Germanics and Arabs (I). The culture and civilization of modern Italy as it was determined by different phenomena such as scientific discovery, the Counter-Reformation, the role of women, the Risorgimento and the forging of Italian national identity (II). Conducted in Italian. Prerequisite: ITAL 2002 or permission of department. (Formerly ITAL 2211-2212) 3 credits each

ITAL 3321-3322, 4324-4325 Special Topics in Italian Civilization
Issues of current interest to the study of Italian civilization. Varying topics focus on regions, periods and aspects of Italian or Italian-American culture. Conducted in Italian. Prerequisite: ITAL 2002 or permission of the department. (Formerly ITAL 2213-2216) 3 credits each

ITAL 3601 Italian Cinema
From the realism of Rossellini and De Sica to the dream-like imagination of Fellini and Antonioni, this course aims to explore the Italian contribution to world cinema. Students will learn about major Italian directors from the beginning of the 20th century to the present, such as Blasetti, Scola, the Taviani brothers, Giordana, and Ozpetek. The distinct national identity of Italian cinema will be emphasized, with
ITAL 4401 The Italian Renaissance
A detailed examination of the remarkable development of Humanism and the Renaissance in its birthplace from the 14th to the 16th Centuries. Focus on the writings of Petrarch, Machiavelli and Ariosto. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2313) 3 credits

ITAL 4463 The Italian Theater
Great Italian plays, surveying the Renaissance comedy, the popular Commedia dell’Arte, Goldoni’s 18th century reform of and the opera libretto up to this century. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2315) 3 credits

Italian Literature
ITAL 3401-3402 Survey of Italian Literature
Readings in great literary works from the Middle Ages to the 19th century. Dante, Petrarch, Boccaccio, Humanism and the Renaissance (I); the Baroque, the Enlightenment and Romanticism (II). Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2301-2301) 3 credits each

ITAL 3461 The Italian Melodrama
The period spanning from the late 18th to the early 20th century has seen the triumph of lyrical opera, the pinnacle of the history of Italian melodrama. With the study of three operas, we will explore history, texts, sources and the form and popularity of this genre that has been known around the world. Prerequisite: ITAL 2002. 3 credits

ITAL 4411 Dante’s Commedia I
A close reading of the first European classic, Dante’s masterpiece: the Inferno. Focus on the literary significance of the work. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2321) 3 credits

ITAL 4412 Dante’s Commedia II
A close reading of the first European classic, Dante’s masterpiece: Purgatorio and Paradiso. Focus on the literary and spiritual significance of the work. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2322) 3 credits

ITAL 4421 Manzoni and the Historical Novel
A critical reading of Manzoni’s 19th century historical work, “I Promessi Sposi,” the first novel written in Italian literature, and a study of other representatives of this genre from Ugo Foscolo to Umberto Eco. The course aims to explore the relationship between literature and history from Romanticism to the 20th century. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2314) 3 credits

ITAL 4431-4432 Modern Italian Literature I-II
A survey of major Italian authors from the 19th to 20th century to the 1930s. The course aims to explore the literary context (Romanticism, Verismo, Futurism, Ermetismo) and the historical background (Risorgimento I; Fascism, II) of influential writers such as Leopardi, Manzoni (I), Montale, Pirandello (II). The course is designed to expose students to the forms of Italian modern literary and aesthetic genres by studying relevant texts and authors. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2303-2304) 3 credits each

ITAL 4441-4442 (CAST 2611-2612) Contemporary Italian Prose I-II
Authors and literary trends in Italy from World War II to the present. While presenting the most significant contemporary Italian writers from Neorealism (Pavese, Calvino, Vittorini I) to postmodern literature (II), the course will focus on cultural issues which had a significant impact on the literary arena, such as the Student Movement, Feminism, the transformation of urban landscape and the evolution of the family structure. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2311-2312) 3 credits each

ITAL 4468-4469 The Italian Short Story I-II
The short story is one of Italy’s oldest and most successful literary forms. This course will focus on the form and history of this genre and its authors, as well as on the periods in which it flourished: the Middle Ages and Renaissance (I), and the period from the 19th century to the present day (II). It will explore the narrative aspects of the short story and provide students with an understanding of the genre, and the historical context in which it developed. Conducted in Italian. Prerequisite: ITAL 3001-3002 or permission of department. 3 credits each.

ITAL 4801-4803 Studies in Italian Literature
(Formerly ITAL 3391-3393) 3 credits each

Italian Study Abroad
ITAL 2701 Study Abroad in Rome, Italy.
Course designed for Intermediate-Low level students. Held at the Language School “Italiaidea” in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on everyday situations. Excursions to major historical sites of Rome. Prerequisite: ITAL 1002 or permission of the Program Director. 3 credits

ITAL 2702 Study Abroad in Rome, Italy
Course designed for Intermediate-Mid level students as a continuation of ITAL 2701. Held at the Language School “Italiaidea” in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on everyday situations. Excursions to major historical sites of Rome. Prerequisite: ITAL 1002 or permission of the Program Director. 3 credits

ITAL 3701 Study Abroad in Rome, Italy
Course designed for Advanced level students. Held at the Language School “Italiaidea” in the very heart of the city near the Spanish steps. Immersion in Italian culture
and language. Class emphasis on Italian Civilization and Literature. Excursions to major historical sites of Rome. Prerequisite: ITAL 2002 or permission of the Program Director. 3 credits

Portuguese Language
PORT 2103-2104 Portuguese for Luso-Brazilians I-II
Addresses the specific linguistic problems of students whose native language is Portuguese and who want to improve their knowledge of it. Study of the basic elements of Portuguese orthography and grammar as related to listening, speaking, reading and writing. (Formerly PORT 2401-2402) 3 credits each

Russian Language
RUSS 0021 Refresher Russian
This course is designed for students who studied Russian in high school for two or more years but did not qualify to enroll in Intermediate Russian I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Russian I and II. 3 credits institutional

RUSS 1001-1002 Elementary Russian I-II
Fundamentals of grammar. Russian alphabet, pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to learning the Russian alphabet, reading and writing. 3 credits each

RUSS 1011-1012 Elementary Interactive Russian I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 1001-1002. Taken simultaneously with RUSS 1001-1002. 1 credit each

RUSS 2001-2002 Intermediate Russian I-II
Review of the essentials of grammar, vocabulary building, conversation and composition. Prerequisite: RUSS 1002 or equivalent department placement test or permission of the department. (Formerly RUSS 1101-1102) 1 credit each

RUSS 2011-2012 Intermediate Interactive Russian I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 2001-2002. Taken simultaneously with RUSS 2001-2002. (Formerly RUSS 1111-1112) 1 credit each

RUSS 3001-3002 Advanced Russian I-II
Rapid review of grammar. Practice in conversation and writing advanced compositions; emphasis on idiomatic constructions. Prerequisite: RUSS 2002 or equivalent. (Formerly RUSS 2111-2112) 3 credits each

RUSS 3011 Russian Conversation
Conversation based on topics of everyday life, cultural interests and occupational situations. Conducted in Russian. Prerequisite: RUSS 2002. (Formerly RUSS 2101) 3 credits

RUSS 3031-3032 Scientific Russian I-II
Technical material in recent publications in the physical sciences. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2113-2114) 3 credits each

Russian Culture and Civilization
RUSS 3305 Russian Civilization
Evolution of Russian pattern of civilization from the 8th century to the present. Artistic, geographic, historic, literacy and social background of Russia. Conducted in Russian. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2117) 3 credits

RUSS 3601 Russian Cinema
A survey of Russian cinema from the turn of this century to the present. Prerequisite: RUSS 2002. (Formerly RUSS 2316) 3 credits

Russian Literature
RUSS 3401-3402 Introduction to Russian Literature I-II
Major writers from the 18th to the 20th centuries: Turgenev, Goncharov, Pushkin, Lermontov, Tolstoy, Gogol, Dostoevsky and others. Conducted in Russian. Prerequisite: RUSS 3001-3002 or permission of department. (Formerly RUSS 2115-2116) 3 credits each

RUSS 4431-4432 Modern Russian Literature I-II
Representative Russian writers from Pushkin through the modern period. Conducted in Russian. Prerequisite: RUSS 3001-3002 or permission of department. (Formerly RUSS 2313-2314) 3 credits each

RUSS 4463 Russian Drama
Development of Russian drama from its beginning to the present. Reading analysis of representative works. Conducted in Russian. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2317) 3 credits

RUSS 4801-4802 Studies In Russian Literature I-II
(Formerly RUSS 3391-3392) 3 credits each

Spanish Language
SPAN 0021 Refresher Spanish
This course is designed for students who studied Spanish in high school for two or more years but did not qualify to enroll in Intermediate Spanish I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Spanish I and II. 3 credits institutional

SPAN 1001-1002 Elementary Spanish I-II
Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. 3 credits each

SPAN 1011-1012 Elementary Interactive Spanish I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Spanish 1001-1002. Taken simultaneously with SPAN 1001-1002. (Formerly SPAN 1111-1112) 1 credit each

SPAN 2001-2002 Intermediate Spanish I-II
Review of the essentials of grammar, vocabulary building, conversation and composition. Prerequisite: SPAN 2002 or permission of department. (Formerly SPAN 2111-2112) 1 credit each

SPAN 2011-2012 Intermediate Interactive Spanish I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Spanish 2001-2002. Taken simultaneously with SPAN 2001-2002. (Formerly SPAN 2111-2112) 1 credit each

SPAN 3001-3002 Advanced Spanish I-II
Rapid review of grammar. Practice in conversation and writing advanced compositions; emphasis on idiomatic constructions. Prerequisite: SPAN 2002 or equivalent. (Formerly SPAN 2111-2112) 3 credits each

SPAN 3011 Spanish Conversation
Conversation based on topics of everyday life, cultural interests and occupational situations. Conducted in Spanish. Prerequisite: SPAN 2002. (Formerly SPAN 2101) 3 credits

SPAN 3031-3032 Scientific Spanish I-II
Technical material in recent publications in the physical sciences. Prerequisite: SPAN 2002 or permission of department. (Formerly SPAN 2113-2114) 3 credits each

Modern Languages 163
SPAN 2011-2012 Intermediate Interactive Spanish I-II
Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Spanish 1101. Taken simultaneously with SPAN 2001-2002. (Formerly SPAN 1111-1112) 1 credit each

SPAN 2103-2104 Intermediate Spanish for Hispanics I-II
Addresses the specific linguistic problems of students whose native language is Spanish and who want to improve their knowledge of it. Study of the basic elements of Spanish orthography and grammar as related to listening, speaking, reading and writing. (Formerly SPAN 2401-2402) 3 credits each

SPAN 3001-3002 Advanced Spanish I-II
Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing and oral discussion on contemporary cultural issues. Prerequisite: SPAN 2002 or equivalent. (Formerly SPAN 1201-1202) 3 credits each

SPAN 3011 Conversational Spanish I
Conversational practice. Drill in correct pronunciation, articulation and intonation. Vocabulary and idiom study; conducted in Spanish. Not available to native speakers of Spanish. Prerequisite: SPAN 3002 or taken simultaneously with SPAN 3001-3002. (Formerly SPAN 2101) 3 credits

SPAN 3012 Applied Spanish Conversation
Development of conversational skills applied to occupational situations. Prerequisite: SPAN 2002. (Formerly SPAN 2102) 3 credits

SPAN 3101-3102 Advanced Spanish for Native Speakers I-II
Seeks to broaden and perfect existing Spanish language skills and cultural and literary knowledge of students who are native speakers of Spanish (or equivalent, or those with instructor’s permission). Emphasis on reading, writing and oral expression. Prerequisite: SPAN 2104 or equivalent. (Formerly SPAN 2501-2502) 3 credits each

SPAN 3213 Advanced Grammar and Composition
This course presents an overview of the Spanish language system, including complex sentence structures. Emphasis on similarities and differences between Spanish and other languages (with particular attention to English), as well as on variation within Spanish. (Formerly SPAN 3111) 3 credits

SPAN 3221 Spanish Phonetics
This course focuses on helping students improve their pronunciation of Spanish. It provides some background on the rules of the Spanish sound system and a complete practical review of Spanish pronunciation. Emphasis on differences with English and among regional varieties of Spanish. (Formerly SPAN 3116) 3 credits

Hispanic Culture and Civilization
SPAN 3301 Hispanic Civilization
Development of the Spanish pattern of civilization from pre-Roman times to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 3211) 3 credits

SPAN 3302 Spanish-American Civilization
Evolution of the Spanish-American pattern of civilization from the pre-Hispanic period to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 3212) 3 credits

SPAN 3319 (LALS 3319) Issues in Latin American Popular Culture
Focused on the intersections of gender, race and class in the context of Latin American popular cultural production. Incorporates a number of different disciplines, including film, fiction, dance, music and art. The student will develop and awareness of the social and historical contexts in which manifestations of popular culture have developed in various regions of Latin America. Readings will focus on the analysis of popular representations of history, gender, sexuality, racial and religious hybrid identities, tradition, modernity, social class, and religion. Reading materials, class discussions, exams, and term papers will be in English, but Spanish majors and minors, and native Spanish speakers will be encouraged to write in Spanish, and read Spanish translations when available. 3 credits

SPAN 3321-3322, 4324-4325 Special Topics in Hispanic Civilization
Issues of current interest to the study of Hispanic civilization. Varying topics focus on regions, periods, and lesser-taught aspects of Spanish (Peninsular), Latin American and USA Latino culture. Conducted in Spanish. Prerequisite: SPAN 2002 or permission of the department. (Formerly SPAN 2213-2216) 3 credits each

SPAN 3601 Spanish and Latin American Cinema
Development of proficiency in the Spanish language through the screening and analysis of critically acclaimed and selected Spanish and Latin American films. Focuses on film as a major expression of Spanish and Latin American culture. Readings and discussions relative to their historical, social, political, aesthetic, literary and linguistic contexts. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 2711) 3 credits each

SPAN 4111 Business Spanish: Correspondence
Practice in contemporary business, administrative and personal correspondence in Spanish. Conducted in Spanish. Prerequisite: SPAN 3002, 3012 or 3102 or permission of department. 3 credits
Spanish Literature

SPAN 3324 (LALS 3324) Classics of Latin American Literature in Translation
The study of selected great works of the late 19th and 20th century Latin American literature. Insight of Latin American history as reflected in these texts. Conducted in English. 3 credits

SPAN 3402 Introduction to Hispanic Literary Studies
Study of literary genres, concepts, periods and movements in relation to Spanish Peninsular and Spanish-American literature. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3012 or SPAN 3102 or permission of department. (Formerly SPAN 3311) 3 credits

SPAN 3403 Masterpieces of Spanish Literature I
Selected literary works from Spain and Spanish America up to the 18th century. (Formerly SPAN 3301) 3 credits each

SPAN 3404 Masterpieces of Spanish Literature II
Selected literary works from Spain and Spanish America from the 19th century to the present. (Formerly SPAN 3302) 3 credits each

SPAN 3491 (LALS 3401/ENGL 3404) U.S. Latina/Latino Literature
A survey of the literature written by Latina/Latino authors in the United States. Reading materials, class discussions, exams, and term papers will be in English, but Spanish majors and minors, and native Spanish speakers will be encouraged to write in Spanish, and read Spanish translations when available. (Formerly SPAN 3401) 3 credits

SPAN 4401 Medieval and Renaissance Spanish Literature
Outstanding Spanish literature from its beginning to the 16th century. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4311) 3 credits

SPAN 4411 Spanish Golden Age Drama and Poetry
Outstanding Spanish playwrights and poets of the 16th and 17th centuries. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4312) 3 credits

SPAN 4412 Spanish Golden Age Prose
Outstanding Spanish prose writers of the 16th and 17th centuries, with emphasis on Cervantes and the picaresque. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4313) 3 credits

SPAN 4421 Romantic and Realistic Spanish
Major Spanish writers of the 19th century. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4317) 3 credits

SPAN 4431 Modern Spanish Literature
Representative Spanish writers of the Generation of 27 and post- Civil War period. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4317) 3 credits

SPAN 4433 Generation of 1898 and Modernism
Representative Spanish writers of the 19th and early 20th centuries. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4315) 3 credits

SPAN 4461 Spanish-American Narrative I
Development of the Spanish-American novel and short story from the colonial period up to the Boom. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4318) 3 credits

SPAN 4462 Spanish-American Narrative II
Study of the Spanish American novel and short story from the Boom to the present. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4320) 3 credits

SPAN 4463 Spanish-American Theater
Development of the Spanish-American theater from the colonial period to the present. Study and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4321) 3 credits

SPAN 4465 Spanish-American Essay
Study of the Spanish-American essay. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4322) 3 credits

SPAN 4466 Spanish-American Poetry
Development of Spanish-American poetry from the colonial period to the present. Study and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4323) 3 credits

SPAN 4471 Spanish Literature of the Caribbean
Representative authors from Cuba, the Dominican Republic and Puerto Rico. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4324) 3 credits

SPAN 4801-4803 Studies in Spanish Literature
(Formerly SPAN 4391-4393) 3 credits each

SPAN 5401-5404 Spanish Seminar
Study of a special topic announced by the department including Study Abroad. Conducted in Spanish. Permission of department. (Formerly SPAN 5391-5394) 1/2/3 credits

Spanish Study Abroad
SPAN 2701 Study Abroad in Alicante, Spain
Course designed for Intermediate-Low level students. Held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on everyday situations. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 1002 or permission of the Program Director. 3 credits
SPAN 2702 Study Abroad in Alicante, Spain
Course designed for Intermediate-Mid level students as a continuation of SPAN 2701. Held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on everyday situations. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 1002 or permission of the Program Director. 3 credits

SPAN 3701 Study Abroad in Alicante, Spain
Course designed for Advanced level students. Course held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on Spanish Civilization and Literature. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 2002 or permission of the Program Director. 3 credits

Other Modern Language Courses
MOLG 3321 Special Topics in Modern Languages
Issues of current interest to the comparative study of French, Italian, Spanish, or Latin-American civilizations. Varying topics focus on region, periods and aspects of these cultures. 3 credits.

MOLG 4324 Special Topics in Modern Languages
Issues of current interest to the comparative study of French, Italian, Spanish, or Latin-American civilizations. Varying topics focus on region, periods and aspects of these cultures. 3 credits.

Department of Philosophy
Fahy Hall
(973) 761-9480
www.shu.edu/academics/artsci/philosophy

Faculty: Couch (Director, Liberal Studies Program); Mayhew; Medina; O’Connor; Ranieri; W. Smith; Stark (Director of Environmental Studies Program); Unna (Chair); Zakhem

Faculty Emeriti: Anderson; Barral; Dalcourt; Hakim; Herrera; Murphy; Radtke

The Department of Philosophy provides a program leading to the degree of Bachelor of Arts. The program offers the opportunity for examining major philosophers and areas from ancient times to the present. These include issues that are matters of continuing human concern: Is there a God? What is knowledge and how is it acquired? What is the basis of right and wrong? What is the most just form of government? Is my behavior genuinely free or determined by prior causes? The study of philosophy helps students to understand these kinds of fundamental issues and provides the critical skills needed to examine them.

The major provides students with excellent preparation in the field. Students receive strong training in analytical and writing skills and a broad knowledge of the subject. The flexible structure of the program also enables students to focus on their particular area of interest. In addition to courses available in the history of Ancient and Modern Philosophy, there are courses in Ethics, Logic, Philosophy of Religion, Political Philosophy, Theory of Knowledge, Contemporary Philosophy, Philosophy of Science, and Existentialism.

International Honor Society in Philosophy
Phi Sigma Tau, Local Chapter: New Jersey Eta (3107)

Students are eligible to apply for membership if they have completed 12 credits in philosophy with a 3.5 GPA and a 3.0 GPA overall.

Major Program

In conjunction with meeting the standards and requirements of the College of Arts and Sciences, the philosophy major consists of 30 credits. Students work out the details of their course of study in consultation with the chairperson who may modify the program in view of a student’s interest and objectives. Majors are required to maintain a minimum GPA of 2.5.

Philosophy Major Requirements (30 credits):
I. Any two of the following courses are required:
   PHIL 1101 Introduction to Philosophy
   PHIL 1104 Logic
   PHIL 1105 Ethics
II. Five courses at the PHIL 2000 level
   Note: With the permission of the chairperson a student may substitute one related 3 credit course from another discipline.
III. Three courses at the Phil 3000 level:
   Note: Students must complete 6 credits at the Phil-2000 level before taking any 3000 level courses.
IV. Students who intend to do graduate work in Philosophy are directed to take 7 of the following 8 courses in addition to the 3 required 3000 level courses:
   A. Two courses from this section
      PHIL 1104 Logic or PHIL 1204 Symbolic Logic
      PHIL 1105 Ethics or PHIL 2250 Moral Theories
   B. Any three of the following four history of philosophy courses:
      PHIL 2020 Ancient Philosophy
      PHIL 2030 Medieval Philosophy
      PHIL 2040 Modern Philosophy
      PHIL 2050 Contemporary Philosophy
   C. Both of these courses
      PHIL 2500 Epistemology
      PHIL 2950 Metaphysics
Minor Programs

The philosophy minor and the philosophy minor in ethics and applied ethics require students to complete a minimum of 18 credits according to the distribution given below. Each student’s program is worked out in consultation with the chairperson.

Philosophy Minor Requirements:
I. Two courses at the 1000 level
II. Three courses at the 2000 level
   Six credits at the 2000 level must be completed before a student may take any course at the 3000 level.
III. One course at the 3000 level

Philosophy Minor in Ethics and Applied Ethics

The philosophy minor in ethics and applied ethics is for students who are interested in exploring important domestic and/or global ethical issues and problems that affect people’s well being in the social, political, legal, or economic realm.

A. Students must take PHIL 1105 Ethics and one of the following courses (6 credits):
   PHIL 1101 Introduction to Philosophy
   PHIL 1125 Business Ethics
   PHIL 1155 Ethics and International Affairs
   RELS 1502 Contemporary Moral Values

B. Students must take three of the following courses (9 credits):
   PHIL 2100 Modern Society and Human Happiness
   PHIL 2110 (WMST 2110) Feminist Theories
   PHIL 2115 (ENVL 2115) Environmental Ethics
   PHIL 2130 Ethical Issues in Health Care
   PHIL 2140 Political Philosophy
   PHIL 2150 Philosophy of Law
   PHIL 2205 Moral Theories
   PHIL 2120 Freedom in a Technological Age

Note: Students may substitute a 2000 level course with one of the following courses or any other relevant course with the approval of chairperson.

   COMM 2134 Communication Ethics
   RELS 2520 (CAST 2520) Catholic Social Teaching
   ANTH 3215 Human Rights and Social Justice
   DIPL 4106 Human Rights

C. Students must take one of the following 3000 level philosophy courses with an emphasis on its ethics component (3 credits):
   PHIL 3000 Plato
   PHIL 3005 Aristotle
   PHIL 3010 St. Augustine
   PHIL 3015 St. Thomas Aquinas
   PHIL 3060 Spinoza
   PHIL 3070 Kant

Course Descriptions

PHIL 1101 Introduction to Philosophy
Exploration of basic issues in philosophy through study of primary sources. Topics approached thematically and historically. 3 credits

PHIL 1102 Philosophy and the Classical Mind
The development of western philosophy from its origin with the ancient Greeks to 1450 A.D., as seen against the background of the history of the Western culture. 3 credits

PHIL 1103 Philosophy and the Modern Mind
The development of modern western philosophy, considered in its complex interrelations with the scientific, social and ideological transformations of the 600 years from the Renaissance to the present. 3 credits

PHIL 1104 Logic

PHIL 1105 Ethics
The functions and methods of moral philosophy. A comparison of the major ethical theories. Analysis of a wide range of common moral issues. 3 credits

PHIL 1107 Self and Community: Philosophy in Theory and Practice I
A service learning course providing opportunity to combine community-based fieldwork with the study of classical and contemporary philosophy. Theme of the course is the relationship between individual and society. 4 credits

PHIL 1108 Self and Community: Philosophy in Theory and Practice II
A service learning course providing opportunity to combine community-based fieldwork with the study of classical and contemporary philosophy. Theme of the course is the relationship between individual and society. PHIL 1107 and PHIL 1108 together form a one-year, 8-credit sequence. 4 credits

PHIL 1125 Business Ethics
Overview of important moral, social and political issues involving the business world at large. Emphasis on the application of traditional ethical theories to business practices. 3 credits

PHIL 1155 Ethics and International Affairs
Systematic study of ethics in international affairs, in context of classical and contemporary moral and political theories. Particular emphasis on the relevance of justice, distributive justice in particular, to the behavior of nations and international organizations and assessment of that behavior. 3 credits

PHIL 1204 Symbolic Logic
Propositional logic; predicate logic; modal logic. Topics in the philosophy of logic. 3 credits
PHIL 1251 (AFAM 2416) African Cultural Philosophy
A survey of the philosophy and world views of representative Black thinkers and cultures from ancient Africa through the contemporary societies of Africa and its Diaspora. 3 credits

Advanced General

PHIL 2020 Ancient Philosophy
Review of the major philosophies of the ancient world from the pre-Socratics to the Stoics. Emphasis on Plato and Aristotle. 3 credits

PHIL 2030 Medieval Philosophy
The transition from late antiquity to the medieval period; Christianity, Neoplatonism and Gnosticism; readings from the major philosophers of the Middle Ages, (e.g., Augustine, Anselm, Bonaventure, Aquinas), as well as Jewish and Islamic thinkers of the period. 3 credits

PHIL 2040 Modern Philosophy
The development of philosophy through the 17th, 18th and 19th centuries, with emphasis upon the distinctively modern approaches to central issues in epistemology, metaphysics and political theory. The nature of modernity and its contemporary legacy. 3 credits

PHIL 2050 Contemporary Philosophy
Development of philosophy through the 20th century, with emphasis on analytic philosophy, phenomenology, existentialism, pragmatism and recent post-analytic and post-modern developments. 3 credits

PHIL 2065 American Philosophy
Pre- and post-colonial philosophical-theological thought: New England transcendentalism; pragmatism of Pierce, James and Dewey; philosophy in America today. 3 credits

PHIL 2080 Philosophical Anthropology
The study of various theories regarding the origins of the universe, life and the human race: mainly creationism, evolution, and abiogenesis. The three types of life on earth will be examined with emphasis on human life, powers, and destiny. 3 credits

PHIL 2090 Philosophical Psychology
The main theories of human nature and functioning from Plato to contemporary thinkers. 3 credits

PHIL 2095 (ENGL 3610) Existentialism in Literature
Existential traits in great world literary figures from Dostoyevsky, Kierkegaard and Nietzsche to the contemporary world of philosophy, literature and art as expressed by Camus, Satre and representatives of the Theater of the Absurd. 3 credits

PHIL 2100 Modern Society and Human Happiness
Reflection upon the meaning of the good life through study of selected classical and contemporary thinkers. Emphasis upon the concept of the good life in a contemporary American context. 3 credits

PHIL 2110 (WMST 2110) Feminist Theories
Examination of the wide range of theories and perspectives that constitute feminism today. Three main parts: historical overview of the development of feminist thinking; analysis of major feminist theories; and examination of the intersections between traditional philosophy and feminist thinking. Prerequisite: One of the following: PHIL 1101, 1104 or 1105. 3 credits

PHIL 2115 (ENVI 2115) Environmental Ethics
Examination of current theoretical and practical issues in the field of environmental ethics, among them, obligations to future generations, human relationships to nature and pollution. 3 credits

PHIL 2120 Freedom in a Technological World
This course investigates philosophical conceptions of technology as well as the role technology plays in shaping our conceptions of the world, self, others, and society. Particular attention will be paid to the ethical implications of modern technology vis-à-vis a normative discussion of some of the following topics: virtual reality, cybernetic organisms, enhancement technologies, video games, computing, the Internet, surveillance technologies, environmental technologies and technology and politics. 3 credits

PHIL 2130 Ethical Issues in Health Care
Survey course examining ethical issues that arise in health care. Issues will include informed consent, the definition of death, euthanasia and physician assisted suicide, foregoing life-sustaining treatment, assisted reproductive technologies and justice in health care. 3 credits

PHIL 2140 Political Philosophy
Critical assessment of the nature of western political thought. What is political philosophy? What are the differences, if any, among political philosophy, political theory and the history of political thought? How should we read a political text? An in-depth exploration of one or several of the following concepts: authority, liberty, justice, legitimacy, political obligation, anarchy and the concept of the political itself. 3 credits

PHIL 2150 Philosophy of Law
Critical assessment of the concept of law. What is the nature of law? Examination of the differences among natural law, legal positivism, legal realism and critical legal studies. Topics covered include legal reasoning, law and morality, law and liberty and constitution law. 3 credits

PHIL 2160 (CAST 2160) 19th and 20th Century Catholic Thinkers
Introduction to important issues in 19th and 20th century philosophy as approached and dealt with by notable Catholic thinkers. Through examination of their works, the course explores relations between religious beliefs and both modern and contemporary philosophy, and indicates the enduring relevance of the Catholic philosophical tradition. 3 credits

PHIL 2170 Philosophy of Religion
PHIL 2175 Philosophy of Death
Attitudes toward death: acceptance or is it an evil? Cross-cultural and historical. The death of children, parents, spouse; grief and bereavement; role of the mortician; suicide and euthanasia; old age and the art of dying; the Hospice movement; immortality. 3 credits

PHIL 2185 Philosophy of Love and Sex
This course consists of a survey of the history of theories of love and sex, from the ancient Greeks to the present; an investigation of selected contemporary issues; a look at ideas about love and sex in classical and contemporary literature and film. 3 credits

PHIL 2190 Philosophy of History
Investigation, in historical perspective, of philosophies of history beginning with Augustine and ending with Marx, covering other figures such as Joachim of Fiore, Hildegard of Bingen, J. B. Vico, Hegel and Comte. 3 credits

PHIL 2195 East Asian Philosophy
Basic concepts and ways of thinking of some eastern philosophies including Buddhism, Taoism and Confucianism; readings from their sacred texts. Comparisons and contacts with the ways of thinking of western philosophy. 3 credits

PHIL 2200 Philosophy of Art
Historic and thematic study of theories of aesthetics, including those of Greece. Emphasizes modern and contemporary views of beauty and art in the variety of individual and social expression. 3 credits

PHIL 2250 Moral Theories
Exposition and critical evaluation of moral theories and concepts from ancient times to the present. Analysis of the challenge presented by the history of science to positivist and empiricist accounts of scientific inquiry. 3 credits

PHIL 2300 Plato
Introduction to the thought of Plato through a close reading of one of his works. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 2305 Aristotle
A seminar on selected issues in Aristotle’s philosophy through a close reading of one or more of his works. 3 credits

PHIL 2310 St. Augustine
Consideration of the major works and ideas of Augustine; his life, historical context and major contributions to western philosophy, religion and culture. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 2320 Marxism
Lives and works of Marx, Engels and Lenin. Analysis of their main ideas; recent developments in Marxist philosophy in America, Latin America and abroad. Evaluation and application. 3 credits

PHIL 2320-2325 Special Topics In Philosophy
Focuses on a particular philosophical theme, topic or thinker chosen by instructor. 3 credits

PHIL 2950 Metaphysics
Reflection on the meaning of human existence and our place in reality. Consideration of the nature of the real and our ability to know it. Primary focus on contemporary thinkers who have dealt with these questions. 3 credits

PHIL 2991 Independent Study
1 credit

PHIL 2995-2999 Independent Study
Study of a specific philosophy or philosophical theme, not studied or not studied in depth in the regular philosophy courses. (Under guidance of a faculty member and with permission of chair). 3 credits

PHIL 3000 Plato
A seminar on selected issues in Plato’s philosophy through a close reading of one or more of his works. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3005 Aristotle
A seminar on selected issues in Aristotle’s philosophy through a close reading of one or more of his works. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3010 St. Augustine
Consideration of the major works and ideas of Augustine; his life, historical context and major contributions to western philosophy, religion and culture. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3015 St. Thomas Aquinas
Historical background; life and achievements of Aquinas, analysis of the main themes of his philosophy, development and influence of Thomistic philosophy, its continuing relevance. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3060 Spinoza
Introduction to the thought of Spinoza through the study of the Ethics and the Tractatus Theologico-politicus. Historical, religious and cultural background. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3070 Kant
A close reading and analysis of selected works by Kant will serve as the basis for a critical discussion of his answers to three major questions: What can I know? What should I do? For what may I hope? Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3900 Research Seminar
Primarily for philosophy majors. Intensive study revolving around topic/theme chosen by instructor. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits

PHIL 3950 Faith and Reason Seminar
Explores the relationship between faith and reason, theology and philosophy, revelation and natural knowledge. Considers whether faith and reason are similar, separate, opposed or complementary. Prerequisites: 6 credits of philosophy at the 2000 level. 3 credits
Department of Physics
McNulty Hall (Science and Technology Center)  
(973) 761-9050
artsci.shu.edu/physics

Faculty: Constantin; Kim; Sahiner (Chair); Seth; Shojania-Feizabadi; Yurko

Faculty Emeriti: Schleifer; Stamer

The Department of Physics offers major programs of study leading to the degree of Bachelor of Science (B.S.) and the degree of Bachelor of Arts (B.A.). The department provides students with a comprehensive grounding in the laws governing the behavior of matter. The intimate relationship between theory and experiment, and the open, dynamic character of physics are stressed. Topics of current interest in fundamental physics and modern technology receive special emphasis.

Students majoring in physics may choose one of the following three options leading to the degree of Bachelor of Science (B.S.):

1. Applied Program for students desiring a conventional program in physics to be followed by graduate work in physics or a related field;
2. Industrial Program for those who intend to seek employment in industry or government, or those considering a career in secondary education;
3. Five-Year Dual Degree (Physics/Engineering) Program This program, ideal for technically oriented students, is conducted jointly with the New Jersey Institute of Technology (NJIT) and leads to a B.S. degree in physics from Seton Hall University and a B.S. degree in biomedical, mechanical, electrical, industrial, computer or civil engineering from NJIT. Students spend three years at Seton Hall and two years at NJIT. Please see the Engineering Degree Program in Collaboration with NJIT on page 226 of this catalogue.

The Bachelor of Arts (B.A.) program is ideal for those who intend to seek employment in secondary education and those who wish to study physics and pursue professional careers in such fields as business, law, and allied health.

The sequence and diversity of courses for all students will be worked out in consultation with a department adviser who may modify the program in view of each student’s background and objectives.

Bachelor of Science (B.S.) Degree Program

In addition to meeting the core curriculum requirements of the College of Arts and Sciences, each degree candidate must complete at least 68 hours (30 hours for Five-Year Dual Degree Physics/Engineering Program) of the following coursework for the first three years. Students must complete six credits at the 2000 level before taking any 3000-level courses.

Physics Core Requirements Credits
PHYS 1705-1706 Principles of Physics I-II 6
PHYS 1815-1816 Physics Laboratory and Data Analysis I-II 3
PHYS 2112 Physical Applications of Mathematical Techniques 4
PHYS 2185 Introductory Modern Physics 4
PHYS 2186 Waves and Oscillations 3
PHYS 2883 Electronics I 3
PHYS 3119 Mathematical Methods of Physics I 4
PHYS 3121 Mechanics I 3
PHYS 3185 Electricity and Magnetism I 3
PHYS 3217 Modern Optics 3
PHYS 3811-3815 Advanced Laboratory I-II 6
PHYS 4811-4815 Advanced Laboratory III-IV 6

Other Required Courses
CHEM 1123-1124 General Chemistry I-II 6
CHEM 1125-1126 General Chemistry Lab I-II 2
MATH 1401-2411 Calculus I-III 12
CSAS 1113 Computing for Science Majors 4

Students intending to pursue graduate work must take a minimum of 12 elective credits from the following list. Students should select courses in consultation with their departmental adviser.

CHEM 3411 Physical Chemistry I 3
PHYS 3122 Mechanics II 3
PHYS 3186 Electricity and Magnetism II 3
PHYS 4211-4212 Quantum Mechanics I-II 3-6
PHYS 4219 Statistical Physics 3

A student planning industrial employment must take the following:
CHEM 2215 Analytical Chemistry I 4
PHYS 2894 Electronics II 3
Bachelor of Arts (B.A.) Degree Program

In addition to the courses needed to satisfy the College of Arts and Sciences Core Curriculum requirements, each student in the Physics B.A. program is required to satisfy physics requirements as are listed below for a total of at least 53 credits. Additionally, students are recommended to take specialized elective courses depending on their career paths.

B.A. Degree Requirements Credits
PHYS 1705-1706 Principles of Physics I-II 6
PHYS 1815 Data Analysis Physics Laboratory I 2
PHYS 1816 Data Analysis Physics Laboratory II 1
PHYS 2112 Physical Applications of Mathematical Techniques 4
PHYS 2185 Introductory Modern Physics 4
PHYS 2186 Waves and Oscillations 3
PHYS 2883 Electronics I 3
PHYS 3811-3815 Advanced Laboratory I-II 4
MATH 1401-2411 Calculus I-III 12
CHEM 1107 Principles of Chemistry I 4
CHEM 1108 Principles of Chemistry II 5

Plus any two 3000-level physics courses from the following list:
PHYS 3119 Math Methods 4
PHYS 3121 Mechanics I 3
PHYS 3185 Electricity and Magnetism I 3
PHYS 3217 Modern Optics 3

Model program for B.S. (Physics, Physics/Engineering) and for B.A. Physics:

First Year
Fall Semester
PHYS 1705 Principle of Physics I 3
PHYS 1815 Data Analysis Physics Laboratory I 2
MATH 1401 Calculus I 4
ENGL 1201 Core English I 3

Spring Semester
PHYS 1705 Principle of Physics II 3
PHYS 1816 Data Analysis Physics Laboratory II 1
MATH 1411 Calculus II 4
ENGL 1202 Core English II 3

Second Year
Fall Semester
PHYS 2883 Electronics I 3
PHYS 2185 Introductory Modern Physics 4
MATH 2411 Calculus III 4
CHEM 1107* Principles of Chemistry I 4
or CHEM 1123/1125* General Chemistry I and Lab 4

* B.A. students take CHEM 1107; B.S. students take CHEM 1123/1125.

Spring Semester
PHYS 2186 Waves and Oscillations 3
PHYS 2112 Physical Applications of Mathematical Techniques 4
CHEM 1108* Principles of Chemistry II 5
or CHEM 1124/1126* General Chemistry II and Lab 4

* B.A. students take CHEM 1108; B.S. students take CHEM 1124/1126.

Third Year
Fall Semester
PHYS 3119 Math Methods 4
PHYS 3121 Mechanics I 3
PHYS 3185 Electricity and Magnetism I 3
PHYS 3217 Modern Optics 3

Spring Semester
PHYS 3217 Modern Optics 3
PHYS 3122 Mechanics II 3
PHYS 3812 Advanced Laboratory II 2
Elective Courses (see below) 3

Fourth Year
Fall Semester
PHYS 4812 Advanced Laboratory III 2
Elective courses (see below)

Spring Semester
PHYS 4815 Advanced Laboratory IV 2
Elective courses (see below) 3

The following electives are recommended:
BIOL 1201 General Biology I
BIOL 1202 General Biology II
CHEM 2321 Organic Chemistry I
CHEM 2315 Organic Chemistry I Lab
CHEM 2322 Organic Chemistry II
CHEM 2316 Organic Chemistry II Lab
CLAS 1314 Scientific Terminology
CSAS 1113 Introduction to Computer Science I
ENGL 3513 Scientific and Technical Writing
MATH 2111  Statistics for Science Majors  
(Prerequisite: MATH 1401)  
PHIL 2700  Philosophy of Science  
PHYS 2894  Electronics II  
PHYS 3186  Electricity and Magnetism II  
PHYS 4211  Quantum Mechanics I  
PHYS 4212  Quantum Mechanics II  
PHYS 4219  Statistical Physics

Physics Minor

The physics minor requires a minimum of 18 credits as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Descriptions</th>
</tr>
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</table>
| 6       | 1. Basic Principles of Physics  
PHYS 1701-1702 or PHYS 1705-1706 |
| 2-3     | 2. Laboratory Component  
PHYS 1811-1812 or PHYS 1815-1816 or PHYS 2883 |
| 4       | 3. Principles of Modern Physics  
PHYS 2185 Introductory Modern Physics |
| 6-8     | 4. Specialized Electives  
PHYS 2112, 2186, 2883, 2894, 3121-3122,  
3185-3186, 3217, 4219 or 4211 |

Course Descriptions

ERTH 1019 (ENVL 1019) Introduction to Geology  
Descriptive survey of the science of the earth; the composition of the earth; weathering and erosion; the formulation and movement of glaciers; the origin of mountains, volcanoes, earthquakes and deserts; and geological history of the earth. Field trips when possible.  
3 credits  
PHYS 1001 Introduction to Physical Science  
For non-science students. Emphasis on concepts and methods of physical sciences. Topics range from gravitation and astronomy to modern scientific frauds.  
3 credits  
PHYS 1007 Introduction to Astronomy  
Survey of the historical development and current status of astronomy. The solar system, stars and galaxies, quasars, pulsars, black holes and models of the universe and its history. Eight-inch and 16-inch telescopes are used for observation on clear nights.  
3 credits  
PHYS 1701-1702 General Physics I-II  
Mechanics, sound and heat, elementary electricity and magnetism, optics and elementary modern physics. Corequisite: MATH 1401-1411 or MATH 1015, and PHYS 1811-1812.  
3 credits each  
PHYS 1705-1706 Principles of Physics I-II  
Vectors, kinematics and dynamics, heat and thermodynamics, electricity and magnetism, introduction to Maxwell’s equations, physical and geometrical optics and elementary modern physics. Corequisite: MATH 1401-1411 or permission of instructor, and PHYS 1815-1816.  
3 credits each  
PHYS 1811-1812 Physics Laboratory I-II  
Experiments in mechanics, sound, heat, light, electricity, and magnetism and radiation. Statistical analysis. Corequisite: MATH 1401-1411 or MATH 1015, and PHYS 1701-1702 or PHYS 1705-1706.  
1 credit each  
PHYS 1815 Physics Laboratory and Data Analysis I  
Scientific programming with applications to data analysis in addition to all experiments in PHYS 1811. Additional topics include linear regression and numerical integration. Corequisite: MATH 1401 and PHYS 1705.  
2 credits  
PHYS 1816 Physics Laboratory and Data Analysis II  
See PHYS 1812 Data analysis involves programs discussed in PHYS 1815. Prerequisite: PHYS 1815. Corequisite: MATH 2411 and PHYS 1706.  
1 credit  
PHYS 2112 Physical Applications of Mathematical Techniques  
Selected applications of differential equations, vectors, matrices and determinants, Sturm-Liouville theory and orthogonal functions, numerical analysis, and probability and statistics to the physical sciences. Prerequisite: MATH 2411 and PHYS 1706.  
4 credits  
PHYS 2185 Introductory Modern Physics  
Special relativity, kinetic theory and thermodynamics, early quantum theory, atomic models, particle physics. Prerequisite: a year of general physics. Corequisite: MATH 2411 or permission of instructor.  
4 credits  
PHYS 2186 Waves Oscillations  
Oscillations of particles and rigid bodies; vibrations and waves in one to three dimensions; sound and electromagnetic waves. Prerequisite: MATH 2411, PHYS 2185.  
4 credits  
PHYS 2883 Electronics I  
Circuit analysis; electronic instruments; digital and analog integrated circuits; microcomputer interfacing. One laboratory meeting per week. Prerequisite: a year of general physics. Corequisite: PHYS 2185.  
3 credits  
PHYS 2894 Electronics II  
Analog-to-digital and digital-to-analog circuits; assembly/high-level programming and interfacing; resonance; Fourier series. Laboratory included. Prerequisite: PHYS 2883.  
3 credits  
PHYS 3119-3120 Mathematical Methods of Physics I-II  
4 credits each  
PHYS 3121-3122 Mechanics I-II  
Newtonian mechanics; particle motion in one, two and three dimensions; systems of particles; rigid body motion; gravity; introductory Lagrangian formalism; small vibrations; special relativity; mechanics of continuous media. Prerequisite: PHYS 2186.  
3 credits each
PHYS 3185-3186 Electricity and Magnetism I-II
Boundary value problems in electrostatics and magnetostatics; Maxwell’s equations in differential form; time-dependent fields; plasma physics; radiation. Prerequisite: PHYS 2186. 3 credits each

PHYS 3217 Modern Optics
Mathematics of wave motion; physical optics, including polarization, diffraction and interference. Selected topics of current interest; fiber optics, integrated optics, lasers, holography and the principles of spectroscopy. Prerequisite: PHYS 2186. 3 credits

PHYS 3811-3812, 3814-3815 Advanced Laboratory I-II
PHYS 3811 and PHYS 3814 together cover a set of historically important experiments. PHYS 3812 and PHYS 3815 cover these same experiments to greater depth with additional topics. Prerequisites: PHYS 2883. Fall Semester: PHYS 3811 (1 credit), 3812 (2 credits). Spring Semester: PHYS 3814 (1 credit), 3815 (2 credits). 1-4 credits

PHYS 4211-4212 Quantum Mechanics I-II
Wave mechanics in one and three dimensions, hydrogen atom, spin, exclusion principle and multi-electron atoms in external fields. Time-independent and time-dependent perturbation theory with applications, scattering theory. Prerequisites: CHEM 3412 or PHYS 2186; PHYS 3185. 3 credits each

PHYS 4219 Statistical Physics
Kinetic theory; quantum statistics; systems of interacting particles. Applications to solids. Prerequisite: PHYS 2186. 3 credits

PHYS 4289 Research in Physics
1 credit

PHYS 4290-4291 Research in Physics I-II
Introduction to the methods of original investigation in experimental or theoretical physics. (For selected seniors majoring in physics.) 2-3 credits

PHYS 4811-4815 Advanced Laboratory III-IV
Supervised research. Fall semester: PHYS 4811 (1 credit), PHYS 4812 (2 credits). Spring semester: PHYS 4814 (1 credit), PHYS 4815 (2 credits). Prerequisite: Permission of the instructor.
Department of Political Science
Jubilee Hall
(973) 761-9383
www.shu.edu/academics/artsci/political-science

Faculty: Akonor; Fisher; Formicola; Haleem; Marbach; Mirabella; Mott; Pallitto; Taylor; Togman (Chair)
Faculty Emeriti: Adinaro; Boutilier; Connors; Dunham; Manley

The Department of Political Science offers a program of study leading to the degree Bachelor of Arts. The department offers training in the areas of United States government and politics, urban affairs, public and nonprofit administration and public policy, comparative politics and institutions, international organization and relations, political theory, and behavior and public law.

The major program provides students with a basic education in the ideas, institutions and processes of politics and government, and provides preparation for careers in law, government service, the nonprofit sector, public affairs and the private sector of the United States economy. To be aware of the intricacies of government regulations and policies that affect their businesses, most major commercial and industrial firms need personnel who are knowledgeable in public affairs. Public sector employment continues to be a major source of careers for students with a background in political science. In addition, a prime area for students of public affairs is the nonprofit service sector.

The Department of Political Science also offers a minor in Nonprofit Studies, the American Humanities Certificate, and a five-year dual degree (B.A./M.P.A.) with the Department of Public and Healthcare Administration. (See page 225 for five-year programs).

The Washington Center for Internships and Academic Seminars

In partnership with The Washington Center for Internships and Academic Seminars, an educational nonprofit organization, the Department of Political Science offers undergraduate students an opportunity to complete an internship and coursework in Washington, D.C. for academic credit. Students select their internship placement from thousands of organizations in government, business and the non-profit sector. As part of their experience, students attend weekly seminars conducted by highly qualified faculty, providing them with the opportunity to further their understanding of the relationship between theory and practice. Interns also participate in The Leadership Forum, a public policy speaker series with distinguished leaders including cabinet members, members of Congress, journalists, and others.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in political science. The sequence and diversity of courses for all students will be worked out in consultation with a department adviser, who may modify the program in view of each student’s background and objectives. Students are expected to acquaint themselves with the concepts and methods of related social science disciplines and to develop other skills requisite for the successful pursuit of their particular career objectives.

Department Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POLS 1211</td>
<td>United States Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1401</td>
<td>Western Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1611</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1711</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2910</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>POLS 5012</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>4 POLS classes at the 1000 or 2000 level</td>
<td>12</td>
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</tr>
<tr>
<td>2 POLS classes at the 3000 level</td>
<td>6</td>
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<tr>
<td>Total: 36</td>
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</table>

Model Program

First-Year Requirements:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>POLS 1211</td>
<td>United States Politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 1203</td>
<td>Statistical Models for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>POLS 1611</td>
<td>Comparative Politics</td>
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Second-Year Requirements

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>POLS 1401</td>
<td>Western Political Thought</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>POLS 1711</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>POLS 2910</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>POLS Elective at the 1000 or 2000 level</td>
<td>3</td>
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</table>

Third-Year Requirements

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>POLS Elective at the 1000 or 2000 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POLS Elective at the 1000 or 2000 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>POLS Elective at the 1000 or 2000 level</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>POLS Elective at the 3000 level</td>
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</table>
Fourth-Year Requirements

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>POLS 5012 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>POLS Elective at the 3000 level</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 36

Students should select 18 credits in political science electives. A maximum of six credits in internships or practicum courses may be applied toward the completion of the credit requirement for the major. Students must take at least two courses at the 3000 level.

Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement.

In addition, political science majors must complete MATH 1203 Statistical Models for the Social Sciences, to fulfill the core mathematics requirement for the College of Arts and Sciences.

Minor Program in Political Science

The minor in political science is open to all undergraduate students in the University who have an interest in political studies and wish to complement their own major with courses in government and politics. The minor consists of 18 credits distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>POLS 1211 United States Politics</td>
</tr>
<tr>
<td>12</td>
<td>Four POLS courses at the 1000- or 2000-level</td>
</tr>
<tr>
<td>3</td>
<td>One POLS course at the 3000-level</td>
</tr>
</tbody>
</table>

Total: 18

Minor Program in Nonprofit Studies

The minor in nonprofit studies is a program designed to prepare students for careers in management in the nonprofit sector, especially with agencies working with youth and social services. The nonprofit sector is growing by leaps and bounds, and the need for highly prepared professionals to lead nonprofits is also soaring. As government funding and programs are cut, there has been increased community dependence on nonprofits, more nonprofit involvement with vulnerable populations, and limited time and resources available to recruit qualified, new employees, particularly African Americans and Latinos.

The minor in nonprofit studies consists of 21 hours of directed study, including one core course, POLS 2120 The Nonprofit Sector, one course in nonprofit financial and fundraising management, POLS 2121, one course in organizational theory, one course in community and social issues, one course in management and one course in leadership from the following list. Students also will be required to complete an internship with a nonprofit organization. Student may apply a maximum of 6 credits from their major to the nonprofit studies minor (exclusive of internship experience).

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>POLS 2120</td>
<td>The Nonprofit Sector</td>
</tr>
<tr>
<td>POLS 2121</td>
<td>Financial and Fundraising Management in Nonprofit Organizations</td>
</tr>
</tbody>
</table>

Electives

Organizational Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTH 4114</td>
<td>Leadership, Management and Trends in Nursing</td>
</tr>
<tr>
<td>PSYC 1216</td>
<td>Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>SOCI 2314</td>
<td>Formal Organizations</td>
</tr>
<tr>
<td>(POLS 2115)</td>
<td>Theories of Organization: The Bureaucratic Phenomenon</td>
</tr>
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</table>

Community and Social Issues

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AFAM 2313</td>
<td>Black Politics</td>
</tr>
<tr>
<td>(POLS 2313)</td>
<td></td>
</tr>
<tr>
<td>IDNS 2001</td>
<td>Women and Health</td>
</tr>
<tr>
<td>NUTH 4115</td>
<td>Community Health Perspectives</td>
</tr>
<tr>
<td>PSYC 1212</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>PSYC 1213</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>PSYC 2216</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>SOCI 2513</td>
<td>Social Inequality</td>
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<tr>
<td>(WMST 2513)</td>
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<tr>
<td>SOWK 1311</td>
<td>Children and Youth in Society</td>
</tr>
<tr>
<td>SOWK 1911</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>WMST 1401</td>
<td>Women, Culture and Society</td>
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Leadership Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DIPL 3101</td>
<td>Concepts of Leadership</td>
</tr>
<tr>
<td>PHIL 1125</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>RELS 2520</td>
<td>Catholic Social Teaching</td>
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<tr>
<td>(CAST 2520)</td>
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</table>

Internships

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 2516</td>
<td>Nonprofit Practicum I</td>
</tr>
</tbody>
</table>

Certificate in American Humanics (24 Credits):

Students can elect to complete additional requirements to gain a certificate from American Humanics, a national alliance of colleges, universities and nonprofits that provides a national certification of nonprofit competencies for graduating students. In addition to Nonprofit Studies Minor requirements, American Humanics students participate in a national student conference and complete the Nonprofit Practicum II course (150 hour internship, 3 credits).
Course Descriptions

POLS 1111 Introduction to Public Policy
Explores the policy process, (i.e., the analytic techniques for setting the agenda, policy formulation, implementation and evaluation). The course emphasizes how to think about government policy. 3 credits

POLS 1211 United States Politics
Introduction to the institutions and processes of United States national government, its development as a constitutional system and the political culture of society in the United States. 3 credits

POLS 1401 Western Political Thought
Introduction to, and analysis of, the major questions that have challenged Western political thinkers. Selected writers will include Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. 3 credits

POLS 1611 Comparative Politics
Comparative approaches to the study of politics. Analysis of functions, experiences and institutions of political systems, Western and non-Western. 3 credits

POLS 1711 International Relations
Analysis of forces affecting relations between nations and other global actors, including world-level and regional-level intergovernmental organizations as well as religious organizations. Emerging nations and their impact on the international political system. 3 credits

POLS 2090-2094 Topics in Public Policy
Selected topics designated before the semester in the area of public policy. Topics vary from semester to semester. May be repeated for credit as the topic changes. 3 credits each

POLS 2110 Contemporary Issues in U.S. Public Policy
Overview of agenda setting, formulation, and implementation of public policies, including budgets, taxation, health, business regulation, civil rights and welfare. Students learn how political factors shape policy as well as learning techniques to analyze and evaluate these policies. 3 credits

POLS 2115 (SOCI 2314) Theories of Organization: The Bureaucratic Phenomenon
Nature of bureaucracy and its affect on personality, social relations, group dynamics and social change. Contemporary theories of public organizations, nonprofit and profit-focused entities and to the role of power in bureaucratic settings and exchanges. Understanding pathologies of organizations and approaches to organizational revitalization. 3 credits

POLS 2120 The Nonprofit Sector
Introduction to the important social, political and economic aspects of organizations and activities in the third or “independent” sector, which is neither government nor business. 3 credits

POLS 2121 Financial and Fundraising Management
Introduction to financial, budgetary and accounting issues in tax-exempt organizations, examines principles, techniques and issues surrounding resource development in nonprofit organizations, with an introduction to annual funds, capital campaigns and endowment support and an overview of grants and contracts including trends in grantmaking, grantwriting, funding source identification and relationship development with funders. 3 credits

POLS 2122 Public Administration
Introduction to the field through an exploration of historical development of public bureaucracies and the contemporary politics affecting their organization and operation. Students learn about the causes of bureaucratic malfunction and the strategies managers use to make bureaucracies function more efficiently and effectively. (Formerly POLS 1113) 3 credits

POLS 2190-2193 Topics in Public Administration
Selected topics designated before the semester in the area of public administration. Topics vary from semester to semester. May be repeated for credit as the topic changes. 3 credits each

POLS 2212 The United States Congress
Composition and political organization of the United States Congress. The committee system and the process of lawmaking and the political actors. Relations with other branches of government. 3 credits

POLS 2213 United States Presidency
Evolution of the office. Nomination and election of a president. Roles and responsibilities. Contemporary institutional critique. 3 credits

POLS 2214 United States Judicial System
Concepts of law and jurisprudence, functions and staffing of United States courts, state and federal. Strengths and weaknesses of the jury system. The Supreme Court, how it decides, impact of its decisions and the role of the court in United States constitutional law. Controversy over judicial review. 3 credits

POLS 2215 United States Parties and Interest Groups
Examines the structure, operation and interaction of the major political parties and their roles in electing local, state and national officials. It analyzes campaigning for public office, and the impact of interest group politics on the process. 3 credits

POLS 2225 State and Local Politics
Institutions and processes of U.S. government at the state, county and local levels. 3 credits

POLS 2226 Government and Politics of New Jersey
Structural study and functional analysis of state, county and local government in New Jersey. 3 credits

POLS 2229 (SOCI 2213, ANTH 2213) Introduction to U.S. Law
Explores the basis for United States law by examining various theories of jurisprudence, or philosophies of law, and the goals and objectives of law. Distinguishes law from other forms of social control, and looks at the impact of law on society. (Formerly POLS 1212) 3 credits

POLS 2290-2293 Topics in United States Politics
Selected topics designated before the semester in the area of United States politics. Topics vary from semester to semester as the department directs. May be repeated for credit as the topic changes. 3 credits each
POLS 2311 (AFAM 2213) Black Nationalism
Examines the philosophy of Black nationalism as it appears
in the writings and speeches of major leadership figures
in the African-American community in the 19th and 20th
Centuries. The nationalism of Martin R. Delany, Alexander
Crummell, Edward Wilmot Blyden, Bishop Henry McMeek
Turner, Booker T. Washington, W.E.B. Dubois, Marcus
Garvey, Honorable Elijah Muhammad and Malcolm X is
covered. 3 credits

POLS 2312 (AFAM 2212, HIST 3364) History of the Civil
Rights Movement
Review of major events and campaigns. The decade
1955-65 represents the temporal focus of the course, but
the movement’s 20th century antecedents and the period
between 1965-68 are discussed; the period within which
the movement was broadened in international perspective
and transformed into a struggle for human rights. Goals and
objectives of the struggle and the movement’s impact on
United States society are identified and evaluated. 3 credits

POLS 2313 (AFAM 2313) Black Politics
Analytical study of the impact of black participation in
United States political institutions and their responsiveness to
the political demands of the Black community. 3 credits

POLS 2326 (AFAM 2326) Development and Democracy
in Africa
Materialist analysis of problems associated with
underdevelopment in Africa. Origin and evolution of the
“anatomy” of underdevelopment through the concept
of “structured dependence.” Investigation of trade,
colonialization, foreign ownership of means of production
and dependence on the world market. Examination of
alternative development strategies, including socialist
planning. 3 credits

POLS 2327 (AFAM 2327, SOWK 2327) Organizing
Grassroots Communities
Methods of organizing Black communities to alter the
responsiveness of institutions, assume control of them, or
replace them. Heavy emphasis on the theories of power,
politics and community control along with practical
examples. 3 credits

POLS 2333 (AFAM 2333) Africa and the Global Political
Economy
This course will entail a critical assessment of the Africa’s
position internationally, and of the challenges, as well as
the opportunities, to African countries from current global
economic and political phenomena. The purpose of this
course is to analyze the foreign policy relations of African
States, in light of their position in the global division of labor
and their political, economic and ideological attributes.
3 credits

POLS 2411 (CLAS 2303, ARCH 2303) Politicians in
Antiquity
Topics in Greek and Roman political thought (democracy,
tyranny, electoral campaigning, trial by jury, class strife, etc.)
studied through political writings, historical evidence and
literary texts. 3 credits

POLS 2412 Modern Ideologies
This course is an evaluation of the various ideologies
that have influenced political thought and action in the
modern era. The content is introduced by an investigation
of modernity itself and the meaning associated with this
concept. Following this, the course reviews political ideologies (democratic theory, capitalism, anarchism, Marxism, socialism, fascism, religious fundamentalism). 3 credits

POLS 2414 United States Political Ideas
Introduction to major United States political theorists,
including representative thinkers such as Madison, Calhoun,
Thoreau, Sumner, Dewey, Kirk, Viererck, Marcuse and King.
3 credits

POLS 2420 Modern Political Theory
This course examines what constitutes our modern world and
political reality. It is difficult to disassociate modern political
theory from social, political and economic movements.
Modern ideas and systematic theories are bound tightly
to political action. Our work includes investigations of
anarchism, democratic theory, fascism and totalitarianism,
feminism, human rights and liberalism, libertarianism,
communism and socialism, and environmentalism. Issues
investigated include the rise of liberal democracy and its
critics, the impact of the industrial revolution on modern
politics, and how technological change and environmental
limitations have affected contemporary political thought.
3 credits

POLS 2490-2491 Topics In Political Theory
Selected topics designated before the semester in the area of
political theory. Topics vary from semester to semester. May
be repeated for credit as the topic changes. 3 credits

POLS 2512 Washington, D.C. Internship
Opportunity for the student to be an intern in a governmental
agency or nonprofit organization in Washington, D.C.
Students are placed in legislative, judicial or executive
branch agencies, depending on interests/career goals, and
work five days per week for one semester. 6 credits

POLS 2513 Washington, D.C. Research
Book critiques and a research paper that integrate information
the student gains in the classroom with fieldwork experience.
Supervised by the Seton Hall faculty liaison. 6 credits

POLS 2514 Washington, D.C. Seminar
Students attend a weekly seminar led by a professor
associated with the Washington Center for Internships and
prepare a seminar paper. 3 credits

POLS 2610 (WMST 2610) Women and Politics
The evolving legal, political and governmental positions
of women in the world. Cross-cultural implications of the
politicization of women. 3 credits

POLS 2611 (ASIA 3114) Asian Politics
Political systems and behavior in modern Japan, China, India
and Southeast Asia. 3 credits
POLS 2612 Western European Politics
The dynamics of politics and analysis of the evolution and present status of the political systems of selected European powers. 3 credits

POLS 2613 Russian Politics
An analysis of the Russian political system created from the disintegration of the Soviet empire. Focus is on the process of transforming Russia from a communist system to a democratic and capitalist state. 3 credits

POLS 2614 (LALS 2614) Latin American Politics
Basic forces conditioning the politics of the area. The variety of governmental structures and party systems in Mexico, South and Central America. 3 credits

POLS 2615 (AFAM 2312) African Politics
Examination of African political systems. The salient variables economic, social and political involved with discussion of specific experiences. Review of traditional background, colonial experience and post-independence era. 3 credits

POLS 2616 (ASIA 3131) Contemporary Chinese Politics
Analysis of the political system of China, present trends and future prospects. 3 credits

POLS 2690-2699 Topics in Comparative Politics
Selected topics designated before the semester in the area of comparative politics. Topics vary from semester to semester. May be repeated for credit as the topic changes. 3 credits each

POLS 2711 Foreign Policy in Middle East
This course provides an historical assessment and examines the nature and conduct of the United States in its foreign policy toward the Middle East, from 1945 to the present. Particular attention will be paid to development in the Middle East in the 21st Century, including the U.S. and its Middle Eastern allies, America and the war on terror, relations between various region’s nation-states, including Israel, and our role in the region post-9/11. 3 credits

POLS 2713 International Law
Evolution and basic concepts of international law. More specifically, cases involving conflict resolution, human rights and legal challenges to space, the sea and sovereignty are explored. 3 credits

POLS 2790-2792 Topics in International Relations
Selected topics designated before the semester in the area of international relations. Topics vary from semester to semester. 3 credits each

POLS 2910 (ENVL 2910) Research Methods
An introduction to social science research. Topics include problem selection and hypothesis formation and testing; research design; sampling; construction and administration of research techniques; elementary data analysis and ethical issues. Some statistical and computer applications. Prerequisite: For POLS majors only, MATH 1101 or MATH 1203, and POLS 1211, 1401, 1611 or 1711. 3 credits

POLS 3014 (ENVL 3014) Ecology and Politics
Explores the relationship between politics and environmental policy in the U.S. Looks at specific problems such as pollution, global warming, species depletion, land management and hazardous waste. Explores attempts by government and other interested parties to rectify these problems. 3 credits

POLS 3210 Constitutional Law
Approaches to Constitutional interpretation: Supreme Court decision making, Supreme Court as a small group. Fundamentals and principles of constitutional law. Illustrative case studies. 3 credits

POLS 3211 Civil Liberties
Casebook analysis of the constitutional rights of the individual. Selected topics from the first, fourth, fifth, sixth, eighth and 14th amendments. Emphasis on contemporary issues and perspectives. 3 credits

POLS 3212 United States Federalism
Examination of the nature of the Federal system, with historical origins, constitutional evolution and contemporary problem areas highlighted. 3 credits

POLS 3213 United States Political Behavior
Examination of topics such as voter turnout, political ideology, political sophistication, among others. Impact of party identification, issues, and candidate characteristics on elections. 3 credits

POLS 3214 Urban Politics
The politics of the cities and urban areas. Contemporary urban governmental forms, processes and problems. 3 credits

POLS 3215 U.S. Political Economy
This course will critically examine the institutional, economic, and political factors that influence the economic decision making process at all levels of government. The student will develop an understanding of the theories, processes, principles, and concepts of public budgeting and governmental management of the economy. This course is divided into two parts. The first segment of the course will examine in detail how the federal government produces a budget and study the consequences of this process. The second part of the course will analyze the role of government in managing the economy. 3 credits

POLS 3290 Advanced Studies in United States Politics
3 credits

POLS 3311 Research Methods II
Advances the student’s knowledge of research design issues, statistical and computer applications to the research process. Concentrates more fully on applications of research in organizational settings. 3 credits

POLS 3410 Democracy
Considers various theories and practices of democratic society, including those of liberal, radical participatory and pluralist democracy. Comparison of democratic theory and practice. 3 credits
POLS 3412 Church, State, Law and Politics in the United States
The dynamic and changing relationship between religion and government in the U.S. Competing and cooperative actions between the institutions. Case studies in First Amendment rights. 3 credits

POLS 3590 Special Topics: Environmental Law
Course surveys the principles of law involved in environmental issues, survey of environmental litigation, legislation and administrative rulings. In addition, the course focuses on the diversity of rationales in support of environmental policy and the unique regulatory characteristics of environmental policy. Environmental topics include natural resources, water pollution, private land use, air pollution, toxic substances, climate change, and biodiversity. 3 credits

POLS 3591 Political Ideas and Movements of the 20th Century
An examination of the twentieth century forces a re-evaluation of what it means to be human. Standard interpretations of truth are challenged and formerly powerless communities find themselves embroiled in political protest and liberation. Through film, art, literature and ‘live’ accounts, we will investigate and follow several key political ideas that hallmark the twentieth century as a time of radical transformation. 3 credits

POLS 3611 Political Ferment in the Middle East
This course critically examines a wide range of issues and viewpoints regarding the nature of contemporary politics in the Middle East. Included will be a review of the historical, geographic, social and religious development of the Middle East, and the role of each in understanding contemporary problems within the region. Particular attention will be paid to the resulting complexities of daily life in the region and the outlook for the future. 3 credits

POLS 3612 Foreign Policies of Major Powers
This seminar course examines the foreign policies of the major powers, comparing and contrasting the various policy approaches of the US, China, Russia, Japan, etc. Additionally, it analyzes the formulation, development, and execution of a foreign policy agenda by the major powers and the implications for other countries and international organizations. 3 credits

POLS 3613 United States Foreign Policy
Internal factors and global forces affecting policy and performance. Evolution of U.S. doctrine from isolationism to globalization. Current challenges and prospects. 3 credits

POLS 3710 International Political Economy
This course is designed to provide students with the conventional and critical approaches to the study of global political economy. It will focus on issues of international trade, the international monetary system, and foreign investment and the relationship of each to both international and domestic politics. Among the specific topics to be discussed are: trade and protectionism, the role and performance of global institutions such as the IMF, World Bank, and WTO, the significance of multinational corporations, the impact of regional economic communities, and the relationship of the world economy to the economic development of poor countries. The complexities and contradictions of globalization serve as the overarching backdrop for this seminar. 3 credits

POLS 3712 Human Rights: Policies and Practices
Articulates notions of human rights and, through case studies, examines repression around the globe. Seeks to develop and critique United States, United Nations, and other bilateral and multilateral approaches to solving human rights abuses. 3 credits

POLS 3713 International Organizations
An extensive theoretical and empirical introduction to international organizations such as the United Nations, The European Union, The Organization of African Unity, The Organization of Petroleum Exporting Countries and The Association of South-East Asian Nations. (Formerly POLS 2712) 3 credits

POLS 3891 Political Science Internship I
The goal of the internship/field placement experience is to provide students with the opportunity to “turn theory into practice” by working in an organizational setting in which they can utilize recently-learned management principles and skills as well as observe and gain insight into daily organizational operations and decision-making practices. In augmenting a student’s field placement experience, the purpose of the seminar is to help the student evaluate and analyze his or her experience, learn new information about the workplace, and assess his or her current skills and abilities. To these ends, students will read a number of articles on workplace issues and evaluate his or her placement and performance in light of these readings and seminar discussions. Please see Internship Adviser. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. 3 credits

POLS 3892 Political Science Internship II
For students completing an extended internship experience. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. 3 credits

POLS 3893 Political Science Internship III
For students completing an extended internship experience. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. 3 credits

POLS 5012 Political Science Senior Seminar
Small group seminars in selected areas. This seminar is the capstone course and requires that students have completed most of their major courses before they enroll. Prerequisites: POLS 1211, 1401, 1611, 1711, 2910 and one POLS course at the 3000 level. 3 credits
**POLS 5013 Independent Study**
Reserved for students who are unable to complete the Research Seminar in its normal format. Requires extensive collaboration with a faculty member and a major research report. 3 credits

**POLS 5161 Independent Study in Political Science Research**
Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. 1 credit

**POLS 5171 Independent Study in Political Science Research**
Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. 2 credits

**POLS 5191 Independent Study in Political Science Research**
Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. 3 credits

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**Department of Psychology**
Jubilee Hall  
(973) 761-9484  
psych@shu.edu  
www.shu.edu/academics/artsci/psychology

**Faculty:** Buckner (Director of Graduate Studies); Burton; Goedert; Fisher (Internship Adviser); Hovancik; Hunter; Levy; Lloyd; Nolan (Chair); Simon; Teague; Vigorito

**Faculty Emeriti:** Kendig; Lennon; Shannon

The Department of Psychology offers a program of study leading to the Bachelor of Arts degree. The department recognizes that the methods of scientific inquiry can be applied meaningfully and fruitfully to the understanding of individual behavior. The curriculum is designed to provide the student with a strong background in the methodology and content of psychology. Majors receive sound preparation for graduate study as well as for entry-level positions in psychology and related disciplines.

**Donald N. Lombardi Scholarship**
Donald N. Lombardi, Ph.D., was a respected and beloved colleague and teacher who, except for his graduate education, was a member of the South Orange community for nearly fifty years. To honor Dr. Lombardi’s memory, the Donald N. Lombardi Scholarship is awarded annually to a student nominated by the faculty of the Department of Psychology.

**Major Program**
In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 45 credits in psychology of which 27 are required. BIOL 1105-1106 and MATH 1202 also are required.

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**Required Courses (14 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2311</td>
<td>Elementary Psychological Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3311</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 5111</td>
<td>Seminar in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two Social Science courses (6 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2211</td>
<td>Personality Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2212</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2214</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2216</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two Natural Science courses - one with laboratory (7 credits):**

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>PSYC 3213</td>
<td>Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3215</td>
<td>Learning (with laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3216</td>
<td>Motivation and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3217/3227</td>
<td>Physiological Psychology (lab optional)</td>
<td>1/3</td>
</tr>
<tr>
<td>PSYC 3234</td>
<td>Cognitive Processes (with laboratory)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Psychology Electives**
18 credits, with at least 6 credits at the 2000-level or higher  
Total: 45

**Psychology Honors Program**
Students with exceptional academic credentials and interest in advanced study in psychology are encouraged to apply to the Psychology Honors Program. This program involves the student in the design, execution, analysis and presentation of his or her original research project. This program also may be coordinated with the College of Arts and Sciences Honors Program.

Students enrolled in the Psychology Honors Program must complete a minimum of 48 credits in psychology. Additionally, modifications to the psychology major requirements are applied as follows:

1. Students must complete:
   - PSYC 3312 Advanced Experimental Psychology
   - PSYC 5112 Honors Research (taken in lieu of PSYC 5111)

2. Two of the following courses must be taken with a lab:
   - PSYC 3215 Learning
   - PSYC 3217/3227 Physiological Psychology/Laboratory
   - PSYC 3234 Cognitive Processes

3. Students must complete 15 credits of electives (not 18), and at least one of these must be a 2000- or 3000-level course or higher.

Information about admission to the Psychology Honors Program and additional details about program requirements may be obtained from the department chair.
Minor Program

The psychology minor is designed to expose students to a range of perspectives, methodologies and content areas. In addition to the introductory course (PSYC 1101), students must select courses from each of the Developmental, Social Science and Natural Science categories. This provides sufficient breadth while permitting the students, with advisement, to obtain depth with the two remaining elective courses.

Required Course (3 credits):
PSYC 1101 Introduction to Psychology 3

Developmental Course (3 credits):
PSYC 1212 Child Psychology 3
PSYC 1213 Adolescent Psychology 3
PSYC 1214 Adult Development 3
PSYC 2212 Developmental Psychology 3

Social Science Course (3 credits):
PSYC 1211 Psychology of Adjustment 3
PSYC 2211 Personality Concepts 3
PSYC 2214 Abnormal Psychology 3
PSYC 2216 Social Psychology 3

Natural Science Course (3 or 4 credits):
PSYC 3213 Perception 3
PSYC 3215 Learning (with laboratory) 4
PSYC 3216 Motivation and Emotion 3
PSYC 3217 Physiological Psychology 3
PSYC 3234 Cognitive Processes (with laboratory) 4

Psychology Electives (6 credits)

Total: 18-19

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 fifth year and summers, preferably 9 credits during the fall and spring semesters and 3 elective credits in the summers before and after the fifth year. Satisfactory performance in these remaining 24 credits of graduate-level coursework as well as an empirical thesis project completed in the fifth year would earn students the M.S. in Experimental Psychology degree.

As part of the coursework in the M.S. Experimental Psychology program, students have the option of focusing their electives on a Behavioral Neuroscience or a Psychological Science (general) concentration. The Behavioral Neuroscience concentration requires courses and research experiences that are most directly relevant to behavioral studies of brain functioning. Either track would well prepare students for a broad range of career possibilities.

The program is designed to train students in the scientific methods of psychology in preparation for involvement in basic research and teaching, as well as for work in applied settings (e.g. clinical psychology or industrial/organizational psychology). The M.S. degree program is designed specifically for students seeking to gain a solid foundation in empirical research for eventual entry into doctoral programs in scientist/practitioner programs in clinical or counseling psychology, as well as doctoral programs in a number of experimental science fields such as Cognitive, Developmental, Social, or Biological Psychology and Neuroscience. Graduates may also go on to related areas of employment such as laboratory assistants, market researchers, science writers and community college teaching.

Students may apply for the B.A./M.S. option in their junior year (second semester). See the Graduate Catalog for program requirements and course descriptions. For more information please contact the Director of Graduate Studies in the Department of Psychology.

Requirements for Program Admission:
- Have senior status (90 credits) by the time courses begin (apply in the second semester of junior year)
- Submit College of Arts and Sciences graduate application (available online)
- Overall Undergraduate GPA 3.0; Psychology GPA 3.2
- Letter of recommendation from major adviser
- Personal Statement

Note: The GRE is waived for psychology majors applying to this dual degree program.

Required Psychology Major Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 1101</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2311</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3311</td>
<td>4</td>
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<tr>
<td>Two from PSYC 2211, 2212, 2214, 2216</td>
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<tr>
<td>PSYC 5111 Seminar in Psychology</td>
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<tr>
<td>Undergraduate Psychology electives</td>
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<tr>
<td>PSYC 6100 or 6200 Research Design I or II (senior year)</td>
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<tr>
<td>PSYC 7201 Independent Research I (senior year)</td>
<td>3</td>
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<tr>
<td>Total: 45</td>
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<tr>
<td>Graduate Psychology electives (senior year)</td>
<td>6</td>
</tr>
<tr>
<td>Total 6</td>
<td></td>
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</table>
Graduate Elective Courses
CPSY 6001  Tests and Measurement
CPSY 6102  Psychology of Human Development
CPSY 6103  Abnormal Psychology
CPSY 6105  Biological Basis of Behavior*
CPSY 7515  Social Psychology
CPSY 8521  Foundations of Neuropsychology*
PSYC 6211  Principles of Learning and Behavior Modification
PSYC 7103  Perception*
PSYC 7101  Conditioning and Behavior*
PSYC 7102  Cognition*
PSYC 7104  Psychopharmacology*
* Required for concentration in Behavioral Neuroscience

Dual Degree (3+2) Program in Psychological Studies with the College of Education and Human Services
The Departments of Psychology (College of Arts and Sciences) and Professional Psychology and Family Therapy (College of Education and Human Services) offer a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and Master of Arts in Education (M.A.E.). This five-year program permits students to take four required courses from the graduate Psychological Studies program during their senior year. Satisfactory completion of the M.A.E. program would 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.

Requirements for Program Admission:
• Have senior status (90 credits) by the time courses begin (apply in the second semester of junior year)
• Submit College of Arts and Sciences graduate application (available online)
• Overall Undergraduate GPA 3.0; Psychology GPA 3.2
• Letter of recommendation from major adviser
• Personal Statement
Note: The GRE is waived for psychology majors applying to this dual degree program.

Required courses:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>PSYC 1101</td>
<td>3</td>
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<tr>
<td>PSYC 2311</td>
<td>4</td>
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<tr>
<td>PSYC 3311</td>
<td>4</td>
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<tr>
<td>Two from PSYC 2211, 2212, 2214, 2216</td>
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<tr>
<td>Psychology as a Social Science</td>
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<tr>
<td>Two from PSYC 3213, 3215, 3216, 3217</td>
<td>7</td>
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<tr>
<td>(One with laboratory)</td>
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<tr>
<td>PSYC 5111</td>
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<tr>
<td>Psychology electives</td>
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Elective courses:
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<tr>
<td>CPSY 6002</td>
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<tr>
<td>CPSY 6003</td>
<td>3</td>
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<tr>
<td>CPSY 8100</td>
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Elective courses:
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<td>CPSY 6105</td>
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<tr>
<td>CPSY 6303</td>
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<td>EDST 6336</td>
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<tr>
<td>EDST 6337</td>
<td>3</td>
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<tr>
<td>CPSY 6301</td>
<td>3</td>
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<td>CPSY 6316</td>
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<td>CPSY 7620</td>
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<td>GMAT 6014</td>
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<td>BPSM 7535</td>
<td>3</td>
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<td>CPSY 8541</td>
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</table>
Course Descriptions

PSYC 1101 Introduction to Psychology
Survey of the major content areas of psychology, including physiological, perception, motivation, learning, cognition, personality, developmental, abnormal and social. 3 credits

PSYC 1211 Psychology of Adjustment
Contrasts normal with maladaptive adjustment. Attempts to develop a comprehensive theoretical model of human behavior stressing self-understanding. 3 credits

PSYC 1212 Child Psychology
Child behavior and development with reference to motor abilities, language, intelligence, cognition, emotional and social development. Emphasis on normal human development in the early stages of life. May not be taken for credit if student has completed PSYC 2212. 3 credits

PSYC 1213 Adolescent Psychology
Fundamental biological, cognitive and psychosocial changes during adolescence in the context of family, school and peer group. 3 credits

PSYC 1214 Adult Development
Study of men and women over the life span, beginning with early adulthood and concluding with death. Emphasis on the patterns of change and stability that occur as a function of biological, social and psychological development in life. 3 credits

PSYC 1215 (WMST 1215) Psychology of Gender
Examines biological, cultural and psychosocial differences and similarities between women and men with respect to development and personality. Emphasizes the role of gender in contemporary culture. 3 credits

PSYC 1216 Industrial/Organizational Psychology
Knowledge and methods of behavioral science applied to the structure and problems of industry. 3 credits

PSYC 1217 Psychology of Careers
The psychological and psychosocial factors related to career development and adjustment. Critical analysis of psychological theories relevant to these topics. 3 credits

PSYC 1218 Drug and Alcohol Abuse
Psychosocial factors leading to drug use and abuse. Short and long-term psychological effects, as well as systematic approaches to institutional modification. 3 credits

PSYC 1219 Sport Psychology
Introduction to the psychological aspects of athletic performance. Topics include roles of personality, physiology, motivation and cognition in sport. Training techniques found to improve performance. 3 credits

PSYC 1221 Exceptional Child Psychology
Overview of psychological, biological, sociological and educational aspects of exceptionality. Giftedness, mental retardation, visual and hearing impairments, communication disorders, behavior problems, learning disabilities and physical handicaps. 3 credits

PSYC 1222 International Psychology
Explores the field of psychology around the world, including the ways in which psychologists play a role in major international issues, including mental and physical health, immigration, global poverty, peace and conflict, and terrorism. Differences in the teaching, research, and practice of psychology will be examined, including ways they’re influenced by factors such as economic development, religious practices, and culture-based norms. 3 credits

PSYC 2211 Personality Concepts
Individual, social and cultural factors in personality formation and development. Introduction to the concepts underlying the major theories of personality. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors). 3 credits

PSYC 2212 Developmental Psychology
Basic principles, data and methods in the study of human development from conception to death. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors). May not be taken for credit if student has completed PSYC 1212. 3 credits

PSYC 2213 Adult-Child Relations
Specific child-rearing techniques of use with various age groups. Helps teachers and parents develop positive relationships with children that promote physical and emotional health, and establishes a sound foundation for the development of desirable attitudes and socially effective behavior. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors). 3 credits

PSYC 2214 Abnormal Psychology
Introduction to the field of psychopathology and personality disorders. Examination of problems, causes and treatment approaches. Prerequisites: PSYC 1101 (minimum grade of C required for Psychology majors). 3 credits

PSYC 2215 Psychological Testing
Theory, methodology and critique of psychological assessment and testing. Exposure to aptitude, achievement, vocational and personality tests, as well as interview assessment techniques. Prerequisites: PSYC 1101. 3 credits

PSYC 2216 Social Psychology
Introduction to the major theoretical views and research in the field, including examinations of conformity and rejection; the bases of attraction, aggression and violence; the development of attitudes and beliefs; prejudice and discrimination. Relationship of principles and research to daily life is emphasized, including applications to advertising, health and law. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors). 3 credits

PSYC 2217 Consciousness
Modern concepts of consciousness, including the physiological correlates of normal and altered states of awareness: split-brain studies, hypnosis, sleep and dreaming, meditation, biofeedback, parasensory experiences and
alternative forms of healing. Synthesis of Western scientific models of consciousness with Eastern philosophical systems of thought. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors). 3 credits

**PSYC 2311 Elementary Psychological Statistics**
Descriptive and inferential statistics in the design and interpretation of experimental data. Includes computer laboratory. Prerequisites: minimum grade of C- in PSYC 1101 and MATH 1202. 4 credits

**PSYC 3212 Advanced Social Psychology**
Research in the theoretical and applied areas of the field. Comprehensive examination of the major theories in the areas of contemporary interest. Prerequisite: PSYC 2216. 3 credits

**PSYC 3213 Perception**
Examination of research literature pertaining to visual, auditory, olfaction, gustation, skin and pain perception. Surveys of psychophysical methods; basic principles of visual acuity, color perception, perception of movement, constancies, development and learning, illusions, form identification, sound localization and perception of speech. Prerequisites: minimum grade of C in PSYC 1101. 3 credits

**PSYC 3215 Learning**
An evaluation of the historical and contemporary research literature and theoretical issues concerning basic learning principles and processes (includes laboratory). Prerequisites: minimum grade of C- in PSYC 1101. 3 credits

**PSYC 3216 Motivation and Emotion**
Survey of historical and contemporary theories of motivation and emotion integrating concepts that have emerged from biological, cognitive and social approaches. Prerequisites: minimum grade of C- in PSYC 1101. 4 credits

**PSYC 3217 Physiological Psychology**
Survey of the physiological basis for sensation and perception, motivation and emotion, altered states of consciousness, and learning and memory. Basic neurophysiological methods and the functions of the nervous system included. Prerequisites: minimum grade of C- in PSYC 1101. 3 credits

**PSYC 3227 Physiological Psychology Laboratory**
Experimental examination of the role of physiological mechanisms in the mediation and control of behavior. Exercises include current techniques used to manipulate the nervous system and observe changes in behavior. Pre- or Corequisite: PSYC 3217. 1 credit

**PSYC 3234 Cognitive Processes**
Examination of theory and research on the mental processes that characterize thought, including imagery, language, attention, memory, reasoning and problem solving, with discussion of the simulation of mental behaviors (includes laboratory). Prerequisite: minimum grade of C- in PSYC 1101. 4 credits

**PSYC 3311 Research Methods in Psychology (formerly Experimental Psychology)**
Examination of the principal methods of empirical psychological research with particular emphasis on experimental design and control procedures. Students develop the ability to assess and critically analyze extant psychological research and report their own research in standardized American Psychological Association (APA) format. Prerequisite: minimum grade of C in PSYC 2311. 4 credits

**PSYC 3312 Advanced Experimental Psychology**
Practical applications of the principles learned in PSYC 3311 in the laboratory or field environment. The student is involved in the design, execution, analysis and interpretation of an original research project. Students enrolled in the Psychology Honors Program will propose and design their honors project under the direction of a faculty adviser. Prerequisites: PSYC 3311 and approval of the instructor. 4 credits

**PSYC 3408-3413 Practicum in Psychology**
For students who have sufficient theoretical background to participate in applied fieldwork with a professional agency. Placement settings are based upon student objectives and are chosen in consultation with the instructor. Courses may be taken for a total of 12 credits. Prerequisites: minimum grade of C- in PSYC 1101 and approval of instructor. 3/6 credits

**PSYC 3591-3594 Independent Study**
Directed study and research in individual areas selected by the student in consultation with department adviser. Courses may be taken for a total of 6 credits. Prerequisites: minimum grade of C- in PSYC 1101 and approval of faculty adviser. 1/2/3 credits

**PSYC 3691-3698 Emerging Topics in Psychology**
Special topics in emerging and/or specialized areas of psychology. Topics are designated before the semester and vary from semester to semester as the department directs. Can be repeated in instances where topics change to a maximum of 6 credits. Prerequisites: PSYC 1101 and approval of instructor. 1/2/3 credits

**PSYC 3894 Psychology Co-op I**
See Co-op Adviser 3 credits

**PSYC 3895 Psychology Co-op II**
See Co-op Adviser 3 credits

**PSYC 3896 Psychology Co-op III**
See Co-op Adviser 3 credits
PSYC 5111 Seminar in Psychology
An integrative course requiring the student to survey and organize the primary research literature and prepare an American Psychological Association (APA) format term project. Prerequisite: minimum grade of C- in PSYC 3311. For senior psychology majors. 3 credits

PSYC 5112 Honors Research
Students will conduct the research project designed and approved in PSYC 3312. Course includes data collection, statistical analyses and presentation of results in an American Psychological Association (APA) style research paper. Open to students in the Psychology Honors Program. Prerequisites: PSYC 3312 and approval of instructor. 4 credits

Department of Religious Studies
Fahy Hall
(973) 761-9331
www.shu.edu/academics/artsci/religious-studies

Faculty: Aburaiya; Ahr (Director, University Honors Program); Burk; Cafone; Carter (Chair); Choi; Conway; Liddy; Mitchell Jr.; Murzaku; Scigliano; Webb

Faculty Emeriti: Ballweg; Morley; Nardone; Pire

As a vital part of the Catholic mission of Seton Hall University, the Department of Religious Studies offers a program of study leading to the Bachelor of Arts (B.A.) degree. Based on a broad liberal education, the department introduces students to the academic study of religion. In order to give students an understanding of religious beliefs and practices in their various manifestations, Religious Studies applies a variety of methodologies including philosophy of religion, sociology of religion, phenomenology, and history of religions. Courses focus on the Christian and major non-Christian theological, intellectual, and moral traditions. Because religion plays such an important role in the global community, we approach specific traditions such as Judaism, Islam, Buddhism, and Hinduism from a comparative perspective and with an emphasis on ecumenism and inter-religious understanding. Faculty and students investigate the religious quest as it relates to other areas of life, particularly human relationships, issues of race, class, and gender, the impact of religion on social and economic and political institutions, and the arts.

A bachelor’s degree in religious studies provides an excellent foundation for graduate school. Opportunities for continued studies include master’s and doctoral degree programs in religious studies and theology and graduate programs in religious education and seminary studies. Since religious studies graduates have a broad training in human culture, they are also in demand in many professional fields, including law, conflict resolution, education, social work and various types of ministry.

Major Program
The Religious Studies program offers courses in four areas:
- Biblical Studies and Sacred Texts
- Christian Traditions, Theology and Ecumenical Studies
- Comparative Religion
- Religious and Social Ethics

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 30 credits in religious studies. Students may modify the major program only in consultation with a department adviser.

The Department of Religious Studies has recently revised its major as of Fall 2009. Students who entered the program under the old major have the option of either completing the original requirements in effect when they first declared their major, or fulfilling the new requirements as outlined below.

Degree Requirements
The curriculum for the religious studies program comprises three levels. Courses designated with an asterisk (*) are required for all religious studies majors.

Level I: Introductory Level Courses (6 credits)
Choose two of the following courses:
RELS 1010 Religious Dimension of Life
RELS 1102 Introduction to the Bible
RELS 1103 Introduction to the Old Testament/Hebrew Bible
RELS 1104 Introduction to the New Testament
RELS 1202 Christian Belief and Thought
RELS 1302 Introduction to Catholic Theology
RELS 1402 Religions of the World
RELS 1502 Contemporary Moral Issues
RELS 1503 Christian Ethics
RELS 1504 Faith and Justice
RELS 2415 Introduction to Islam*
RELS 2418 Buddhist World of Thought and Culture*
RELS 2411 Jewish Beliefs and Practices*
* Prerequisite: CORE 1101

Level II: Advanced Level Courses (21 credits)
RELS 2010** Methods in the Study of Religion and Theology
RELS courses numbered between 2100-3999
**In consultation with their departmental advisers, religious studies majors complete the course in method (3 credits), and then choose one advanced course (12 credits) from each of the four major areas of study. At least one of these courses must be at the 3000 level. In order to ensure depth of study, majors complete two additional advanced courses (6 credits) in one of the four major areas of study, at least one of which must be at the 3000 level.
If RELS 2411 (Jewish Belief and Practices), RELS 2415 (Intro to Islam), and/or RELS 2418 (Buddhist World of Thought and Culture) are taken to complete the introductory level requirements, then they may not be applied toward the 21 credits of advanced courses.

**Level III: Seminar (3 credits)**

RELS 4010*** Religious Studies Seminar

***This seminar serves as the capstone for the religious studies program. Prerequisites are 75 credits overall, with 27 credits in religious studies (including RELS 2010).

**Minor Program**

To earn a minor in religious studies, students must complete the following program:

- Two introductory RELS courses (6 credits)
- Three 2000 or 3000 level courses (9 credits). RELS 2411, 2415, and/or 2418 may not count as upper level courses if used to fulfill the introductory level courses
- RELS 2010 Methods in the Study of Religion and Theology (3 credits)

**Religious Studies National Honor Society**

Theta Alpha Kappa (TAK), Local Chapter: Alpha Omicron

Students with a 3.0 GPA and 3.5 in Religious Studies who have earned 12 credits in religious studies are encouraged to apply for membership.

**Course Descriptions**

**RELS 1010 The Religious Dimension of Life**

Analyzes the philosophical, psychological and theological foundations of human faith and religious belief. Considers the attitude and practices that characterize humanity as religious. 3 credits

**RELS 1102 (ARCH 1203) Introduction to the Bible**

Formation of the Bible. Its literary, archaeological, historical and theological dimensions. The religious communities of biblical times; their world views, beliefs and religious commitments. 3 credits

**RELS 1103 Introduction to the Old Testament/Hebrew Bible**

This course introduces students to the academic study of the Hebrew Bible/Old Testament. Focus on the literary, historical, cultural, and religious contexts from which the Hebrew Bible emerged. Examines the place of the Hebrew Bible in Jewish and Christian traditions and its relevance within contemporary global culture. 3 credits

**RELS 1104 Introduction to the New Testament**

This course introduces students to the academic study of the Hebrew Bible/Old Testament. Focus on the literary, historical, cultural, and religious contexts from which the Hebrew Bible emerged. Examines the place of the Hebrew Bible in Jewish and Christian traditions and its relevance within contemporary global culture. 3 credits

**RELS 1202 (CAST 1202) Christian Belief and Thought**

Introduction to significant doctrines and an exploration of Christian theology in a historical context. Emphasis on the development of Christian faith and theology. 3 credits

**RELS 1302 (CAST 1302) Introduction to the Catholic Vision**

Approaches to revelation and theology, the reality of God and the triune nature of God; cosmology; and the problem of evil, the Church and the sacraments in the teaching of Vatican II. Traditional and nontraditional eschatology. 3 credits

**RELS 1402 (ASIA 1101) Religions of the World**

Basic issues in major faith traditions of the world. Special emphasis on the religious experience as expressed in sacred literature and specific worldviews and mythologies. Considers traditional rituals and symbols, as well as nontraditional forms used to express a response to the sacred. 3 credits

**RELS 1403 (ASIA 1403) History of Asian Religious Reflections**

Origin and development of religious speculations in India from the Vedic period to Shankara; in China from Confucius to Chu Hsi; in Japan from the Nara to the Meiji periods. 3 credits

**RELS 1502 Contemporary Moral Issues**

Explores personal and communal moral experience in the light of faith, and the relationship between human values and Christian belief. Examines methods of moral decision-making and the norms that guide human behavior. 3 credits

**RELS 1503 Christian Ethics**

Systematic study of the distinctive contribution of Christianity to ethical norms. Comparison of various theories and moral systems with each other and with the ethical systems of non-Christian traditions. 3 credits

**RELS 1504 Faith and Justice**

Whether in the realm of politics, economics, or everyday life, many of our moral choices and commitments—or visions of the good life—are informed by a particular conception of justice. This course assesses various leading, historical and contemporary theories of justice and considers their implications for the life of religious faith. Accordingly, this course aims to consider two, interrelated sets of questions. First, what is the nature of justice, and what kind of political, economic, and social practices do various theories of justice recommend? Second, what might justice mean from the perspective of religious faith, and does the life of faith necessarily require the pursuit of justice in the world? In considering such questions, this course will pay particular attention to the growing challenges of globalization and poverty and the question of human rights. Special emphasis will be placed on Catholic as well as non-Catholic Christian moral traditions, with some engagement in non-Christian religions. 3 credits
RELS 2010 Methods in the Study of Religion and Theology
Primarily for religious studies majors and minors. Methodologies used in academic study of religion and theology. Emphasizes major figures and theories in each of the various approaches. Prerequisites: three courses at the introductory level. 3 credits

RELS 2112 The Prophets
Prophetic faith in historical perspective. Formation of the prophetic literature in relation to other biblical books. Prophetic “charisma” as expressed in the Bible and other cultures analyzed through psychology of religion, sociology of religion, comparative religion and modern theology. Prophetic awareness of individual and social responsibility. 3 credits

RELS 2113 Ancient Wisdom and Modern Ethics
Values promoted in the wisdom literature of Egypt, Mesopotamia and Israel. Particular emphasis upon Proverbs, Job and Ecclesiastes. Critique of values compared and contrasted with modern social mores. 3 credits

RELS 2121 (ARCH 1114) Archaeology and the Bible
Archaeological discoveries pertaining to the world of the Bible. The value and limitations of using archaeological and other scientific data for interpreting biblical narratives. Topics include creation/evolution, the flood, the exodus from Egypt, the rise and fall of Israel and Judah, the Babylonian exile, Jerusalem and other biblical sites. 3 credits

RELS 2122 Practicum in Biblical Archaeology
Application of archaeological method to specific biblical topics. 3 credits

RELS 2130 Jesus in Film and Theater
Examines the relationship between religious tradition and artistic expression. Studies classic artistic portraits of Jesus and the tension between religion and the arts. Introduction to historical Jesus research; critical film theory; and attitudes toward Jesus in film, novels and plays. 3 credits

RELS 2151 The Gospels of Matthew, Mark and Luke
Gospels as literary testimonies to Christ risen and present. The writers distinctive theological viewpoints passed from the lifetime of Jesus through a period of oral teaching to the final forms. 3 credits

RELS 2152 The Gospel and Letters of John
Analysis of the background and text of the fourth Gospel. Discussion of its understanding of Christian experience and belief in Jesus as Word Made Flesh. Analysis of the Letters of John in relationship to early Christianity. 3 credits

RELS 2153 (CAST 2153) The Letters of Paul
The life, letters and theology of the Apostle Paul. His Jewish heritage, his relationship to Christ and his mission as “Apostle to the Gentiles.” 3 credits

RELS 2160 (ARCH 1250, WMST 2160) Women in the Biblical Tradition
Examines the role and place of women in the Ancient Near East, Biblical Israel, Judaism and the New Testament. Compares textual and mythic traditions of Near Eastern and Greco-Roman society, women in the archaeological artifacts and introduces recent feminist interpretations of biblical texts. 3 credits

RELS 2223 (CAST 2223) Modern Christian Thought
This course examines the development of Christian thought from the Reformation to modern times. Topics include: Early attempts at Church reform; the Protestant reformation in Germany, Switzerland and England; the Council of Trent and the Catholic Reformation; the Orthodox Churches; the Peace of Westphalia and the religious settlement; the challenge of rationalism and the Christian response in modern times. We will explore the relation of free will and grace, clashes between religion and politics on a variety of fronts, including the Peasant Revolt and the French Revolution, the rise of nationalism, and Enlightenment and Romantic views of religion. The course will be grounded in close examination of theological texts, but will also include works of art, poetry, historical accounts, and film. 3 credits

RELS 2224 (CAST 2224) Eastern Christianity
The course will provide an in depth analysis of the historical road of Eastern Christianity from the apostolic time to our own. It will facilitate students’ efforts to understand the essential dogmatic position of Eastern Orthodoxy, and the basic dogmas about Scripture, tradition, the Church, and ecclesiastical authority. 3 credits

RELS 2231 Jewish-Christian Relations
A survey of the historical and theological relationship of Jews and Christians beginning with the New Testament and culminating with the events of the twentieth century and the present day. The history of relations between Jews and Christians is a tormented one and has often been quite negative. During the last several decades, however, the Church and the Jewish people have reached a rapprochement that is honest, repentant and enriching of both. 3 credits

RELS 2241 Introduction to Ecumenism
Contemporary movement toward Christian unity and human solidarity, described in terms of its biblical roots and theological principles. Persistent theological obstacles in attaining unity and solidarity; ecumenical progress of recent decades and future possibilities. 3 credits

RELS 2261 (AFAM 2517) The Black Church
A survey of the major institution for religious expression developed by African-Americans from its origins in slavery until the contemporary urban period. The social, economic and political role of the Black church as well as its cultural and religious functions are examined. 3 credits

RELS 2312 The Church
Relationship between society and Church with a view toward determining the authentic nature and function of the Church. 3 credits

RELS 2313 Christian Spirituality
Religious experience as the heart of various forms of Christian spirituality. Conceptual frameworks that influence the manner of experiencing God. Examines several fundamental models of the Christian experience to gain insight into a personal and communal contemporary spirituality. 3 credits
RELS 2315 Theology of Marriage
Past and present Christian understandings of the marital relationship in light of Scripture and sacramental theology. Insights about marriage based on knowledge from psychology and anthropology. Christian marriage as promise, symbol and vocation. 3 credits

RELS 2316 Theology of Death
Consideration of death and dying, particularly from a Christian perspective. Death as a part of life; death as something in itself; death as a beginning. 3 credits

RELS 2322 Religion and Contemporary Culture
Explores the relationship between Christian faith and American culture. Themes of creation, incarnation and redemption are related to democracy, scientific evolution and ecology. Fullness of faith is challenged by the culture in which it is lived. 3 credits

RELS 2411 Jewish Beliefs and Practices
Survey of the beliefs and observances of Judaism designed particularly for the Christian student. Jewish religious texts, the Sabbath and festivals, the family’s role within Judaism, dietary laws, prayer and contemporary religious movements within Judaism. Prerequisite: CORE 1101. 3 credits

RELS 2412 The Holocaust
Survey of Nazi policies and actions against the Jews of Europe from 1933 to 1945. Historical Christian anti-Semitism and its relationship to the Holocaust; an historical description of the Holocaust, Christian reaction to it, and the reflections of Jewish and Christian theologians on the meaning of the Holocaust. 3 credits

RELS 2415 Introduction to Islam
Introduction to basic elements of the Islamic tradition: the Koran, Prophet Muhammad, beliefs, rituals, mysticism, the arts, social and political history. Prerequisite: CORE 1101. 3 credits

RELS 2416 Islamic Spirituality and Mysticism
Islamic culture and religion explored through the lens of the development of Muslim forms of spirituality, including the dimension known as Sufism or Islamic mysticism. Major doctrines and practices associated with Muslim spirituality in its varied cultural forms - philosophical treatises, poetry, prose, rituals, prayer and the arts. 3 credits

RELS 2418 (ASIA 2118) Buddhist World of Thought and Culture
This course is intended as an introduction to Buddhist traditions in South and Southeast Asia, East Asia, and the West. Progressing both chronologically and thematically, the course begins with the earliest known strata of Buddhist ideas created in India some 2500 years ago. After an introduction to basic Buddhist doctrines and practices, students study the spread of Buddhism southward to Sri Lanka and Thailand and northward to Tibet, China, Japan, and Korea. The course will culminate in a brief overview of Buddhist practices in America. Prerequisite: CORE 1101 3 credits

RELS 2419 (AFAM 2515) African Religions
Explores the complex nature of the African system of thought concerning God, man, animate and inanimate things, and the meaning of religious experience in African society. The effect of Christianity and Islam on African religious thought. 3 credits

RELS 2513 Theology of Peace
War and peace in the Christian tradition: biblical foundations, pacifism of the early Church, Augustine and the Just War tradition, the tradition of non-violence and modern Catholic social teaching. Explores alternatives to violence through research and student-teacher dialogue. 3 credits

RELS 2514 Theology of Sexuality
Examines the Catholic Christian view of sexuality first historically, then with a positive, contemporary approach. Considers present-day issues of sexuality in the light of faith. 3 credits

RELS 2516 Religion and Revolution
Relationship between religion and social change. Topics include the role of religion in discerning the future direction of individuals and society; resources the religious dimension brings to an evaluation of social, political and cultural change. 3 credits

RELS 2517 The Sacred and the Political
Examines the deepest ground upon which life is founded. No religion or political dogma, or institution is taken for granted. Compares radically different responses to the question: In the service of what ultimate way of life do we respond to the sacred and the political faces of life? This question is explored from the perspective of a theory of transformation. 3 credits

RELS 2520 (CAST 2520) Catholic Social Teaching
Emphasizing the Catholic social encyclical tradition, the course investigates the theoretical and practical relationships between Christian belief and thought, and social and economic life (involving issues of economic justice, peace, race, gender, family, etc.). In so doing, we explore the lives of those who have worked to shape Christian social justice movements, and other concrete contemporary applications of Catholic social teaching. 3 credits

RELS 2551 (ASIA 3113) Eastern Mysticism
Compares the Western model of “spiritual journey,” the intuitive approach of the Upanishads, the devotional orientation of the Bhagavad-Gita, and the Yogic path of spiritual transformation. The early Buddhist notion of “nirvana” and subsequent Zen emphases. The Chinese search for “Tao” and “li.” 3 credits

RELS 3190 (ARCH 3190) Art and Archaeology of the Ancient Near East
Near Eastern religious, aesthetic, cultural and social patterns as expressed in art, sculpture, architecture and literature retrieved through archaeology from specific sites representing earliest times to the Persian and Hellenistic periods. Development of archaeology, especially in relation to museums, with practical applications of reconstruction, conservation and exhibition. Prerequisite: junior class standing. 3 credits
RELS 3191 Special Questions in Biblical Studies
Select topics in biblical studies chosen by the instructor.  
3 credits

RELS 3392 Special Questions in Christian Tradition
Select topics in biblical studies chosen by the instructor.  
3 credits

RELS 3433 (WMST 3335) Women, World Religions and Human Rights.
Examines the role of the world’s religions in defining the nature, roles, and rights of women. Reviews both traditional religious sources and contemporary discussions on women and gender from a variety of perspectives, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism.  
3 credits

RELS 3434 (WMST 3318) Women, Gender and Islam
Examines the concept, role, and status of women in Islamic religion and societies, both historically and in the contemporary world, looking at both traditional and modern sources on gender and human rights.  
3 credits

RELS 3491 Special Questions in World Religions
Select topics in biblical studies chosen by the instructor.  
3 credits

RELS 3591-3599 Special Questions in Ethical Studies
Select topics in biblical studies chosen by the instructor.  
3 credits each

RELS 3991-3993 Independent Study of Religion and Theology
Individual study of a student-selected topic under an appropriate professor in a program approved by the department chair.  
1/2/3 credits

RELS 3998 (CAST 3998, HONS 4195) Italy in the Footsteps of the Saints
Italy enjoys a pre-eminence as a spiritual center for the Christian world alongside its importance in the development of Western civilization's art, music, architecture and political thought. The course will examine the interplay between Italy’s profound spiritual heritage and cultural achievements, focusing on the contributions of such key figures as the Apostles Peter and Paul, Saints Francis and Clare of Assisi, Saint Catherine of Siena and Saint Ignatius of Loyola. This course is part of the Catholic Studies foreign study tour program.  
3 credits

RELS 4010 Religious Studies Seminar
Final project in religious studies relating to current trends in the study of religion, theology and other disciplines. Prerequisites: 75 credits overall, with 27 credits in religious studies (including RELS 2010).  
3 credits

Department of Social Work
Arts and Sciences Hall
973-761-9470
www.shu.edu/academics/artsci/social-work

Faculty: Blake (Chair); Quartaro (Director, Multidisciplinary Certificate in Gerontology)

Faculty Associate: Arancibia (Adviser, Children and Families Certificate)

The Department of Social Work offers a program leading to the Bachelor of Arts (B.A.) degree, regarded in the profession generically as the B.S.W. The Department of Social Work is accredited by The Council on Social Work Education. The curriculum prepares students for entry-level generalist professional practice and qualifies graduates for New Jersey State Certification (C.S.W.) under current licensing requirements. In addition, graduate programs in social work (M.S.W.) typically offer waiver of courses and advanced standing to program graduates whose applications are accepted for M.S.W. education at regional and national graduate schools. Seton Hall University does not offer the M.S.W.; students who wish to pursue this level of education are advised regarding the numerous graduate programs available at other colleges and which offer advanced standing to those who have complete a B.S.W. The major in social work also provides general preparation for graduate study in law, public administration, and other professions.

The profession of social work, and hence the Department of Social Work, is strongly committed to the amelioration, prevention, and elimination of social problems. The department places strong emphasis on human diversity, discrimination, and oppression; within a context of social justice and the values of professional social work. All courses offered by the department emphasize and reinforce these issues. Using a problem solving approach to professional practice, in conjunction with systems strengths, culture competence and evidence-based thinking, the program helps students to further understand and build upon the capacities possessed by individuals, families, groups, organizations, and communities. Students will understand, comprehend, competently apply, and internalize the knowledge, skills, and values of the profession.

The Department of Social Work has expert adjunct faculty who come from diverse backgrounds and have a rich variety of practice experiences.

The Department of Social Work, operating under philosophies of best practices and continuous self-evaluation, prepares students to be competent, generalist professionals at the entry level of practice. Specifically, the program emphasizes and requires for completion of the course of study in social work, the following competencies:

- Identify and assess situations where relationships between people and their social and physical environments need to be initiated, enhanced, restored, protected, or terminated;
- Develop and implement plans for improving the well-being of people;
• Enhance the problem solving, coping, and developmental capacities of people;
• Link people with systems that provide them with resources, services, and opportunities;
• Comprehend how human needs are systematically met in the United States and other countries;
• Evaluate the extent to which the objectives of intervention plans are achieved;
• Promote the effective and humane operation of the systems that provide people with services, resources, and opportunities;
• Participate with others in creating new, modified, or improved service systems;
• Display appropriate professional behaviors regarding people who are vulnerable and/or oppressed;
• Understand and appreciate human diversity;
• Consider religion and different worldviews as factors in bio/psycho/social/spiritual functioning; and
• Evaluate and pursue their professional growth and development.

Social work is practiced in many different types of organizations and agencies and the generalist curriculum is designed to facilitate professional practice in this broad array. In further preparation for this, students complete professionally supervised internships, described further below. The internship experience, also referred to as “field” and/or “practicum”, is an integral part of the total education program and provides significant opportunity to apply and gain further competency. There is never any credit awarded by the department for social service activities conducted outside of the formal internship curriculum.

Internship sites include, but are not limited to: healthcare facilities, mental health centers; schools, corrections and other criminal justice programs; child welfare agencies; poverty programs; senior citizen programs; community action programs; multi-service centers; family service agencies; child guidance programs; legal services; substance abuse treatment and prevention programs, and others. The department constantly strives to expand opportunities with regard to internships. Efforts are strongly made to link students with internships that are compatible with their career interests.

Program advisers assist students by means of consultation and guidance in developing individualized study plans within the overall curriculum design. These full-time faculty members also help students explore the appropriateness of social work as a career choice. Prospective social work students should seek advisement with department faculty as early as possible.

All social work courses presented below reinforce knowledge, understanding, and competency with regard to respecting and encouraging diversity; and eliminating social injustice, particularly with regard to discrimination and oppression. The theoretical framework assures competence in: the problem solving method; a systems approach to practice; building upon strengths of the client/client system; critical thinking; evaluation; and within and incorporating the values of professional social work.

**Social Work Major**

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK 1111</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2201</td>
<td>Social Problems and Programs</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2301</td>
<td>Social Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3511</td>
<td>Behavior and Environments</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3611</td>
<td>Introduction to Helping Skills</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3811</td>
<td>Helping Careers Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4811</td>
<td>Senior Practicum I</td>
<td>6</td>
</tr>
<tr>
<td>SOWK 4812</td>
<td>Senior Practicum II</td>
<td>6</td>
</tr>
<tr>
<td>SOWK 4911</td>
<td>Theory and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4912</td>
<td>Theory and Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 5111</td>
<td>Senior Research Seminar</td>
<td>3</td>
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<td></td>
<td><strong>Total:</strong> 39</td>
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**Additional (cognate) Requirements** (some of which also satisfy the current College of Arts and Sciences core curriculum in respective areas); all of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AFAM 3311</td>
<td>Public Institutions and the African American</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1101</td>
<td>Introduction to Biology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>Statistical Models for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2214</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2910</td>
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<td>3</td>
</tr>
</tbody>
</table>

(AFAM 2910) Research Methods 3

Any two of the following (some of which also satisfy current College of Arts and Sciences core curriculum requirements in respective areas and/or offerings required in respective certificate programs in the Department of Social Work):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 1202</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1411</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1215</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

(WMST 1215) Psychology of Gender 3

PSYC 1218 | Drug and Alcohol Abuse 3

RELS 1010 | The Religious Dimensions of Life 3

RELS 1402 | Religions of the World 3

SOCI 2517 | Latinas and Latinos in the United States 3

SOWK 1193 | Independent Study in Social Work (with prior approval of Department Chair) 3

SOWK 1311 | Children and Youth in Society 3

SOWK 1314 | Social Work and the Law 3

(AFAM 1518)
SOWK 1333  Current Issues and Trends in Social Work Practice  3
SOWK 1335  Family Violence  3
(WMST 1335) Introduction to Gerontology  3
Total Credits Required for the Social Work Major: 66
(Also see College of Arts and Sciences Core Curriculum requirements; the department has integrated numerous courses into the requirements for the social work major in consideration of our liberal arts foundation.)

Social Work Minor
A minor in social work is available. The minor consists of SOWK 1111 Introduction to Social Work and any other 15 credits of social work courses (total 18 SOWK credits), excluding those at the 4000 and 5000 level. Students wishing to pursue the minor in social work must notify the department in writing and be linked with a faculty adviser.

Certificate Programs

Certificate in Children and Family Services
Adviser: Nelida Arancibia, M.A., M.S.W., L.C.S.W.
This certificate is a concentration of studies and practice experiences designed for students who wish to understand and advance the quality of life for children and families. Students wishing to complete this program should contact the certificate program director as early as possible. The certificate requires 21 credits that are focused on children and families.

Requirements:
Major in social work, including completion of Senior Practicum I and II in an agency serving at-risk children and families:  12
SOWK 1311  Children and Youth in Society  3
SOWK 1335/WMST 1335  Family Violence  3
One of the following electives:
CRIM 2617  Juvenile Delinquency  3
PSYC 1212  Child Psychology  3
or PSYC 1213  Adolescent Psychology  3
SOCI 2211  Sociology of the Family  3
Total Credits: 21

Multidisciplinary Certificate in Gerontology
Director: Emma Quartaro, D.S.W., A.C.S.W., L.C.S.W. (Social Work)
Advisers: Boozag (Law); Boroff (Business); Scura (Nursing); Kayal (Sociology/Social and Behavioral Sciences); Levy (Psychology); Mirabella (Political Science); Pritchett (Africana Studies); Smith (Philosophy)
The multidisciplinary certificate program in gerontology is a concentration of studies designed for those who wish to understand and advance the quality of life of older persons.

The concentration may be taken in addition to an appropriate major: nursing, social work, sociology, social and behavioral sciences/occupational therapy, business, psychology, biology, political science, Africana studies, education or religious studies. Students wishing admission into the concentration should contact the program director and/or the gerontology adviser in their discipline, as indicated above.

Requirements
In addition to the requirements of the school and the major upon which the concentration is built, the following four units - a minimum of 17 credits - are required. Courses are all 3 credits, except as noted.

I. Gerontology: 8 credits
AFAM 3312  Advanced Seminar in Gerontology
NUTH 3002  Gerontological Nursing (2 credits)
SOWK 1911  Introduction to Gerontology

II. Electives: 6 credits from the following courses:
PSYC 1214  Adult Development
SOCI 2511/AFAM 2328  Growing Older: The Sociology of Aging
SOWK 1912  Psychosocial Aspects of Aging

III. Internship
An internship (practicum or clinical) in direct service or research is required of all students. Students in the professions need not do another internship but must complete their required clinical or practicum in aging. Students in majors not requiring an internship must complete an internship. Contact the director of the Gerontology Program to plan for satisfaction of the internship requirement. 3 credits minimum

IV. Additional electives (not required)
Students wishing to supplement the required courses should consider the following courses:
Social and Behavioral Sciences
ANTH 2224  Health and Medicine: An Anthropological Approach
PSYC 2212  Developmental Psychology
SOCI 2813  Self and Society

The Life Sciences
BIOL 1102-1103 Human Anatomy and Physiology I-II

Policy and Economics
POLS 2110  Contemporary Issues in U.S. Public Policy
SOWK 2201  Social Problems and Programs
SOWK 2301  Social Policy Analysis
SOWK 2401  Social Welfare: Commonality and Diversity

Contact the Director of the Gerontology Program for additional elective options. See Index to locate elective course descriptions.
Course Descriptions

SOWK 1111 Introduction to Social Work
Introduces components of generalist social work practice. Includes: social work fields of practice, special (at risk) populations, the value of human diversity, issues of poverty and oppression, and the values and ethics of the profession. 3 credits

SOWK 1191-1193 Independent Study in Social Work
Individualized and guided study in social work. Covers a variety of topics and can include fieldwork, community service and research. Prerequisite: permission of instructor, chair and dean. 1/2/3 credits

SOWK 1311 Children and Youth in Society
Overview of principal supportive, supplementary 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 1333 Current Issues and Trends in Social Work Practice
Examines selected issues and trends in social work practice. Areas selected for study vary each semester as need and demand indicate. 3 credits

SOWK 1335 (WMST 1335) Family Violence
Examines the causes, manifestations, preventive strategies, and interventions applicable to the inappropriate use of force between and among persons known to each other, including acquaintance rape; spouse battering; child, adolescent and elder abuse. 3 credits

SOWK 1911 (SOWK 6911) Introduction to Gerontology
Overview of the basic facts about aging and aging processes, including demography, biology, psychology, sociology and policy analysis. 3 credits

SOWK 1912 Psychosocial Aspects of Aging
Examination of the person/situation of older adults, focusing on factors contributing to behavioral stability and change over time. Emphasis on traits, self-concepts, and lifestyles; the roles of older adults; and the relationship of both person/situation to successful aging. 3 credits

SOWK 2201 Social Problems and Programs
Introduces students to the nature and extent of social problems and governmental and not-for-profit programs that attempt to ameliorate, prevent, or eliminate these problems. Includes information about problems and programs from an international perspective. 3 credits

SOWK 2301 Social Policy Analysis
Analyzes major factors involved in social policies, programs and organizations. Presented using functional, structural and conflict perspectives. Examines how the interplay of politics, economics, social values and professionalism shapes the social welfare institution in the United States. 3 credits

SOWK 2401 Social Welfare: Commonality and Diversity
Develops a conceptual framework for knowledge building and enhancement of understanding of the social welfare system and how it is made available to and used by different groups in the United States and elsewhere. 3 credits

SOWK 3511 Behavior and Environments
Intensive elaboration of the life course with emphasis on the effects of economic, physical, social, and technological environments (the ecological perspective) on the growth and development of individuals and families. Systems theory is reinforced. Prerequisites: BIOL 1101, PSYC 1101, SOCI 1101, SOWK 1111. 3 credits

SOWK 3611 Introduction to Helping Skills
Introduces and furthers comprehension and application of ethical caring, self-awareness, respect, effective communication and resource mobilization. 3 credits

SOWK 3811 Helping Careers Practicum
Introductory field work experience for students planning a career in the helping professions. Students maintain written records and learn under professional supervision at social agencies for 78 hours paced over the semester. Corequisite: SOWK 3611. 3 credits

SOWK 4611 Social Work Practice and Research
Students gain proficiency in research processes and methodologies, particularly evaluative and including single system design, used in social work practice. Corequisite: any 4000 level social work course. 3 credits

SOWK 4811 Senior Practicum I
First of a two-semester sequence. Under professional supervision, students function in a social work agency to gain beginning-level generalist social work abilities. Includes various student reports and weekly class/group meetings. Prerequisites: Formal admission to the social work program. Corequisite: 4911. 6 credits

SOWK 4812 Senior Practicum II
Second of a two-semester sequence. Under professional supervision, students function in a social work agency to gain beginning-level generalist social work abilities. Includes various student reports and weekly class/group meetings. Total number of practicum hours for the SOWK 4811-4812 sequence is 400. Prerequisites: SOWK 4811, 4911. Corequisites: SOWK 4912, 5111. 6 credits

SOWK 4911 Theory and Practice I
First of two theory and practice methodology course designed to help students develop the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for micro/mezzo practice with individuals, families, small groups, organizations and communities. Emphasizes problem solving, strengths, and evidence-based practice. Prerequisite (formal admission into the social work program): SOWK 3611, 3811. Corequisite: SOWK 4811. 3 credits
SOWK 4912 Theory and Practice II
The second theory and practice (methods) course designed to help students develop the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for professional mezzo and macro practice to serve individuals, families and large groups, organizations, communities, and society at large. Emphasizes problem solving, strengths, and evidenced based practice. Prerequisites: SOWK 4911. Corequisites: SOWK 4812, 5111. 3 credits

SOWK 5111 Senior Research Seminar
A capstone learning experience designed to help social work students integrate their beginning preparation for professional practice and/or graduate school and to explore major issues confronting the profession and society today. The course focuses on specific areas of interest identified by participants with the guidance of the instructor. Corequisites: 4812, 4912. 3 credits

Department of Sociology and Anthropology
Jubilee Hall 5th floor
(973) 761-9170
www.shu.edu/academics/artsci/sociology-anthropology

Faculty: Bunnage; Haynor (Chair); Kayal (Social and Behavioral Sciences Adviser); Carr (Sociology Adviser); Kavanagh; Quizon; Savastano (Anthropology Adviser);

Faculty Emeriti: Abalos; San Giovanni; Zielyk

The Department of Sociology and Anthropology offers two major programs leading to a Bachelor of Arts degree. The Department also offers a minor in each of these two fields. Our Sociology and Anthropology programs are designed to provide students with the tools to analyze, critically evaluate, and understand pressing global and domestic concerns and then to use that knowledge for the betterment of society.

Both Sociology and Anthropology make connections between how we understand ourselves and behave towards others. Sociology cultivates the sociological imagination in students, enabling them to see the links between social structures and personal problems. Anthropology gives students the global perspective to examine our world with a critical and understanding eye as they learn of the different ways people around the world devise solutions to the problems that are common to us all. With an eye towards affecting change, both disciplines look behind the scenes to identify social forces that shape behavior and perceptions.

Whether in regard to urban social issues, inter-group relations, social institutions, health, gender, sexual, racial, organizational, environmental and indigenous cultural concerns, our goal is to provide students with the ability to both understand and to act on their knowledge.

Why Study Sociology and Anthropology?
There are both intellectual benefits and practical applications gained by studying sociology and anthropology. Many of our graduates find employment as educators, researchers, demographers, urban planners, sales or customer service representatives, counselors, public relations specialists, journalists, diversity trainers, event planners, market researchers, personnel and business managers, and media specialists. Others work in the applied fields of government, diplomacy, and medicine. In addition, a number of growth professions look to students with special training in these disciplines. Sociology majors work in many areas of legal studies, law and law enforcement while anthropology majors engage in historical preservation, archaeology, museum work and other fields of cultural resource management. While our sociology program is oriented toward topics and issues within the social context of American society, the anthropology program emphasizes a more comparative global cultural perspective on what are similar central concerns. The goals of the undergraduate degree programs are threefold: to provide a core of courses for students who may pursue graduate study in their respective disciplines; to prepare students to employ the sociological imagination and the lens of cross-cultural knowledge in a globalizing world; and to enable students to recognize, develop and use the humanistic dimension of these two disciplines for their personal development and on behalf of the human family. For more information on the benefits of these broad-based, flexible majors, please visit the department website at www.shu.edu/academics/artsci/sociology-anthropology

Making Connections
Both Sociology and Anthropology have integrated relations with other departments and programs. For example, Social and Behavioral Science majors and students from the College of Education and Human Services can pick either Sociology or Anthropology as minor concentrations. Both Sociology and Anthropology offer courses in Women and Gender Studies, Environmental Studies, Africana Studies and the Honors programs.

More specifically, Sociology offers a dual degree program with the Department of Public and Healthcare Administration that leads to two degrees completed in a 5-year span: a Bachelor of Arts degree in Sociology and a Master of Public Administration. For more information see the Five-Year Dual Degree Programs section of this catalogue.

The Anthropology program has broad offerings emerging from college-wide initiatives in Latin American and Latino/Latina Studies, the Anthropology of Religion, Ethnography and Museum Studies, Environmental Studies and Urban Anthropology. These courses dovetail with the active research programs and expertise of the faculty that encompass the above mentioned areas along with the study of gender and sexuality; immigration, the Diaspora of ethnic groups, transnationalism and cultural citizenship; indigenism, ethnic identity, nationalism and the anthropology of art/ material culture; visual and symbolic anthropology and postmodernism.
Anthropology students also have formal and informal opportunities to benefit from the rich cultural offerings in the New York/New Jersey metropolitan area, including the American Museum of Natural History, El Museo del Barrio, the Metropolitan Museum of Art, the National Museum of the American Indian, the Jewish Museum, the New York Academy of Sciences, the New York Public Library, Asia Society, the Calandra Institute of Italian and Italian-American Studies, the Newark Museum, and the Jersey City Museum, among others.

**Alpha Kappa Delta, International Sociology Honor Society**

Bi-annually eligible students are inducted into Alpha Kappa Delta (AKD) the international sociology student honor society of the American Sociological Association. The installation ceremony invites the relatives and friends of distinguished majors to join with the faculty in honoring outstanding student achievement. When appropriate, the faculty also presents a Distinguished Graduate Award at this event to an alumnus who best illustrates the principles of a humanistic sociology in his or her professional and community life.

**Lambda Alpha Delta, National Collegiate Honors Society for Anthropology**

Students who have completed at least 12 credits in anthropology with an average of 3.0 are encouraged to apply for membership in Lambda Alpha Delta (LAD), the Seton Hall University chapter of the National Collegiate Honors Society for Anthropology. The newly established chapter, a student-led initiative, seeks to promote excellence and increased awareness of anthropology as a humanistic social science. The LAD holds joint bi-annual induction ceremonies with the sociology honor society.

**Major Program in Sociology**

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete department requirements in sociology and related fields for a total of 36 credits. With good reason, students may modify the major program in consultation with a department adviser. Introduction to Sociology (SOCI 1101) is normally the first course taken by majors, but late transfers can substitute Social Problems and Solutions (SOCI 2601) or Sociology of the Family (SOCI 2211) in its place.

**Program Requirements**

**Required Courses (12 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2910</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3310</td>
<td>Sociological Theories</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5988</td>
<td>Senior Seminar in Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (15 credits):**

Four sociology 2000 level courses

(limit one special topics course)

One sociology 3000/4000 level course

**Social Science Electives (9 credits):**

Nine (9) credits, selected in consultation with adviser, from any of the following disciplines: anthropology, Africana and studies, criminal justice, political science, economics, psychology and social work. No more than three (3) credits may be taken in each discipline.

**Total: 36**

**Minor in Sociology**

The minor program in sociology offers experience for students interested in careers such as law, business, marketing, communications and social services. It is comprised of 18 credits.

**Required Course (3 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:**

Four sociology 2000 level courses

(limit one special topics course)

One sociology 3000/4000 level course

**Total: 18**

**B.A. in Sociology/Master of Public Administration**

The Departments of Sociology and Anthropology offer a dual degree program with the Department of Public and Healthcare Administration that leads to two degrees completed in a five-year span: a Bachelor of Arts (B.A.) degree in sociology and a Master of Public Administration (M.P.A.) degree. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one’s major in sociology; and to permit students to earn a M.P.A. degree within the timeframe of five years. For more information, please see page 225 of this catalogue.
Major Program in Anthropology

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete department requirements in anthropology and related fields for a total of 36 credits. Each student’s program of study should be planned in consultation with the anthropology faculty. The program may be tailored to a student’s needs depending on specialization. In recent years, a significant number of students have pursued double majors in anthropology alongside degrees in education, diplomacy and international relations, and environmental studies. Recent graduates include students from the University’s prestigious Honors Program. Our alumni have pursued post baccalaureate studies in forensic anthropology, law, journalism, dentistry, museum studies, and international arts management, among others. Introduction to Cultural Anthropology (ANTH 1202) is normally the first course taken by majors but other required major courses such as Culture and Communication: Introduction to Linguistic Anthropology (ANTH 1210) or Physical Anthropology (ANTH 1201) may also be taken in the first semester.

Program Requirements

Six Required Courses from the following (18 credits):

- ANTH 1201  Introduction to Physical Anthropology
- ANTH 1202  Introduction to Cultural Anthropology
- ANTH 1210  Culture and Communication: Introduction to Linguistic Anthropology
- ANTH 2912  Qualitative Field Research Methods
- ANTH 3212  History of Anthropological Theory
- ANTH 3296  Independent Study

or ANTH 5988  Senior Seminar

Six Elective Anthropology Courses (18 credits):
The student should take three courses (9 credits) in anthropology electives at the 2000-4000 level other than those required. In consultation with the department adviser, the remaining three courses (9 credits) may be taken from the courses listed below:

- AFAM 2331/ANTH 2331  People and Cultures of Africa
- ASIA 3115  Asian Social Life
- ASIA 3132  Contemporary Japan
- BIOL 1102/1103  Anatomy and Physiology I-II
- CRIM 2616  Criminology
- COBF 2213  Documentary Film
- COGR 3320  Advanced Photography
- HIST 3354  The American Frontier
- RELS 1402/ASIA 1101  Religions of the World
- SOCI 1101  Introduction to Sociology
- SOCI 2416  Religion and American Society

Total: 36

Anthropology Minor

The anthropology minor enhances a number of major programs by offering a unique cross-cultural perspective that enables students to apply their skills in their personal as well as their professional lives in an increasingly globalized world. In recent years, most students with a minor in anthropology pursue degrees in education, diplomacy and international relations, political science, biology, environmental studies, history, business, communication, and art history. Students are required to take at least six courses in the discipline, three of which are upper-division electives. In the independent study or its equivalent (normally in the senior year), students write a research paper, integrating anthropological perspectives with their major field of study. Students completing a minor in anthropology must earn 18 credits that include:

Three Required Anthropology Courses (9 credits)

- ANTH 1201  Introduction to Physical Anthropology
- ANTH 1202  Introduction to Cultural Anthropology
- ANTH 1210  Culture and Communication: Introduction to Linguistic Anthropology

or

- ANTH 2912  Qualitative Field Research Methods

Three Elective Anthropology Courses (9 credits)

Total: 18

Course Descriptions - Sociology

Note: SOCI 1101, Introduction to Sociology, is a prerequisite for all sociology courses except SOCI 2601 and SOCI 2716.

SOCI 1101 Introduction to Sociology

An introduction to the sociological perspective, exploring basic concepts and theories relevant to various dimensions of social life. May include discussion of socio-cultural influences on everyday social interaction, collective behavior, social inequalities, deviance, socialization, sexuality and identity, as well as social institutions and organizations, such as bureaucracy, religion, family, education, health, class, race, ethnicity, and gender. 3 credits

SOCI 2010-2018 Special Topics in Society

Student and Faculty generated questions about contemporary social issues particularly rich in sociological potential. An applied sociological focus on emerging trends, political behavior, religious and legal questions, race and gender relations, etc. 3 credits

SOCI 2211 Sociology of the Family

An exploration of the social influences on family life. Examines how social and cultural factors affect our understandings of, experiences with, and opportunities within families. Examines the diversity of family forms over time, across cultures, and within the U.S. May include topics such as dating, marriage, parenting, housework, balancing work and family, divorce, family violence, and the effects of economics, poverty, social policies, and social status on family life. 3 credits
SOCI 2212 The Sociology of Education
Education as a politicized social institution; schools and enculturation; schooling and bureaucratization; educational philosophies across cultures and historically; social functions and dysfunctions of schooling; schooling, the social order and mobility; education and employment; educational trends; de-schooling, alternative schools, charter schools, home-schooling. 3 credits

SOCI 2213 (ANTH 2213, POLS 2229) Sociology of Law and the Legal System
Examines legal institutions in their social context and cross-culturally. The relationships between law and social norms, values and beliefs; the formulation and implementation of laws; interdependence between the law and social structure, power and change; the legal profession. The process of law making/breaking; law and power, change and social justice; the practice of law. 3 credits

SOCI 2215 Sociology of Sport and Leisure
Sports as a major social institution and a significant part of popular culture. Examination of reciprocal relations between sports and society. The impact of social forces (urbanization, technology, bureaucracy, changing ideologies) on the nature of sport. Special topics include sports’ relation to other institutions, such as family, politics, mass media, education, economy and religion. 3 credits

SOCI 2224 (ANTH 2224) Sociology of Health and Medicine
Sociological examination of health and illness and the social institutions that affect them. Explores social issues of health and illness and the manner by which medical resources and health hazards are distributed. May cover topics such as HIV/AIDS, health care institutions, medical stigmas, the health effects of environmental toxins, and food safety issues. 3 credits

SOCI 2233 (ANTH 2233, WMST 2233) Sociology of Sexuality
A focus on the socio-cultural aspects of sexuality, including social scientific theories for understanding sexuality, the interconnections of gender and sexuality, manners by which we learn about sexuality from childhood through adolescence and adulthood, social institutions and cultural forms that affect individual experiences and conceptualizations of sexuality, and current social issues concerning the sexual. 3 credits

SOCI 2303 Crime, Law and Society
This course broadly examines the relationship, as well as social construction, of crime and criminal law. Legal constructions of crime do not take place in a vacuum; rather, they are also the domain of legislatures, interest groups (and lobbies), task forces, implementation authorities, law enforcement, prosecutors, defense attorneys and social groups. Crime may be also be construed as local, national or global, and comparative in nature. Prerequisite: SOCI 1101 or ANTH 1202 or permission of the department chair. 3 credits

SOCI 2311 (ANTH 2311; ENVL 2311) Population, Ecology and the Environment
Examines diverse socio-cultural strategies used by human societies throughout the world. The course addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists and pastoralists, peasant farmers, and agro-industrial corporations as they respond to and transform the natural environment. Students will learn to apply an anthropological perspective toward the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. 3 credits

SOCI 2314 (POL 2115) Formal Organizations
Nature of bureaucracy and its effect on personality, social relations, group dynamics and social change. Bureaucratic arrangements and processes in a variety of organizational contexts, such as the corporation, voluntary associations, university, union, professional association, government bureau and church. Special attention to the role of power in bureaucratic settings and exchanges. 3 credits

SOCI 2410 The Sociology of Mass Media
This course offers an in-depth analysis of mass media, critically focusing on the political context and uses of film, television and newspapers in a democratic society. Special attention is given to the position of women and minorities in the media industry. Includes comparative analysis with other societies. 3 credits

SOCI 2412 The Sociology of Religion
What is the “sacred?” Why do we “need” God? Critique of traditional sociology of religion through consideration of classical and recent works regarding its origins and functions. Comparison of theological and sociological approaches to the sacred. Interrelationship of religion, society and culture on the rise of religious ideology and religious organization (churches, sects, “healing ministries”). Religion and social change. Alternate religious systems. The link between religion, sexism and homophobia. 3 credits

SOCI 2416 Religion and American Society
Religious basis of American society and culture; American civil religion; religion in immigrant assimilation; religion as both a conservative force and source of change. The problem of societal integration and religious pluralism; nationalism and religious ideology; religion and social control; counterculture movements, immigration patterns and the religious landscape. 3 credits

SOCI 2511 (AFAM 2328) Growing Older: The Sociology of Aging
A sociological investigation of growing older in American society. Focus is on ageism and life-cycle adjustments for different generations and in different societies. Aging and cultural values across the life-course are emphasized. Theories of aging are examined in relationship to economic variables, occupations, and cultural values. Topics include: intergenerational conflicts, retirement, dying and death, nursing homes, contemporary problems of the young and elderly, institutional and individual responses to the problems of aging. 3 credits
SOCI 2512 Careers and Occupations
Work and occupations in today’s society. The meaning of labor; work and alienation. Trends in the division of labor; links between occupation and social stratification; professionalization of work; occupational ideologies and associations. Career patterns and the various job markets. 3 credits

SOCI 2513 (WMST 2513) Social Inequalities
An examination of social inequalities, concentrating on class, national, racial, ethnic and gender inequalities in the U.S. and the globe. Discussion will include such topics as the distribution of influence and wealth in occupations, families, and religious and educational institutions, explanations for wealth and poverty, and sources of mobility and change. 3 credits

SOCI 2514 (WMST 2514) Sociology of Women and Men
Wide ranging exploration of women’s and men’s changing place in society. Selected historical, anthropological, biological and psychological factors as sources of women’s and men’s position in society; ways in which contemporary social structures and processes serve to both maintain aspects of their position and to generate more egalitarian roles and life-styles for today’s women and men. 3 credits

SOCI 2515 Majority-Minority Relations
Sociology of race/ethnic, religious, class, and gender relations. Becoming American—the process of assimilation (Anglo-conformity, multiculturalism, melting pot). Social order and social conflict perspectives on American society. Prejudice and discrimination. Religion, race, gender and ethnicity in everyday life, integration and pluralism; old vs. new immigrations, illegal immigration and the economy. Hispanic and Asian immigration; strategies of social change; race vs. class relations in contemporary society. 3 credits

SOCI 2517 (LALS 2517) Latinas and Latinos in the United States
The course will examine the current situation of Latinas/Latinos in U.S. society from the perspective of a theory of transformation. Latinas/Latinos are the youngest and the fastest growing ethnic population in the United States. Their growing involvement is having a significant impact on culture and politics but they continue to experience high levels of unemployment, poor education, substandard housing, inadequate social services and political under-representation. Solutions compared and contrasted: assimilation vs. transformation. 3 credits

SOCI 2601 Social Problems and Solutions
Sociological examination of a variety of current social problems and possible solutions, including, for example: privacy issues, poverty; environmental degradation; media issues; national security; racism, sexism, and heterosexism; drugs and the drug war; crime and prison issues; and health care system failures. Assigned to groups based on interest, students focus on particular social problems for more intensive study, and present their work to the class. 3 credits

SOCI 2701 Social Change
A review and critical examination of the transformation of human societies from pre-industrial to industrial, as well as the various forms-capitalist and socialist-that industrialization has taken. An analysis of various theories of “development” and “underdevelopment,” colonialism and post-colonialism, post-industrial society, globalization, and civilizational conflict. A consideration of the role of technology in shaping the current world order and how it is likely to shape the future, with particular attention given to communication information, and bio-technology. 3 credits

SOCI 2713 Political Sociology
Relationship between, culture, social structures and political ideologies cross culturally. Role and functions of government. Politics and International Law; Police and personal freedom and behavior. Social policy engineering and government; Government, media and elections; Contemporary political issues are discussed. 3 credits

SOCI 2716 (ANTH 2716) American Society
The culture and social structure of American society. Evolving American national character. Tracing some present problems: wealth and poverty, fascistic tendencies, religion and democratic tensions, crime and policing. Understanding American institutions, consumption patterns, celebrity culture, media and voting, etc. The themes of continuity vs. change, unity vs. diversity, individualism vs. community. 3 credits

SOCI 2813 Self and Society
A consideration of various theories of the self and its development through social interaction. Emphasis is given to the stages of the life course as they are shaped by broader institutional and historical forces, as well as to the fit or lack of fit between the needs of the individual and the functioning of collectivities. A critical review of the evolution from pre-modern to modern identity, and from modern to post-modern identity, and how these processes are filtered through the cultural frame of reference of particular groups and societies. 3 credits

SOCI 2815 Deviant Behavior
Analysis of socially stigmatized behavior, its functions and consequences; individual differences, democracy, and societal toleration or oppression; “Deviant” identities - labeling, identity formation, behavioral consequences, statuses/roles, subcultures, etc. Stereotyping, power, control of, conflicts between groups, responses, normalization. 3 credits

SOCI 2910 (AFAM 2910) Research Methods
Introduction to the enterprise of social science research. How we collect data, what statistics mean. Problem selection and conceptualization; formulating research hypotheses and propositions; research design; sampling, instrument construction; data treatment and analysis procedures such as cleaning, coding, tabulation and cross tabulation of data; proposal preparation. Pre-requisites: SOCI 1101 and MATH 1101 or MATH 1203. 3 credits
SOCI 2911 (POLS 2911) Research Methods II
Advanced instruction in sociological research, requiring the completion of a research paper. More detailed methodological techniques. Introduction to qualitative techniques of data collection and analysis. Employment opportunities in research outlined. Written paper based on original research. 3 credits

SOCI 2912 (ANTH 2912) Qualitative Field Research Methods
This course is designed for social scientists who wish to learn how to conduct field research, whether in foreign cultures or with different groups within the United States. Students develop, refine and carry out field research projects using qualitative research methods and techniques including participant observation, structured and unstructured interviewing techniques, non-probability sampling, among others. The course will also address ethical issues in social science research including privacy, institutional oversight, rights of the state, and common strategies and solutions. Final research paper is based on original fieldwork. 3 credits

SOCI 3219 (ANTH 3219) Urban Sociology
Sociological approaches to the city and its problems from the perspective of community. History of cities from towns to development of the megalopolis. Consideration of the structure of the city, life-styles, demographic trends, politics and relation to suburbs. Review of selected problems: housing, transportation, recreation, etc. Exploration of urban tensions, such as the rise of mass society and the persistence of local ties such as families and ethnicity. 3 credits

SOCI 3310 Sociological Theories
A survey of classical and contemporary approaches to collective life and the transformation of human societies. A major objective is to show the philosophical, moral, cultural and historical foundations of the dominant theoretical orientations in sociology over time. Consideration of the nature of social order and change, agency and constraint, and sociology as an objective and interpretive science. Focus given to the conversational chains that have been established between theorists from differing schools and within any given school. 3 credits

SOCI 3330 Crime and Civil Rights
This course broadly examines constitutional law, civil rights, and civil liberties in a socio-legal context. The intention of the course is to develop an understanding of the legal principles and rules that define the nature and the limits of American government. Prerequisite: SOCI 1101 or ANTH 1202 or permission of the department chair. 3 credits

SOCI 3382 Sociological Practice
Approaches to and varieties of sociological practice, including policy research, action research, evaluation research, strategic planning, and clinical intervention. An in-depth analysis of the problem-solving process and guided social change, and the role of sociological knowledge and insight. Examination of the values guiding the sociological practitioner and the ethical challenges associated with being a consultant, policy research or social activist; and the criteria used to define “successful” practice. Students will participate in a sociological practice project. 3 credits

SOCI 3417 Sociology of Knowledge
What do we know, how do we “know” it? Examines “knowledge” in society and its relationship to social structure and individual consciousness. Emphasis is on the social construction of reality, the meaning of truth and fact, i.e., scientific, theological and sociological truth compared. How the social attributes of groups as well as individuals affect the production ordering and presentation of “information.” The form knowledge will take in a particular society. 3 credits

SOCI 3420 Crowds, Cults, and Revolutions
This course focuses on the social phenomenon of collective behavior from a multicultural perspective. Revolutions, social protest, fads, trends, social movements and crowd behavior across cultures are examined through comparative analysis. 3 credits

SOCI 3514 (ANTH 3514, WMST 3514) Sociology of Gender
Advanced exploration of social scientific theory and research on women and men, including such topics as: the social construction and interconnectedness of sex, gender, race, class, and sexuality; how gender operates in everyday social interaction, affecting love, violence, and friendships; how gender inequalities are institutionalized in work, education, religion, and family; and how gender differences and inequalities are implicated in relations of power and politics. 3 credits

SOCI 3815 Theories of Deviance and Conformity
An application of various sociological theories of deviance and conformity to a variety of deviant and conforming attitudes, behaviors, and conditions, including, for example: issues of crime and punishment; legal and illegal drug use; sexual minorities, majorities, and fetishes; body presentation, maintenance, and modification; and public opinion and political dissent. Taught as a seminar, with students responsible for presenting on the assigned readings and assisting in leading discussion. 3 credits

SOCI 3881-3888 Special Issues in Sociology
Topics to be announced by the department. Students should consult the registration handbook for specific titles. 3 credits

SOCI 3892 Internship
Students work in settings where they can apply their theoretical knowledge and research skills to the practical demands of the workplace. Designed to enhance the competencies of students as they prepare for their careers. Supervision is provided both by the site supervisor and a department faculty member. Students must obtain prior approval from their advisers. Seniors and juniors only. 3 credits
SOCI 5978 Independent Study 2 credits
SOCI 5979 Independent Study 1 credit
SOCI 5980 Independent Study 3 credits
SOCI 5981 Independent Study 1 credit
SOCI 5982 Independent Study 2 credits
SOCI 5983 Independent Study 3 credits
SOCI 5984 Independent Study 3 credits
SOCI 5986 Independent Study 3 credits
SOCI 5988 Senior Seminar in Sociology
A capstone course for majors, which integrates knowledge and skills acquired in the sociology program. Original research paper required that demonstrates mastery of program goals. Topics and approach to be announced by the department and instructor. 3 credits

Course Descriptions - Anthropology

ANTH 1201 (ARCH 1115) Introduction to Physical Anthropology
Introduce students to the anthropological study of humans and nonhuman primates from a biological and evolutionary perspective. Survey the following topics: 1) genetics 2) evolutionary theory 3) modern primates 4) human biology 5) primate origins and 6) race and human variation 7) human microevolution and 8) forensic anthropology. 3 credits

ANTH 1202 (ARCH 1302) Introduction to Cultural Anthropology
Cross-cultural comparison of peoples of the world. This course takes a holistic approach to human behavior from our evolutionary past, to the present and the probable future of humankind. An examination of various rules of conduct in economic, political and religious systems as well as the role of expressive culture and the importance of kinship in the organization of human society. 3 credits

ANTH 1210 Culture and Communication: Introduction to Linguistic Anthropology
Interpretation and analysis of verbal and non-verbal behavior, with an emphasis on intercultural communication. This course examines the personal, social, and cultural functions of communications, the development of language and how cultural conventions, gender and status differences modify meaning and how the media influences our view of ourselves and others. 3 credits

ANTH 1215 Race, Racism and the Meanings of Human Difference
Examines from a cross-cultural perspective the social and historical roots of the concept of race and addresses the impact that racism has on a wide range of societies of the world. Explores the specific ways in which human variation is patterned and addresses the significance of this variation in intergroup relations. 3 credits

ANTH 2213 (SOCI 2213) Case Studies in the Anthropology of Law
Investigation of ways law operates in various cultures throughout the world. Concepts of justice as related to religion, politics, economics and ethics; case studies from many different societies. “Western law” contrasted with customary law and other forms of legal experience in several Third World countries. Discussions of benefits that may be derived from understanding mechanisms of dispute resolution among non-Western people. 3 credits

ANTH 2223 Anthropology of Food and Culture
A description and analysis of a number of gastronomic domains A description and analysis of a number of gastronomic domains from an anthropological perspective. We will examine not only what people eat, but how, when, where and why some foods and not others. How one can collect and analyze food data structurally and functionally for cross-cultural comparison; and the extent to which eating and drinking patterns tell us something about the way people organize their societies. 3 credits

ANTH 2228 Global Problems and the Politics of Human Conflict
This course focuses on the manner in which societies of the world organize themselves with respect to the use and abuse of power and authority. Various theoretical and methodological approaches to political organization will be discussed with emphasis on the anthropology of modern nationalisms and the related discourses of ethnic identity and genocide, indigenism and modernity, nations-within-states, and the cultural ironies of tourism. 3 credits
ANTH 2233 (SOCI 2233, WMST 2233) Understanding Human Sexuality
This course examines human sexuality and gender relationships from an anthropological and cross-cultural perspective. It examines the culturally constructed roles of women and men in evolutionary perspective and within specific cultural and social contexts both past and present. The course also focuses on the economic, political and domestic roles, social statuses; and adaptive and maladaptive features of sociosexual patterns. 3 credits

ANTH 2241 (ARCH 2346) Native People of North America
The Indians of North America in the centuries before European conquest, subjugation and displacement. Archaeological, archival and traditional evidence for the Indians’ successful adaptations to diverse environments; their interpersonal, material, artistic and spiritual ways of life. Culture shock and aftermath of European contact. 3 credits

ANTH 2242 Peoples & Cultures of Southeast Asia
The course emphasizes new approaches to the ethnography of Southeast Asia that introduces students to the contemporary culture and social organization of the peoples of the region. Students will read classic works as well as contemporary monographs that address characteristic social formations: upland-lowland dynamics; maritime vs. agricultural states; indigenous responses to early modern, colonial and post-colonial European/American expansion, and organized around three themes: the gendered self, the imagined nation, and the paradox of world-systems. 3 credits

ANTH 2243 Peoples and Cultures of Latin America
This course focuses on recent approaches to the ethnography of the Americas, specifically those countries which were formerly Iberian (Spanish and Portuguese) colonies. Addresses Pre-Columbian social formations, the impact of the arrival of Europeans, and the contemporary postcolonial social landscape. Some of the themes of our inquiry are: Conquest and colonialism, post-colonial nationalism, indigenous cultures, hierarchies of class and caste, social movements, religions, migrations, the impact of international monetary policy on cultural formations, globalization and transnationalism, and race and ethnicity. While the course spans more than five centuries in our conceptualizations, it primarily focuses upon the present. 3 credits

ANTH 2311 (SOCI 2311, ENVL 2311) Population, Ecology and the Environment
Examines diverse socio-cultural strategies used by human societies throughout the world. Addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists & pastoralists, peasant farmers, and agro-industrial corporations, as they respond to and transform the natural environment. Students will learn to apply an anthropological perspective towards the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. 3 credits

ANTH 2331 (AFAM 2331) People and Cultures of Africa
Social and material cultures of Africa through time, emphasizing the unity and diversity of the continent and its people. 3 credits

ANTH 2401 Fieldwork/Urban Ethnography
Students will have an opportunity to participate in a semester-long team research project conducted under supervision of the instructor and focusing on the application of appropriate qualitative field research methods in an urban setting. Students will learn about the mechanics and ethics of research with emphasis not only on collecting, analyzing and evaluating ethnographic data within a hands-on team research context but also the very process of building relations between researchers, their communities of study and other stakeholders. 3 credits

ANTH 2412 Anthropology of Religion
Introduces students to the study of the Anthropology of Religion from a historical and theoretical perspective. Provides a framework for understanding the diverse ways in which “religion” manifests in different cultural settings and historical contexts. The course explores the human capacity to “make meaning” through the use of symbol, myth and ritual. It also explores transpersonal states of consciousness, many of which are induced through various public and private rituals and other devotional, ascetic and ecstatic practices. The category of “the religious” or “the sacred” as defined according to the western worldview is interrogated and explored. The course content is also relevant to students in Religious Studies, Catholic Studies, Sociology, Psychology and Italian Studies. 3 credits

ANTH 2716 (SOCI 2716) Understanding Americans: Anthropology of American Culture
This course examines the totality of the American experience through the unifying concept of culture. In particular we will be concerned with the origin, development and influences of ideas and assumptions that have shaped fundamental American values and character. (Formerly ANTH 2234) 3 credits

ANTH 2912 (SOCI 2912) Qualitative Field Research Methods
This course is designed for social scientists who wish to learn how to conduct field research, whether in foreign cultures or with different groups within the United States. Students develop, refine and carry out qualitative field research projects using methods and techniques including participant observation, and structured and unstructured interviewing techniques and non-probability sampling. The course will also address ethical issues in social science research including privacy, institutional oversight, rights of the state, and common strategies and solutions. Final research paper is based on original fieldwork. 3 credits

ANTH 3212 The History of Anthropological Thought
Examines the history of the discipline of anthropological thought and the theoretical corpus as it developed from the 19th century to the present. Students are exposed to the major theories and theorists in the field and to some of the
contemporary debates within the discipline. This course challenges students to critically assess the validity of various analytical approaches to the concept of culture, society and the person. 3 credits

ANTH 3215 Human Rights and Social Justice
Through an examination of the ways in which people in different societies of the world identify and define ethical and social standards, this course will examine the concept of universal human rights. Also examines the development of international efforts to apply such rights. The course will focus on ethnographic case studies from a wide variety of societies. 3 credits

ANTH 3218 Immigration to the United States
This course examines the history of immigration to the United States from the 17th Century to the present. Explores distinct waves or moments of immigration; presents theoretical explanations for these population movements; and assesses the cultural, political, and economic consequences of immigration to the United States. 3 credits

ANTH 3219 (SOCI 3219) Urban Anthropology
This course uses an anthropological perspective to examine the rise of urbanization in human history. Also analyzes the role of the modern city in both the developed and developing world. Examines issues such as rural-urban dynamics, poverty, crime, economic development, globalization, kinship, race/ethnicity and modernity. 3 credits

ANTH 3294 Independent Study 1 credit
ANTH 3295 Independent Study 2 credits
ANTH 3296 Independent Study 3 credits
ANTH 3297 Independent Study 3 credits

ANTH 3301-04; 3307-08; 3331 Special Topics in Anthropology
Topics to be announced. Check semester course offerings for specific themes 3 credits

ANTH 3305-06, Special Issues In Anthropology
Issues pertinent to the discipline. Check semester course offerings for specific themes. 3 credits

ANTH 3330 Visual Anthropology
Visual Anthropology is two-fold. First, it seeks to document culture through the creation and refinement of photographic and cinematographic techniques, including documentary film. It also means the analysis of the visual productions of different groups of people. Some topics addressed by visual anthropologists examined in this class include Indian soap operas, Brazilian Kayapo photojournalists and indigenous Australian documentaries, and the role of media in cultural revolution. A running theme throughout the course will be the implications of the reversal of the camera lens, such that the anthropologist him/herself becomes subject to scrutiny and investigation. 3 credits

ANTH 3514 (SOCI 3514/WMST 3514) The Anthropology of Gender
This course examines the history of a gendered approach to anthropology in light of second-wave feminism’s theoretical contributions and to the new questions that gender analysis brings to traditional anthropological issues such as work, kinship, immigration, race and nationalism. 3 credits

ANTH 4000 The Anthropology of Art
An anthropological approach to the study of the arts. The biological roots of art, evidence in the archeological record, art and artists and their relationship to religious, political, and economic organization and the arts as an expression of cultural identity. Course focuses on art both as observable phenomena (human-made objects, spaces, images, narratives) but also as a universal conceptual category approached through the lens of material culture and symbolic behavior. 3 credits

ANTH 5988 Senior Seminar in Anthropology
A capstone course for majors, which integrates knowledge and skills acquired in the sociology anthropology program. Original research paper required that demonstrates mastery of program goals. Topics and approach to be announced by the department and instructor. 3 credits

Special Arts and Sciences Programs
In addition to the major and minor programs offered by its academic departments, the College of Arts and Sciences offers a number of special programs that do not fit within the confines of a single academic department. These include:

• Interdisciplinary Majors: Catholic Studies*, Criminal Justice*, Economics*, Environmental Studies*, Latin American and Latino/Latina Studies*, Liberal Studies, and Social and Behavioral Sciences

• Interdisciplinary Minors, Certificates and other special programs: Archaeology minor, Italian Studies minor, Multidisciplinary Certificate in Gerontology, Russian and East European Studies minor and certificate, Women and Gender Studies minor, and the Multicultural Program.

• Dual Degree Programs: B.S. in Biology/D.P.T or M.S.P.A. or M.S.A.T.; B.A. Social and Behavioral Studies/M.S.O.T. or M.S.A.T.; B.A. or B.S./M.B.A.; B.A. in Political Science/M.P.A.; B.A. in Sociology/M.P.A., B.A./M.A. in English; B.A./M.A. in History; B.A./M.A. in Museum Professions; B.A. in Psychology/M.S. in Experimental Psychology; and B.S. in Physics or Chemistry/Bachelor of Engineering with the New Jersey Institute of Technology

*An interdisciplinary minor or certificate is also available through this program.
Interdisciplinary Majors

Catholic Studies Program
Fahy Hall, Room 318
(973) 275-2175
www.shu.edu/academics/artsci/catholic-studies/

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

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

Students may choose a major, minor or a certificate in the program. Note: Students declaring Catholic studies as a second major at the end of their first year must have sophomore status and a GPA of 2.5.

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

Major in Catholic Studies
(as of Fall 2009)

A. Core Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST 1302</td>
<td>Introduction to the Catholic Vision</td>
</tr>
<tr>
<td>CAST 3940</td>
<td>The Catholic Classics and Interiority</td>
</tr>
<tr>
<td>CAST 3193</td>
<td>Integrating Seminar in Catholic Studies</td>
</tr>
</tbody>
</table>

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

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

1. The Catholic Intellectual Heritage

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST 2153 (REL 2153)</td>
<td>Letters of Paul</td>
</tr>
<tr>
<td>CAST 2160 (PHIL 2160)</td>
<td>19th &amp; 20th Century Catholic Thinkers</td>
</tr>
<tr>
<td>CAST 2223 (REL 2223)</td>
<td>Modern Christian Thought</td>
</tr>
<tr>
<td>CAST 2224 (REL 2224)</td>
<td>Eastern Christianity</td>
</tr>
<tr>
<td>CAST 3950 (PHIL 3950)</td>
<td>Faith &amp; Reason Seminar</td>
</tr>
<tr>
<td>PHIL 2030</td>
<td>Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 3010</td>
<td>St. Augustine</td>
</tr>
<tr>
<td>PHIL 3015</td>
<td>St. Thomas Aquinas</td>
</tr>
<tr>
<td>RELS 2111</td>
<td>Genesis and Exodus</td>
</tr>
<tr>
<td>RELS 2151</td>
<td>Matthew, Mark &amp; Luke</td>
</tr>
<tr>
<td>RELS 2152</td>
<td>The Gospels and Letters of John</td>
</tr>
<tr>
<td>RELS 2221</td>
<td>Early Christian Thought</td>
</tr>
<tr>
<td>RELS 2222</td>
<td>Medieval Christian Thought</td>
</tr>
</tbody>
</table>

2. Catholicism and Human Dignity

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST 2520 (REL 2520)</td>
<td>Catholic Social Teaching</td>
</tr>
<tr>
<td>CAST 2313 (REL 2313)</td>
<td>Christian Spirituality</td>
</tr>
<tr>
<td>CAST 2514 (REL 2514)</td>
<td>Theology of Sexuality</td>
</tr>
<tr>
<td>RELS 2160</td>
<td>Women in the Biblical Tradition</td>
</tr>
<tr>
<td>RELS 2231</td>
<td>Jewish-Christian Relations</td>
</tr>
<tr>
<td>RELS 2241</td>
<td>Introduction to Ecumenism</td>
</tr>
<tr>
<td>RELS 2315</td>
<td>Theology of Marriage</td>
</tr>
<tr>
<td>PHIL 1107/8</td>
<td>Self &amp; Community: Philosophy in Theory &amp; Practice I/II</td>
</tr>
</tbody>
</table>

3. Catholicism and Human Culture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 2112</td>
<td>Medieval Art</td>
</tr>
<tr>
<td>ARTH 2113</td>
<td>Italian Art of the Renaissance</td>
</tr>
<tr>
<td>ARTH 2115</td>
<td>Baroque and Rococo Art</td>
</tr>
<tr>
<td>CAST 2011</td>
<td>Catholicism and Art</td>
</tr>
<tr>
<td>CAST 2015 (ENG 3015)</td>
<td>Catholicism and Literature</td>
</tr>
<tr>
<td>CAST 2101/2 (LATN 2101/2)</td>
<td>Intermediate Latin I/II</td>
</tr>
<tr>
<td>CAST 2207/8 (GREK 2207/8)</td>
<td>New Testament Greek</td>
</tr>
<tr>
<td>CAST 2321 (ENG 3311)</td>
<td>Chaucer</td>
</tr>
<tr>
<td>CAST 2292</td>
<td>Literature of Christian Conversion</td>
</tr>
<tr>
<td>CAST 2410</td>
<td>Bible as Literature</td>
</tr>
<tr>
<td>CAST 2422 (ENG 3422)</td>
<td>Catholic Literature and Film</td>
</tr>
<tr>
<td>CAST 2428 (ENG 3428)</td>
<td>Contemporary Lit and Religion</td>
</tr>
<tr>
<td>CAST 3150 (LATN 3150)</td>
<td>Medieval Latin</td>
</tr>
<tr>
<td>CAST 3320</td>
<td>Chesterton, Lewis and the Sacramental Tradition</td>
</tr>
<tr>
<td>CAST 3994</td>
<td>Foundation of Christian Culture</td>
</tr>
<tr>
<td>ENGL 3211</td>
<td>Medieval Literature</td>
</tr>
<tr>
<td>ITAL 2311/2</td>
<td>Contemporary Italian Prose I/II</td>
</tr>
<tr>
<td>MUHI 1137</td>
<td>Gregorian Chant</td>
</tr>
</tbody>
</table>

4. Catholicism and the Human Community

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST 2291</td>
<td>Roots of Catholic Ireland</td>
</tr>
<tr>
<td>CAST 2233 (HIST 3233)</td>
<td>Dante &amp; His World</td>
</tr>
<tr>
<td>CAST 2236 (HIST 2236)</td>
<td>Catholicism, Tradition and Reform Since 1500</td>
</tr>
<tr>
<td>CAST 2387 (HIST 3387)</td>
<td>Catholic Church in the US</td>
</tr>
<tr>
<td>CAST 2264 (HIST 3264)</td>
<td>Modern Ireland</td>
</tr>
<tr>
<td>CAST 2230 (HIST 3230)</td>
<td>Europe in the Middle Ages</td>
</tr>
<tr>
<td>CAST 2234 (HIST 3234)</td>
<td>Medieval Italy</td>
</tr>
<tr>
<td>CAST 2354 (HIST 3235)</td>
<td>Modern Italy</td>
</tr>
<tr>
<td>CAST 3397</td>
<td>Latin American Catholicism</td>
</tr>
<tr>
<td>CAST 3955 (SOCI 3881)</td>
<td>Catholicism and Social Sciences</td>
</tr>
</tbody>
</table>
C. Foreign Study Opportunities (optional)

Students may apply credits from Seton Hall Catholic Studies courses conducted as part of foreign travel and/or credits from overseas Catholic studies programs conducted by other universities with the prior approval of the director. The maximum number of credits that can be applied to the Catholic studies major is six. The Center for Catholic Studies annually offers its own foreign study programs.

D. Service Learning

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

Minor in Catholic Studies

A minor in Catholic studies consists of six courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST 1302</td>
<td>Introduction to the Catholic Vision</td>
<td>3</td>
</tr>
<tr>
<td>CAST 3193</td>
<td>Integrating Seminar in Catholic Studies</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3950</td>
<td>Faith and Reason Seminar</td>
<td>3</td>
</tr>
<tr>
<td>One course on Religion and Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two electives approved by the director of Catholic studies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Certificate in Catholic Studies

A certificate in Catholic studies consists of four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST 1302</td>
<td>Introduction to the Catholic Vision</td>
<td>3</td>
</tr>
<tr>
<td>Three electives at the intermediate or advanced level (CAST 2000-4000)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Enrichment

The Interdisciplinary Program in Catholic studies appeals to students, Catholic or not, who seek to deepen their knowledge of the Catholic intellectual tradition. Its interdisciplinary nature allows students to encounter the beauty and vitality of Catholicism as it is expressed across the disciplines.

By examining the role Catholicism has played in various cultures, students are challenged to take seriously its influence in every aspect of intellectual, spiritual and social life.

Because of its emphasis on close interaction between faculty members, students and alumni, those who choose to participate in the program enter into a unique type of intellectual community. Such community can be instrumental in forming character and good intellectual and spiritual habits.

The program is flexible. Most courses are cross-listed with other departments. Students who major or minor in other disciplines are invited to take an occasional course in the program. Such courses can shed light on the religious and humanistic dimensions of the various disciplines.

Course Descriptions

See cross-listed courses for additional course descriptions.

CAST 2011 Catholicism and Art

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

CAST 2291 Special Topics: The Roots of Catholic Ireland

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

CAST 2292 Special Topics: Literature of Christian Conversion

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

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

Few countries exhibit as strong a connection of its history, culture and identity with the Catholic Faith as does Poland, a factor which proved decisive in its return to freedom. The course examines how the Polish people and Church endured through the periods of partition and Nazi/Soviet tyranny until their resurgence in the epochal pontificate of Pope John Paul II and the collapse of Communism. This course is part of the Catholic Studies foreign study program. 3 credits
CAST 3320 Chesterton, Lewis and the Sacramental Tradition
This course examines the works of two of the most prominent 20th century British Christian writers. Although both authors are renowned as apologists, the course focuses upon their imaginative writings and how these served as invaluable expressions of their thought and spiritual vision. Works considered include Chesterton’s novel The Man Who Was Thursday and Lewis’ novel Out of the Silent Planet and Till We Have Faces. 3 credits

CAST 3940 The Catholic Classics and Interiority
This course flows from the new Seton Hall University core curriculum and endeavors to flesh out the meaning of “the Catholic intellectual tradition.” Its aim is to analyze the Catholic classics in the light of human interiority, particularly the human passion for meaning, for the good and for God. 3 credits

CAST 3994 Foundations of Christian Culture
Drawing from a variety of sources - historical, literary, philosophical and theological - this course examines the origins and nature of Christian culture, exploring in particular the value of culture itself as an aspect of revelation and incarnation. Looking at figures such as the historian Christopher Dawson, the poet-philosopher-playwright G.K. Chesterton, the novelist-philosopher J.R.R. Tolkien, the theologian Bernard Lonergan and the novelist-Christian apologist C.S. Lewis, it offers some answers from the contemporary Christian tradition to the ancient questions: How am I meant to understand the world? How am I meant to understand myself? This course is part of the Catholic Studies foreign study tour program. 3 credits

CAST 3997 Special Topics: Latin American Catholicism
Catholicism is not only an inextricable part of Latin America history and identity, but the region’s experience of the Faith has a profound influence on the universal and life of the Church. The course examines in particular Catholicism in Mexico, which embraces a rich ensemble of the humble and the heroic, the struggles for human dignity and the miraculous. The course culminates in an intensive immersion experience. This course is part of the Catholic Studies foreign study program. 3 credits

CAST 3998 (HONS 4195, RELS 3998) Special Topics: Italy in the Footsteps of the Saints
Italy enjoys a pre-eminence as a spiritual center for the Christian world alongside its importance in the development of Western civilization’s art, music, architecture and political thought. The course will examine the interplay between Italy’s profound spiritual heritage and cultural achievements, focusing on the contributions of such key figures as the Apostles Peter and Paul, Saints Francis and Clare of Assisi, Saint Catherine of Siena and Saint Ignatius of Loyola. This course is part of the Catholic Studies foreign study tour program. 3 credits

CAST 3999 Emergence of Christianity in Rome
The Church in Rome has manifested the greatest durability, adaptability and influence of all the early Christian communities mentioned in the New Testament. The course begins with the Roman Church’s Jewish roots, the Apostles Peter and Paul and the age of persecutions and continues through its increasingly central role in shaping Western Christianity from the time of Constantine to the early Middle Ages. Special focus is given to the developing office of the papacy and the self expression of this vibrant community through its art and architecture. This course is part of the Catholic Studies foreign study tour program. 3 credits

Criminal Justice Program
Arts and Sciences Hall
(973) 761-9170
www.shu.edu/academics/artsci/criminal-justice
Director: Joel B. Sperber, Ed.D.
Faculty: Athens; Launer; Palenski

Leading to a Bachelor of Arts (B.A.) degree, the Criminal Justice program of study can lead to professional careers in law enforcement, courts, corrections, police, and other areas relating to crime and justice. The major in criminal justice is designed to give students a broad understanding of the operation of the criminal justice system. Graduates from the program may pursue careers in criminal justice, law enforcement, courts, and corrections or undertake graduate professional degrees in areas such as criminology and criminal justice. A series of internships are offered in federal, state, and municipal agencies.

Transfer Students
All transfer students are interviewed before being accepted into the program. Transfer students have one semester to reach the minimum required GPA. Transfer students are required to take at least 18 credits from the Seton Hall University criminal justice program.

Major in Criminal Justice
Program Requirements
In addition to fulfilling the core and credit requirements of the College of Arts and Sciences, degree candidates must complete 48 credits (as follows) and earn a minimum overall GPA of 2.0:

Unit I Required Courses (12 credits)
ANTH 1202 Introduction to Cultural Anthropology 3
CRIM 2612 The Criminal Justice System in Modern America 3
PSYC 1101 Introduction to Psychology 3
SOCI 1101 Introduction to Sociology 3
Unit II Intermediate Required Courses (9 Credits)
CRIM 2616  Criminology  3
CRIM 3550  Criminological Theory  3
CRIM 2910  Research Methodology  3
or CRIM 3120  Qualitative Methods of Criminal Justice Research  3

Unit III Criminal Justice Electives (18 credits)
Students are required to complete six courses from the following:
CRIM 2613  Victimology  3
CRIM 2614  Police in Modern Society  3
CRIM 2615  Penology  3
CRIM 2617  Juvenile Delinquency  3
CRIM 2618  Community Supervision  3
CRIM 2619  Prosecution and Adjudication  3
CRIM 2912  Criminal Justice Administration and Management  3
CRIM 2913, 2915-2916, 2918-2920  Special Issues in Criminal Justice  3
CRIM 3310  Violent Crime  3
CRIM 3894  Criminal Justice Co-op I  3
CRIM 3895  Criminal Justice Co-op II  3
CRIM 3896  Criminal Justice Co-op III  3
CRIM 4400  Homicide  3
CRIM 5986-5987  Special Theoretical Issues in Criminal Justice  3
CRIM 5988  Senior Seminar  3

Unit IV Additional Electives (9 credits)
Students are to select three of the following courses, with no more than two courses selected from the same department.
AFAM 3311  Public Institutions and the African American  3
ANTH 1210  Culture and Communication  3
ANTH 1215  Race, Racism and the Meanings of Human Difference  3
POLS 2122  Public Administration  3
PSYC 2214  Abnormal Psychology  3
POLS 2229  Introduction to U.S. Law  3
SOCI 2314  Formal Organizations  3
SOCI 2515  Majority-Minority Relations  3
SOWK 1314 (AFAM 1518)  Social Work and the Law  3

Minor in Criminal Justice
The purpose of a minor concentration in criminal justice is to lead interested students to an understanding of the contemporary criminal legal system, and to supplement and enrich a related major course of study. The minor requires a minimum of 18 credits and is suitable for students majoring in a social science, social work, and communication, or those students planning to attend law school or preparing for any career in which a knowledge of the criminal justice system is useful.

Required Courses
CRIM 2612  The Criminal Justice System in Modern America  3
CRIM 2616  Criminology  3
SOCI 1101  Introduction to Sociology  3

Elective Courses
Any two of the following:
ANTH 2213  Case Studies in the Anthropology of Law  3
CRIM 2613  Victimology  3
CRIM 2614  Police in Modern Society  3
CRIM 2615  Penology  3
CRIM 2617  Juvenile Delinquency  3
CRIM 2618  Community Supervision  3
CRIM 2619  Prosecution and Adjudication  3
CRIM 2912  Criminal Justice Administration and Management  3
CRIM 2913, 2915-2916, 2918-2920  Special Issues in Criminal Justice  3
CRIM 3310  Violent Crime  3
CRIM 3894  Criminal Justice Co-op I  3
CRIM 3895  Criminal Justice Co-op II  3
CRIM 3896  Criminal Justice Co-op III  3
CRIM 4400  Homicide  3
CRIM 5986-5987  Special Theoretical Issues in Criminal Justice  3
CRIM 5988  Senior Seminar  3

Any one of the following:
SOCI 2211  Sociology of the Family  3
SOCI 2314  Formal Organizations  3
SOCI 2513  Social Inequalities  3
SOCI 2515  Majority-Minority Relations  3
SOCI 2701  Social Change  3
SOCI 2713  Political Sociology  3

Total: 18
Police Training Program

State Police Program
A contractual program between Seton Hall University and the New Jersey State Police provides an opportunity for graduates of the State Police Training Academy to earn a select number of academic credits during their training as long as they receive actual grades for the courses taken at the Academy. Pass/Fail grades will not be accepted for credit. Please call (973) 761-9430 for more information. Most of the following courses are restricted to this program:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CRIM 2620 Social Problems for Law Enforcement Officers</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 2625 Introduction to Criminal Justice I: Police Practice and Procedures</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 2626 Introduction to Criminal Justice II: Criminal Law and Society</td>
</tr>
<tr>
<td>3</td>
<td>EDST 1415 Physical Education I</td>
</tr>
<tr>
<td>3</td>
<td>EDST 1416 Physical Education II</td>
</tr>
<tr>
<td>2</td>
<td>ENGL 1025 Communication for State Police</td>
</tr>
<tr>
<td>3</td>
<td>ENGL 1027 Language and Communication for Law Enforcement Officers</td>
</tr>
<tr>
<td>3</td>
<td>POLS 2221 Constitutional Law</td>
</tr>
<tr>
<td>3</td>
<td>PSYC 1113 Psychology for Law Enforcement Officers</td>
</tr>
</tbody>
</table>

Municipal Police Program
Law enforcement personnel seeking academic credit for the municipal police academy experience should call (973) 761-9430 to obtain a listing of currently approved academies.

Seton Hall University may grant the following credits to law enforcement personnel who have graduated from approved municipal police academies in New Jersey:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CRIM 2620 Social Problems for Law Enforcement Officers</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 2626 Introduction to Criminal Justice II: Criminal Law and Society</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 5984 Community Experience I</td>
</tr>
<tr>
<td>3</td>
<td>EDST 1413 Physical Education for Municipal Police</td>
</tr>
</tbody>
</table>

County Police Program
Law enforcement personnel seeking academic credit for the county police academy experience should call (973) 761-9430 to obtain a listing of currently approved academies.

Seton Hall University may grant the following credits to law enforcement personnel who have graduated from approved county police academies in New Jersey:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CRIM 2620 Social Problems for Law Enforcement Officers</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 2625 Introduction to Criminal Justice I: Police Practice and Procedures</td>
</tr>
</tbody>
</table>

Course Descriptions

CRIM 2612 The Criminal Justice System in Modern America
The structure and function of the criminal justice system, including an analysis of values underlying two models of the criminal process. Role of police, constitutional rights, role of the attorney, courts and corrections, operation of the bail system, trial and role of the judge. 3 credits

CRIM 2613 Victimology
Consideration of victims of crime. Interaction between victim and offender in the criminal encounter, the risks of victimization, victim reactions to crime, the effect of victim characteristics on the legal system and a survey of victim-oriented alternatives to conventional criminal justice. 3 credits

CRIM 2614 Police in Modern Society
History and changing role of the police. Variety of sociological perspectives used to examine recruitment and socialization of police personnel. Meaning and functions of police work, police community relations, interactions between police departments and other official organizations (courts, prisons, schools, mental hospitals), police malpractice and control over police work. Comparison of police work in other modern societies, evaluation of various strategies for changing the role and structure of police work. 3 credits

CRIM 2615 Penology
Analysis of different philosophies of treatment and current techniques. Past correctional approaches surveyed to understand the changes made in institutionalized handling of a major social problem. Economic, cultural and political trends as the social setting in which society attempts to fashion a “practical” manner of treatment. 3 credits

CRIM 2616 Criminology
Examines the phenomenon of crime from a sociological perspective. Meaning of crime; official and unofficial counts of crime; social correlates of crime; lifestyles and behavior patterns of criminals. Critical analysis of various theoretical frameworks for explaining crime. 3 credits

CRIM 2617 Juvenile Delinquency
Examines patterns of delinquent behavior among youth. The definition and measurement of delinquency; influence of kinship; educational and other institutions on delinquency; social class and sub-cultural influences on delinquency; identification and processing of delinquents by official control agencies. 3 credits
CRIM 2618 Community Supervision
Study of community release movement in the U.S. Examination of parole and penal systems and their relationship to pre-prison identity and future behavior. Reentry into this system; relationship between self-concept and status passage, and notions of parole and probation success and failure. 3 credits

CRIM 2619 Prosecution and Adjudication
Examination of middle stages of criminal justice system; prosecutor’s decision to charge, pretrial procedures, criminal trial and sentencing. Discussion of central roles, case flow, current developments and defendants legal rights at middle stage of criminal justice system. 3 credits

CRIM 2910 Research Methodology
Basic exposure to the skills and understanding relied upon in criminological research. Concepts such as validity, reliability, research logic, design development and theory testing are addressed. Students also are exposed to elementary data analysis. Prerequisites: Two of the following courses: SOCI 1101, PSYC 1101, ANTH 1202 and MATH 1203; or permission of the instructor. 3 credits

CRIM 2912 Criminal Justice Administration and Management
Exploration of contemporary criminal justice administration with emphasis on leadership and management skills, as well as organizational theory. Discussion of management principles, communication, motivation of personnel, leadership and power, organizational conflict, decision making, organizational effectiveness, and innovation and change. 3 credits.

CRIM 2913, 2915-2916 Special Issues in Criminal Justice
Selected topics in criminal justice. 3 credits

CRIM 3120 Qualitative Methods of Criminal Justice Research
Qualitative methods of criminological research, including criminological “field methods” and “ethnography.” Four principle areas: (1) the distinctive logic or philosophy underlying the use of qualitative methods, (2) the different qualitative methods for collecting data, (3) the principal means for qualitatively analyzing data, and (4) criteria for evaluating qualitative research. Prerequisites: Two of the following courses: SOCI 1101, PSYC 1101, ANTH 1202 and MATH 1101 or permission of instructor. 3 credits

CRIM 3310 Violent Crime
Explorations of the topic of violence from a number of social science perspectives. Particular attention to the “process” of becoming violent, and the policy implications of violent behavior in the United States. 3 credits

CRIM 3550 Criminological Theory
Major sociological, psychological, psychiatric, biological, as well as interpretative theories of criminal behavior. The assumptions underlying the explanations that these theories offer, the empirical evidence supporting and contradicting them, and the attendant solutions that each implies. The different “images” of the “criminal” and “criminal action” upon which they operate are contrasted with each other, and the criminal law. 3 credits

CRIM 3894, 3895, 3896 Criminal Justice Co-op I, II, III
Internships or work experience in local, state, or federal criminal justice institutions. 3 credits each

CRIM 4400 Homicide
The nature of criminal homicide and its investigation are examined from both a legalistic and social scientific perspective. In part I of the course, criminal homicide is legally distinguished from non-criminal homicide, and five different types of criminal homicide are legally distinguished from each other: capital murder, first and second degree murder, and voluntary and involuntary manslaughter. In addition, the main legal defenses to criminal homicide (immaturity, insanity, intoxication, self defense, prevention of dangerous felony, and duress) are reviewed. In part II, various social scientific schemes for classifying and investigating homicide offenses and offenders, including the FBI’s standardized system, are critically compared. In comparing these different classification systems, actual death investigation reports, autopsies, toxicological and ballistic reports, crime scene stills and sketches, and trial court transcripts are utilized. Students will be required to classify homicide offenses and offenders on the bases of the different schemes and methods reviewed. Prerequisite: CRIM 2612. 3 credits

CRIM 5980-5983 Independent Study in Criminal Justice
Selected topics are explored in conjunction with the guidance and direction of the instructor. In instances where the topics change, additional independent study may be taken for a maximum of 6 credits. 1/2/3 credits

CRIM 5986-5987 Special Theoretical Issues in Criminal Justice
Instruction in important emerging areas in the field of crime and justice study. Course content and techniques draw on the expertise of researchers and writers across a wide spectrum of interests. Prerequisite: Completion of 30 program credits or permission of the instructor. 3-6 credits

CRIM 5988 Senior Seminar
A capstone course that consolidates the theoretical and methodological knowledge and skills acquired as a major. Major research report and oral presentation required. 3 credits

Police Program Course Descriptions
EDST 1415 Physical Education I
Physical conditioning and defensive tactics and how they apply to the student’s experience. Various forms of running, freehand exercises, weight training, organized athletics, tumbling and gymnastics. A boxing program reflects students’ reactions under the stress of physical confrontation. Training extends into hand-to-hand combat and self-defense against various weapons. Examinations and critiques included. 3 credits

EDST 1416 Physical Education II
Crash injury management and physiology, water self-survival and lifesaving. Learning the structure and functions of the human body to enable the student to better perform physical
functions of present-day law enforcement. Emergency care work is emphasized. 3 credits

**ENGL 1025 Communication for State Police**
Communications and speech with practical exercises performed in front of a television camera with critiques of the tapes. Interviewing and courtroom testimony. Hostage recovery, public information and police discretion. 2 credits

**ENGL 1027 Language and Communication for Law Enforcement Officers**
Grammatical aspects of language and the mechanics of composition of primary importance covering police reporting systems, unity and coherence, and sentence and paragraph structure. Semantics and word content, within the parameters of a meaningful and pragmatic vocabulary. Compositions and assigned readings. 3 credits

### B.A. in Economics
Jubilee Hall Room 674

**Administrator:** John J. Dall Jr., Ph.D.

The Department of Economics in the Stillman School of Business provides students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households and government, and of the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business administration, government and education; to lay the groundwork necessary for graduate studies in economics, law and related fields. Scholarly instruction and continuing personal guidance provide students with a high degree of flexibility in the development of their careers and educational plans.

The course offerings of the department enable undergraduate students to major in economics either through the College of Arts and Sciences or the Stillman School of Business, leading to the degree of Bachelor of Arts and Bachelor of Science in Business Administration, respectively.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in the economics and quantitative courses specified below. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with an economics department adviser who may modify the program in view of each student’s background and objectives.

#### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1303</td>
<td>Quantitative Methods for Business and Economics Students</td>
<td>3</td>
</tr>
<tr>
<td>BQUA 2811</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1402</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1403</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2408</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2420</td>
<td>Intermediate Microeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2421</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3470</td>
<td>History of Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>ECON xxxx</td>
<td>Electives in Economics</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Economics Minor
Students from the College of Arts and Sciences also may choose economics as a minor. The economics minor consists of three core courses plus three additional courses (ECON 2420 or 2421, and two economics electives) for the total of 18 credits. See Index to locate course descriptions.

### Environmental Studies Program
Fahy Hall 3rd Floor
(973) 761-9473

[www.shu.edu/academics/artsci/ba-environmental-studies](http://www.shu.edu/academics/artsci/ba-environmental-studies)

**Director:** Judith C. Stark, Ph.D.

The environment protects and sustains life, yet the unrestrained use of the earth’s resources causes problems that affect all humankind. The broad-based acceptance of this statement is producing profound economic and political changes in society at large. This is a topic that transcends several disciplines.

Environmental Studies provides a multidisciplinary medium for the study of the scientific and humanistic aspects of environmental problems. The Bachelor of Arts in Environmental Studies includes two tracks, one in education and one in public policy. This program, along with the minors in Environmental Studies and Environmental Science, includes courses that are rigorous within their traditional disciplines, from natural science (biology, chemistry, physics and geology) to political science, philosophy, economics, management and sociology.

### Major in Environmental Studies
The major in Environmental Studies prepares students to become leaders with expertise in sustaining and conserving our environment and natural resources while balancing the needs of a changing economy. Students prepare to take on service and leadership roles in an area of increasing global and local importance. Seton Hall’s location in northern New Jersey, at the borders of old industrial cities and new and old suburban communities places students at the growing edge of many environmental problems and their solutions: pollution, toxic wastes, land use, Brownfield remediation,
development pressures on open space, and habitat loss. New Jersey is home to a number of unique and fragile ecosystems, e.g. the Palisades, the Great Swamp, extensive salt marsh estuaries, and the Pine Barrens and these places provide venues for research and fieldwork. As the Catholic university in the state, Seton Hall brings issues of environmental justice, sustainability and new understandings of stewardship to regional conversations on the environment.

The major in Environmental Studies offers a systematic, interdisciplinary approach to education, insuring the rigorous and integrated use of the natural and social sciences and humanities to understand the profound impacts of human activity upon the interrelations of all components of the natural environment and the critical importance of restoring and maintaining environmental quality. The Environmental Studies major builds upon a foundational interdisciplinary team-taught course in Environmental Studies and culminates in a capstone course that involves the writing of a Senior Thesis under the guidance of a faculty mentor. Global and local in focus, the major involves students in experiential learning through community outreach activities and internships. The major prepares students to be servant leaders who build an environmentally, economically, and socially sustainable society, one that balances the needs of people today with those of future generations.

**Required Courses for all tracks (37 credits)**

- **ENVL 1011**  Introduction to Environmental Studies  
  3
- **ENVL 1019/ERTH 1019**  Introduction to Geology  
  3
- **ENVL 1111/GEOG 1111**  Fundamentals of Geography  
  3
- **MATH 1203**  Statistical Models for Social Sciences  
  3
- **BIOL 1101**  Introduction to Biology  
  3
- **CHEM 1001**  Chemistry and the World Around Us  
  3
- **ECON 1402**  Microeconomics  
  3
- **ECON 1403**  Macroeconomics  
  3
- **ENVL 2122/BIOL 2122**  Introduction to Ecology  
  4
- **ENVL 2115/PHIL 2115**  Environmental Ethics  
  3
- **ENVL 2910/POLS 2910**  Research Methods for Social Sciences  
  3
- **ENVL 5050**  Senior Capstone  
  3

* Satisfies the College of Arts and Sciences core curriculum requirements.

**Environmental Education Track (15 credits):**

For students interested in enhancing public awareness of environmental issues through schools, non-profit organizations and community-based organizations

- **PHYS 1001**  Introduction to Physical Science  
  3
- **ENVL 2311/ANTH 2311/SOCI 2311**  Ecology, Demography and Environment  
  3
- **or ENVL 3014/POLS 3014**  Ecology and Politics  
  3
- Plus three electives from the list of electives  
  9

**Environmental Policy Track (15 credits):**

For students interested in developing skills for work in the public sector: local, regional, national and international levels

- **ENVL 2311/ANTH 2311/SOCI 2311**  Ecology, Demography and Environment  
  3
- **ENVL 3014/POLS 3014**  Ecology and Politics  
  3
- **ENGL 3513**  Scientific and Technical Writing  
  3
- **COMM 1421**  Writing for the Media  
  3
- Select one course from the following:  
  3
- **POLS 1111**  Introduction to Public Policy  
  3
- **SOCI 2701**  Social Change  
  3
- Plus one elective from the list of electives  
  3

**Practicum Requirement (3 credits)**

- **ENVL 4511**  Practicum  
  3

**Elective Courses:**

- **ENVL 2311/ANTH 2311/SOCI 2311**  Ecology, Demography and Environment  
  3
- **ENVL 3014/POLS 3014**  Ecology and Politics  
  3
- **ENVL 3050-3099**  Selected Topics in Environmental Studies  
  3
- **ENVL 4111, 4112, 4113**  Reading and Writing Tutorial in Environmental Studies  
  1-3
- **ANTH 2234**  Anthropology of American Culture  
  3
- **ANTH 3219**  Urban Anthropology  
  3
- **BMGT 4925**  Managing the Environment  
  3
- **ENGL 3426**  Literature and Nature  
  3
- **ENGL 3514**  Scientific and Technical Writing  
  3
- **GEOG 1112**  Principles of Human Geography  
  3
- **GEOG 2111**  Principles of Political Geography  
  3
- **HIST 4390**  Topics in American History  
  3
- **POLS 1111**  Introduction to Public Policy  
  3
- **RELS 3591-3593**  Special Questions in Ethical Studies  
  3
- **SOCI 2701**  Social Change  
  3
- **SOCI 2716**  American Society  
  3
Minor in Environmental Studies
The environmental studies minor is not intended to train students as environmental scientists but to increase their awareness of environmental problems and possible solutions. This 25-credit minor is designed for non-science majors. The only math requirement is the College Core math requirement.

**Required Courses: 16 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1101</td>
<td>Introduction to Biology **</td>
<td>3</td>
</tr>
<tr>
<td>ENVL 2121/BIOL 2121</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1001</td>
<td>Chemistry and the World Around Us*</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1005</td>
<td>Applied Environmental Chemistry*</td>
<td>3</td>
</tr>
<tr>
<td>ENVL 1019/ERTH 1019</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
</tbody>
</table>

*CHEM 1123-1124 or CHEM 1107-1108 may be substituted for CHEM 1001-1005.

** BIOL 1201 or BIOL 1202 may be substituted for BIOL 1101.

**Elective Courses: 9 Credits**

Choose three of the following five courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 4925</td>
<td>Managing the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3410</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVL 2115/PHIL 2115</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ENVL 3014/POLS 3014</td>
<td>Ecology and Politics</td>
<td>3</td>
</tr>
<tr>
<td>ENVL 2311/ANTH 2311/SOCI 2311</td>
<td>Ecology, Demography and Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Environmental Sciences
The interdisciplinary minor in environmental sciences is described in the Biological Sciences section of this catalogue.

Course Descriptions

**ENVL 1011 Introduction to Environmental Studies**
This course introduces students to the interdisciplinary field of environmental studies, through lectures and discussion led by environmental studies program faculty from the social sciences, natural sciences and humanities. **3 credits**

**ENVL 1019 (ERTH 1019) Introduction to Geology**
Descriptive survey of the science of the earth; the composition of the earth; weathering and erosion; the formulation and movement of glaciers; the origin of mountains, volcanoes, earthquakes and deserts; and geological history of the earth. Field trips when possible. **3 credits**

**ENVL 1111 (GEOG 1111) Fundamentals of Geography**
Geography as a periodic relationship between the physical environment and life. Elements of the natural environment and their influences on human cultural activities. **3 credits**

**ENVL 2115 (PHIL 2115) Environmental Ethics**
Examination of current theoretical and practical issues in the field of environmental ethics, among them, obligations to future generations, human relationships to nature and pollution. **3 credits**

**ENVL 2122 (BIOL 2122) Introduction to Ecology**
Application of basic scientific laws, principles and concepts to environmental and resource problems. Scientific concepts such as matter and energy resources; soil, water and food resources; ecosystems, atmosphere and geologic processes; air and water pollution and pesticides will be studied. Problems such as deforestation, loss of biodiversity, global warming and ozone loss will be examined. Three-hour lecture, three-hour laboratory per week. (Part of the Environmental Studies program; not a biology major elective course.) Prerequisites: BIOL 1101 and CHEM 1001 or equivalent. **4 credits**

**ENVL 2311 (ANTH 2311/SOCI 2311) Ecology, Demography and Environment**
Examines diverse cultural strategies with which human societies throughout the world, ranging from tropical hunting and gathering groups to Euro-American and Asian industrialized nations, have responded to the natural environment. Students will learn to apply an anthropological perspective towards the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. **3 credits**

**ENVL 2321 (HIST 2321) Environmental History of the United States**
Explores the changing relationship between people and the environment in the United States. As a general survey of the nation’s environmental history, the course examines a variety of issues, including our changing understanding of the “natural” world and our place in it; the consequences of human efforts to commodify and control nature; social and ethical responses to environmental problems; and the evolution of environmental policy. **3 credits**

**ENVL 2910 (POLS 2910) Research Methods for Social Sciences**
An introduction to social science research. Topics include problem selection and hypothesis formation and testing; research design; sampling; construction and administration of research techniques; elementary data analysis and ethical issues. Some statistical and computer applications. Prerequisite: Math 1203 or MATH 1101. **3 credits**

**ENVL 3014 (POLS 3014) Ecology and Politics**
Explores the relationship between politics and environmental policy in the U.S. Looks at specific problems such as pollution, global warming, species depletion, land management and hazardous waste. Explores attempts by government and other interested parties to rectify these problems. **3 credits**
Environmental Studies/Latin American and Latino/Latina Studies  211

ENVL 3050-3052 Selected Topics in Environmental Studies
Topics are chosen by the environmental studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of environmental studies. 3 credits

ENVL 4111, 4112, 4113 Reading and Writing Tutorial in Environmental Studies
The tutorial courses provide opportunities for a senior student to pursue an in-depth reading and writing project in close consultation with a member of the environmental studies faculty. 1-3 credits

ENVL 4511 Practicum
This course provides a field experience under the supervision of a member of the environmental studies faculty. The specific form and requirements of the practicum, e.g. internship, service learning, etc., is developed in close consultation with the instructor. Students share their reflections on the experience during the semester and make a formal presentation of the results. 3 credits

ENVL 5050 Senior Capstone
This course is the senior capstone for all students majoring in Environmental Studies. A broad topic of pivotal importance to the field is selected annually. Each student prepares an independent research project on a specific aspect of the topic, closely mentored by faculty of the Environmental Studies program. The course is taught in the fall semester, but students begin preparation through required summer reading. The fall semester is a structured research/writing seminar that culminates in a formal written and oral presentation of the student’s findings. 3 credits

Latin American and Latino/Latina Studies Program
Fahy Hall
(973) 275-2764

Director: Matthew Escobar, Ph.D.

Faculty and Committee Members: Alexander (Africana Studies); Alvarez-Amell (Modern Languages); Liddy (Center for Catholic Studies); Medina (Philosophy); Pennington (Modern Languages); Prieto (Modern Languages); C. Rodríguez (Modern Languages); I. Rodríguez (Joseph A. Unanue Latino Institute); Zalacaín (Modern Languages)

Leading to a Bachelor of Arts (B.A.) degree the major in Latin American and Latino/Latina Studies at Seton Hall University provides students an interdisciplinary path to study the diversity of Latin American and Latino culture from several angles while mastering essential skills needed in the business world. Students study the Spanish language as well as take courses that explore the breadth and depth of a rich cultural heritage and history of a population whose presence is increasingly being felt throughout the United States. This major is designed to offer students both the analytical and writing skills they need to perform in the business world and the cultural knowledge to better understand our society and be an asset to any business whose focus is Latino or Latin American culture. Our majors are well prepared to compete in private and public sector professions in which a deep understanding of cultural diversity is an asset in our increasingly multicultural society.

The program in Latin American and Latino/Latina Studies (LALS) builds from a core of Spanish language, Latin American history and politics, as well as courses that focus on different aspects of Latin American and Latino culture. All LALS majors may take relevant electives in Africana Studies, philosophy, anthropology, history, Catholic studies, religion, political science and sociology that have been designed to explore both Latin American cultural paradigms and Latino immigration and culture in the United States. Students may also take courses designed specifically for bilingual/heritage speakers as well as business Spanish and English/Spanish translation.

Major Program
Introductory Courses (6 credits):
*May be taken in any sequence
LALS 1001 Introduction to Latin American Studies
LALS 1002 Introduction to Latino/Latina Studies

Two advanced Spanish or Portuguese courses above the College of Arts and Sciences Core Requirement. Choose from the following (6 credits):
PORT 2103-2104 Portuguese/Luso-Brazil I-II
SPAN 3001-3002 Advanced Spanish I-II
SPAN 3011 Applied Spanish Conversation
SPAN 3101-3102 Advanced Spanish for Native Speakers I-II
SPAN 3302 Spanish-American Civilization
SPAN 3402 Introduction to Hispanic Literary Studies
SPAN 4111 Business Spanish: Correspondence
SPAN 4461 Spanish-American Narrative I
SPAN 4462 Spanish-American Narrative II
SPAN 4463 Spanish-American Theatre
SPAN 4465 Spanish-American Essay
SPAN 4466 Spanish-American Poetry
SPAN 4471 Spanish Literature of the Caribbean

Choose two courses from the following (6 credits):
LALS 1401/HIST 1401 History of Latin America I
LALS 1402/HIST 1402 History of Latin America II
LALS 2517/SOCI 2517 Latinos/as in the United States
LALS 2614/POLS 2614 Latin American Politics
LALS 3319/SPAN 3319  
Traditions and Cultures - Issues in Latin American Popular Culture

LALS 3324/SPAN 3324  
Classics of Latin American Literature in Translation

LALS 3401/SPAN 3491/ENGL 3404  
U.S. Latina/Latino Literature

Capstone Experience - 2 course sequence (6 credits):
LALS 5011  Individualized Guided Research
LALS 5012  Internship
LALS 5013  Study Abroad
LALS 5020  Capstone Seminar (required for all students)

Elective Courses (15 credits):
Students may complete 12 credits in either the Humanities Track or the Social Science Track. The final 3 credits are a “free elective” course that may be selected from either track or by selecting any other Latin American and Latino/Latina Studies course listed.

Humanities Track:
HIST 3374  The Immigrant in American Life
HIST 4490  Topics in Latin American History
PHIL 1155  Ethics and International Affairs
SPAN 3011  Conversational Spanish I
SPAN 3601  Spanish and Latin American Cinema
LALS 3100-3110  Special Topics in LALS
LALS 4100-4110  Special Topics in LALS

Social Science Track:
ANTH 2243  Peoples and Cultures of Latin America
ANTH 2412  Anthropology of Religion
ANTH 3218  Immigration to the United States
CAST 3997  Latin American Catholicism
POLS 3214  Urban Politics
SOCI 2513/WMST 2513  Social Inequity
SOCI 2515  Minority-Minority Relations
SOCI 2713  Politics and Society
SOCI 2910  Research Methods in the Social Sciences
LALS 3100-3110  Special Topics in LALS Studies
LALS 4100-4110  Special Topics in LALS Studies
Or any other LALS course offered.

Total: 39

Minor Program
Introductory Courses (6 credits)
*May be taken in any sequence
LALS 1001  Introduction to Latin American Studies
LALS 1002  Introduction to Latino Studies

One advanced Spanish or Portuguese course above the Arts and Sciences Core Requirement (3 credits):
PORT 2103-2104  Portuguese/Luso-Brazil I-II
SPAN 3001-3002  Advanced Spanish II
SPAN 3011  Applied Spanish Conversation
SPAN 3101-3102  Advanced Spanish for Native Speakers II
SPAN 3302  Spanish-American Civilization
SPAN 3402  Introduction to Hispanic Literary Studies
SPAN 4111  Business Spanish: Correspondence
SPAN 4461  Spanish-American Narrative I
SPAN 4462  Spanish-American Narrative II
SPAN 4463  Spanish-American Theatre
SPAN 4465  Spanish-American Essay
SPAN 4466  Spanish-American Poetry
SPAN 4471  Spanish Literature of the Caribbean

Students who begin the minor at a beginner level of Spanish or Portuguese language may apply for exemption through the Department of Modern Languages from the advanced language requirement, although the number of required credits will remain the same.

Select two of the following (6 credits):
LALS 1401/HIST 1401  History of Latin America I
LALS 1402/HIST 1402  History of Latin America II
LALS 2517/SOCI 2517  Latinos and Latinas in the United States
LALS 2614/POLS 2614  Latin American Politics
LALS 3319/SPAN 3319  Traditions and Cultures - Issues in Latin American Popular Culture
LALS 3324/SPAN 3324  Classics of Latin American Literature in Translation
LALS 3401/SPAN 3491/ENGL 3404  U.S. Latina/Latino Literature

Elective course (3 credits):
ANTH 2243  Peoples & Cultures of Latin America
ANTH 2412  Anthropology of Religion
ANTH 3218  Immigration to the United States
CAST 3997  Latin American Catholicism
HIST 2490  Topics in Latin American History
POLS 3214  Urban Politics
LALS 3001 Special Topics in Latin American and Latino/Latina Studies
Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. 3 credits

LALS 3002 Special Topics in Latin American and Latino/Latina Studies
Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. 3 credits

LALS 3019 (SPAN 3319) Traditions and Cultures - Issues in Latin American Popular Culture
The course is focused on the intersections of gender, race and class in the context of Latin American popular cultural production. The colloquium incorporates a number of different disciplines, including film, fiction, dance, music and art. Popular culture may be said to encompass any cultural form that impinges on a daily basis on the lives of individuals, including, but not limited to newspapers, radio, television, music, sports matches, theater and film, and advertisements. These particular elements tend to tap into collective concerns of any “imagined community” that is, in fact, a nation. Popular culture will generally reflect common interest it informs and at the same time is informed by collective consciousness. 3 credits

LALS 3024 (SPAN 3324) Classics of Latin American Literature in Translation
This course allows students from many different disciplines to study some of the great works of late 19th and 20th century Latin American literature, thus enhancing their familiarity with Latin American culture and broadening their literary horizons. 3 credits

LALS 3401 (SPAN 3491/ENGL 3404) U.S. Latina/Latino Literature
A survey of the literature written by Latina/Latino authors in the United States. Reading materials, class discussions, exams, and term papers will be in English, but Spanish majors and minors, and native Spanish speakers will be encouraged to write in Spanish, and read Spanish translations when available. 3 credits

LALS 401 Special Topics in Latin American and Latino/Latina Studies
Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. 3 credits
LALS 4102 Special Topics in Latin American and Latino/Latina Studies
Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. 3 credits

LALS 5011 Individualized Guided Research
Directed study and research in individual areas selected by the student in consultation with program adviser. 3 credits

LALS 5012 Internship
Students are placed in employment settings where they apply their theoretical knowledge and research skills to the practical demands of the workplace. Supervision is provided both by the employing agency and by a faculty adviser. 3 credits

LALS 5013 Study Abroad
A language or culture course in a Spanish-speaking country. The student studies an academic course while living in a country where he or she is using the language in everyday circumstances. 3 credits

LALS 5020 Capstone Seminar
This course provides the capstone experience for Latin American and Latino/Latina Studies majors. In this course, students will critically engage the history of area studies, in particular the interdisciplinary field of Latin American and Latino/Latina Studies and contextualize this history in our contemporary globalized present. This course will merge the humanities and social sciences tracks of the major under the rubric of critical theory. 3 credits

Program Requirements
Requirements for a Bachelor of Arts degree in Liberal Studies include:

**Track I**
A. Completion of the core curriculum of the College of Arts and Sciences;
B. Completion of a minor (minimum 18 credits) in one of the following disciplines:
   - Graphic, Interactive and Advertising Design
   - Africana Studies
   - Anthropology
   - Archaeology
   - Art History
   - Asian Studies
   - Classical Studies
   - Communication
   - English
   - Fine Arts
   - French
   - German
   - History
   - Italian
   - Latin
   - Music Performance
   - Philosophy
   - Religious Studies
   - Russian
   - Spanish
C. Completion of four additional courses (12 credits) from the disciplines listed in (B) not required for the core curriculum or the selected minor;
D. Completion of one English course from the following:
   - ENGL 2511, ENGL 2514, ENGL 2515, and ENGL 3511;
E. Completion of six creative arts credits from the following:
   - AART 1110-2316, MUAP 1011-3699, COBF 2222 and 3222, COTH 3620 and 3625;
F. Completion of additional elective credits sufficient to meet the 120-credit minimum graduation requirement of the College; and
G. A minimum GPA of 2.0 in the courses used to satisfy major requirements (B)-(F) inclusive.

**Total: 120**

Liberal Studies Program
Fahy Hall Room 314
(973) 761-9000 Ext. 5183
www.shu.edu/academics/artsci/bs-liberal-studies

**Director:** Mark B. Couch, Ph.D.

Leading to a Bachelor of Arts (B.A.) degree, the Liberal Studies program provides a broader-oriented education than might be gained from a concentration in one of the usual majors of the College of Arts and Sciences. The program offers a two-track curriculum each of which can set a foundation for a teaching career or any profession in which skills are needed in reading, analysis, and oral and written communication. Because of the extensive choices of minors and electives, students can also tailor their courses with a view toward graduate studies.
Track II
A. Completion of the core curriculum of the College of Arts and Sciences;
B. Completion of two minors (minimum 18 credits each), at least one from the following disciplines:
   Art History
   Classical Studies
   English
   History
   Languages (Chinese, Japanese, Italian, Spanish, German, French, Latin, Greek, Russian)
   Philosophy
   Religious Studies
   and one from the following disciplines:
   Africana Studies
   Anthropology
   Fine Arts
   Archaeology
   Asian Studies
   Catholic Studies
   Communication
   Environmental Studies
   Music Performance
   Women and Gender Studies

Other minors with adviser/department approval
C. Completion of one English course from the following:
   ENGL 2511, ENGL 2514, ENGL 2515, and ENGL 3511;
D. Completion of IDIS 5001 Senior Seminar in Liberal Studies;
E. Completion of additional elective credits sufficient to meet the 120-credit minimum graduation requirement of the College; and
F. A minimum GPA of 2.0 in the courses used to satisfy major requirements (B)-(F) inclusive.

Total: 120

Social and Behavioral Sciences

Program
Jubilee Hall Room 509
(973) 275-5814
www.shu.edu/academics/artsci/ba-social-behavioral-sciences

Director: Philip M. Kayal, Ph.D.

Leading to the degree of Bachelor of Arts (B.A.) in Social and Behavioral Sciences, this interdisciplinary major provides the basis for a general education in the social and behavioral sciences. Students seeking a broad based liberal arts education and/or seeking careers in law, government, education, human resources, management, or business are encouraged to enter this program; there is a strong emphasis on human relations.
The following Social and Behavioral Science dual degree programs are offered in conjunction with the School of Health and Medical Sciences (SHMS).

Occupational Therapy Program Overview
The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Sciences, and a Master of Science in Occupational Therapy. This six-year program offers the opportunity to study in a traditional liberal arts environment as well as pursue a professional degree in one of the health professions.

The Bachelor of Arts in Social and Behavioral Sciences is awarded at the completion of four years of work and the Master of Science in Occupational Therapy is awarded at the completion of the sixth year of study.

The Occupational Therapy Program at Seton Hall University views the role of the occupational therapist as a clinician, educator, administrator and researcher. As clinicians, occupational therapists are able to identify the health needs of individual clients and to design, implement and evaluate care plans to meet those needs. In the area of education, Seton Hall graduates are prepared to teach in healthcare community environments. As supervisors and managers, occupational therapists are able to plan, establish and evaluate occupational therapy services in a variety of settings. And in the area of research, graduates of the Bachelor of Arts/Master of Science in Occupational Therapy program will be able to critically analyze new concepts and findings, integrating changes in occupational therapy practice that occur within the dynamic healthcare delivery system.

Admission Criteria
The Occupational Therapy Program at Seton Hall University is unique because it accepts students for enrollment in the entire program. Admission to the program is both competitive and extremely selective.

Applicants should have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, English and a foreign language. Scholastic Aptitude Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores. Transfer students will be considered for the first three years of the program and should have a minimum overall GPA, a C or higher in each prerequisite course, and a cumulative GPA of at least 3.0 in prerequisite courses. It is recommended that transfer credits into dual degree programs be limited to 70.

Before entering the graduate program, applicants are required to complete 50 hours of volunteer/observation work under the supervision of a licensed occupational therapist in a hospital or other health care setting to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of clients and the role of the occupational therapist. A supportive letter of reference from a supervising occupational therapist is required of all students entering the graduate program.

Program Requirements:
Students who maintain the required 3.0 grade point average as an undergraduate and complete the requirements of the social and behavioral sciences program by the end of their junior year are guaranteed admission into the final three years of professional studies. Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than October 15th of their junior year. Eligible students seeking to transfer into any SHMS dual degree program will be considered on a space-available basis.

In order to move into the professional stage of this 3+3 program, students must also have a minimum overall GPA of 3.0 in the prerequisite courses indicated below (*) with no grade being less than a C in a prerequisite course.

Students in Social and Behavioral Science-Occupational Therapy (SOBT) can choose from one of four concentrations in their undergraduate program: sociology, anthropology, social work or psychology. Regardless of minor selected, all students must take Introduction to Psychology (PSYC 1101) before taking the required prerequisite courses in Developmental Psychology (PSYC 2212) and Abnormal Psychology (PSYC 2214). Introduction to Sociology (SOCT 1101) is a pre-requisite for all sociology courses and Cultural Anthropology (ANTH 1202) for all Anthropology courses. The director of social and behavioral sciences assists students in planning their undergraduate course of study in order to complete that part of the 3+3 program by the end of junior year. Total number of credits by end of junior year is 89-90.

Curriculum: Pre-Professional Phase
Social and Behavioral Science - Sociology, Anthropology, Social Work or Psychology (SOBT)
SOBT majors declare a minor in either of the social sciences listed above. Though the program sequence below is only a model, students are encouraged to take their biology requirement in the summer between sophomore and junior year. **

Regardless of the minor selected, all SOBT students must successfully take the following courses and achieve a minimal grade of C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1102</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1103</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1201</td>
<td>English I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MATH 1203</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2212</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2214</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCT 1101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Part I (BIOL 1102) and Part II (BIOL 1103) of Anatomy and Physiology are required and should be taken in the
summer sessions I & II before the junior year. Each course is four credits, including a laboratory. If taken in the summer semester prior to the junior year, a student will have completed 74 credits; if not, a student will have completed only 66 credits and must take these two courses in the junior year.

Curriculum: Professional Phase

Fourth Year (Professional Year I)

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OTFY 4110</td>
<td>Functional Human Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>OTFY 4120</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>OTFY 4310</td>
<td>Introduction to Principles of Learning</td>
<td>2</td>
</tr>
<tr>
<td>OTFY 4320</td>
<td>Development Across the Life Span I</td>
<td>2</td>
</tr>
<tr>
<td>OTFY 4412</td>
<td>Introduction to Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>OTFY 4415</td>
<td>Seminar: Activity Analysis in OT</td>
<td>1</td>
</tr>
<tr>
<td>OTFY 4417</td>
<td>Seminar: OT Practice Skills</td>
<td>1</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OTFY 4111</td>
<td>Clinical Integration Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>OTFY 4130</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>OTFY 4140</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OTFY 4210</td>
<td>Clinical Medicine in Occupational Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>OTFY 4330</td>
<td>Development Across the Life Span II</td>
<td>2</td>
</tr>
<tr>
<td>OTFY 4510</td>
<td>Psychosocial Studies and Group Process I</td>
<td>4</td>
</tr>
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**Summer Session**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GMOT 6420</td>
<td>Occupational Therapy Theory II</td>
<td>3</td>
</tr>
<tr>
<td>GMOT 6524</td>
<td>Adult Rehabilitation in Occupational Therapy I</td>
<td>4</td>
</tr>
<tr>
<td>GMOT 7210</td>
<td>Ethical and Legal Issues in Occupational Therapy</td>
<td>2</td>
</tr>
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</table>

Fifth Year (Professional Year II)

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GMOT 7013</td>
<td>Clinical Affiliation I (3 months)</td>
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**Spring Semester**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GMOT 6531</td>
<td>Adult Rehabilitation in Occupational Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>GMOT 6544</td>
<td>Pediatrics in Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>GMOT 7220</td>
<td>Healthcare Organizations</td>
<td>2</td>
</tr>
<tr>
<td>GMOT 7303</td>
<td>Research Methods I</td>
<td>3</td>
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<tr>
<td>GMOT 7311</td>
<td>Research Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>GMOT 6232</td>
<td>Orthotics in OT</td>
<td>2</td>
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**Summer Session**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GMOT 6222</td>
<td>Clinical Medicine in Occupational Therapy II</td>
<td>2</td>
</tr>
<tr>
<td>GMOT 6432</td>
<td>Occupational Therapy Theory and Practice III</td>
<td>2</td>
</tr>
<tr>
<td>GMOT 6550</td>
<td>Geriatrics in Occupational Therapy</td>
<td>2</td>
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Sixth Year (Professional Year III)

**Fall Semester**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GMOT 7230</td>
<td>Consultation, Community and Alternative Models</td>
<td>2</td>
</tr>
<tr>
<td>GMOT 7320</td>
<td>Research Methods II</td>
<td>2</td>
</tr>
<tr>
<td>GMOT 7512</td>
<td>Seminars in Advanced Theory and Practice in Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>GMOT 7520</td>
<td>Activity Group Process</td>
<td>3</td>
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<tr>
<td>GMOT 7530</td>
<td>Advanced Concepts in Adapting Environments</td>
<td>3</td>
</tr>
<tr>
<td>GMOT 7321</td>
<td>Research Practicum II</td>
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**Spring Semester**

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>GMOT 7023</td>
<td>Clinical Affiliation II (3 months)</td>
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</tr>
<tr>
<td>GMOT 7032</td>
<td>Clinical Affiliation III (2-3 months)</td>
<td>3</td>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>GMOT 7033</td>
<td>Clinical Affiliation III (3 months)</td>
<td>3</td>
</tr>
</tbody>
</table>

Athletic Training Program

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Science (B.A.) and a Master of Science in Athletic Training (M.S.A.T.). This five year program offers students the opportunity to study in a liberal arts environment as well as the opportunity to study the art and science of athletic training.

The M.S.A.T. dual degree program is intended to prepare graduates to critically analyze and convey information to patients, colleagues and other health professionals. These clinicians will be able to provide a broad range of patient care services and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating on professional organizations in athletic training, and administering athletic training services.

The mission of the Master of Science in Athletic Training program is to prepare students to become competent and independent clinicians who will enhance the quality of patient health care and to advance the profession of athletic training. The program teaches and provides practical experiences to enable graduates to assume leadership roles both within the field of athletic training, and within the community.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students develop the knowledge and skills needed to perform as entry-level athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion, students will be thoroughly prepared for the Board of Certification (BOC) Examination and prepared to enter the profession as entry-level athletic training clinicians. Additionally, the curriculum prepares students for the Strength and Conditioning Specialist (CSCS) examination.
Curriculum: Professional Phase

Fourth Year

Fall Semester (20 credits)

- ATFY 4010 Athletic Training Principles I ***
- ATFY 4907 Research Methods ***
- ATFY 4011 Athletic Training Principles II
- ATFY 4007 Research Project I
- GMED 4001 Functional Human Anatomy
- GMED 4009 Surface Anatomy and Palpation
- GMED 4022 Basic Rehabilitation Procedures
- GMED 4101 Human Physiology

Spring Semester (13 credits)

- ATFY 4107 Research Project II
- ATFY 4400 Clinical Practicum I
- GMED 4012 Kinesiology
- GMED 4013 Therapeutic Modalities
- GMED 4014 Exercise Physiology and Nutrition

Summer (6 credits)

- GMAT 6115 General Medical Conditions
- GMED 6004 Biomedical Ethics
- GMAT 7402 Clinical Practicum II

Fifth Year

Fall Semester (13 credits)

- GMAT 7207 Research Project III
- GMAT 7403 Clinical Practicum III
- GMED 6016 Orthopedic Clinical Medicine
- GMED 6017 Clinical Imaging
- GMED 6018 Therapeutic Exercise
- GMED 6019 Management of Musculoskeletal Problems: Extremities

Spring Semester (12 credits)

- GMAT 6113 Sports Psychology
- GMAT 6116 Healthcare Administration
- GMAT 7404 Clinical Practicum IV
- GMED 6015 Pharmacology
- GMED 6020 Management of Musculoskeletal Problems: Spine
- GMED 6021 Exercise Pharmacology

***Classes begin in late July/early August.
Interdisciplinary Minor, Certificate and Other Special Programs

The College of Arts and Sciences offers several interdisciplinary minor programs: the minor in Archaeology, the minor in Italian Studies, and the minor in Russian and East European Studies. The College also offers two interdisciplinary certificate programs: the multidisciplinary certificate in gerontology and the certificate in Russian and East European Studies.

Archaeology Program

Co-sponsored by the Departments of Religious Studies, Classical Studies and Sociology/Anthropology.

Participating faculty bring a broad range of academic experience from disciplines of arts and humanities, behavioral and exact sciences.

The Minor in Archaeology is a program designed to lead the student to ancient foundations of human intellectual, social and material achievement through guided applications of academic disciplines.

A liberal arts education is intended to provide students with knowledge about a variety of academic areas and some experience in several of its disciplines. Archaeology as discourse about ancient things is a discipline that integrates into its own operations a variety of academic disciplines.

Students who minor in archaeology can achieve more than knowledge of the deepest foundations of our civilization. Because of its practical and experimental nature, archaeology facilitates the integration of academic disciplines into a more coherent vision of what a broad liberal arts education is all about.

Students are encouraged to integrate their majors and/or minors with the study of archaeology where possible. Projects chosen range from studies in art, artifacts or architecture of antiquity to chemistry, computer applications and photography. Museum internships are usually available and strongly encouraged. Co-op programs for summer and year-round work also are available.

Archaeology Minor

Requirements

Each course is offered for 3 credits and may be taken either under ARCH or under the cross-listed department designation.

A. Three credits:
ARCH 1001/IDIS 1201 Archaeology for Liberal Arts

B. Six credits in the following:
ANTH 1201 Physical Anthropology
ARCH 1112/CLAS 1311 Archaeology of Greece

ARCH 1113/CLAS 1312 Archaeology of Rome
ARCH 1114/RELS 2121 Archaeology and the Bible
ARCH 3110/RELS 3190 Art and Archaeology of the Ancient Near East
RELS 2122 Practicum in Biblical Archaeology
C. Six credits in the following:
ANTH 1202 Cultural Anthropology
ARCH 1250/RELS 2160 Women in the Biblical Tradition
ARCH 2112/CLAS 2319/HIST 3220 Greek Civilization
ARCH 2113/CLAS 2320/HIST 3221 Roman Civilization
ARCH 2303/CLAS 2303/POLS 2411 Politicians in Antiquity
ARCH 2304/CLAS 2304/HIST 3183 Historians of Greece and Rome
ARCH 2311/ARTH 2111 Greek and Roman Art
ARCH 2317/CLAS 2317/ENGL 3612 Classical Mythology
ARCH 2322/CLAS 2322/HIST 2170/WMST 2322 Women in Antiquity
ARCH 2346/ANTH 2241 Native People of North America
HONS 1101 Colloquium on the Ancient World
RELS 1102 Introduction to the Bible
RELS 2111 Genesis and Exodus

D. Three credits in an archaeological project:
ARCH 4001 Independent Study/Project (1 credit)
ARCH 4002 Independent Study/Project (2 credits)
ARCH 4003 Independent Study/Project (3 credits)

See Index to locate course descriptions under their cross-listed codes as indicated above.

Italian Studies Program

Fahy Hall Room 219
(973) 275-2718
www.shu.edu/academics/artsci/minor-italian-studies.cfm

Faculty and Italian Studies Committee Members:
Murzaku, Bénéteau (Director), Booth, Capra, Connell (La Motta Chair), Milewski, Nichols, Romani (Director of Alberto Institute), Savastano

The Italian Studies program offers all Seton Hall University students an integrated, interdisciplinary approach to the language, history and culture of Italy. Defined as a nation in cultural terms long before it achieved political definition as a state, Italy has created with its literary and cultural achievements an exciting history that has spanned
more than 2,500 years and several continents. The Italian Studies program offers an excellent opportunity to study the effects of this history on a people whose experiences were crucial in shaping European culture, while also creating new communities and local cultures for themselves in America and around the world.

The Italian Studies program capitalizes on Seton Hall’s unique resources. The Charles and Joan Alberto Italian Studies Institute coordinates initiatives throughout the university, organizes conferences and oversees the awarding of scholarships to students working in Italian Studies. A vibrant Italian Language and Literature program, housed in the Department of Modern Languages, offers an array of courses in Italian (on-campus and in Rome). The Joseph M. and Geraldine C. La Motta Chair in Italian Studies sponsors a lecture series; the Valente Family Italian Studies Library has an important book collection on the third floor of the Walsh Library; and the University Archives house detailed records from the historically important Italian American communities of New Jersey.

**Italian Studies Minor**

The Italian Studies Minor (18 credits) offers outstanding preparation for graduate school, or a career in international business, diplomacy, teaching, social work and the law. Recent graduates of the Italian Studies Minor have established careers in finance, tourism and the fashion industry, and some have gone on to the best law schools in the United States. Students majoring in any field are encouraged to consider the advantages of a minor program that provides focused attention on the history, language, and culture of a country and people whose experiences continue to be fundamental in shaping the modern world.

**Requirements**

The Italian Studies Minor requires 18 credits of study distributed among at least three of the participating departments and programs. Students must complete at least 6 credits in Italian language and literature at any level.

**Courses**

- ANTH 1202  Introduction to Cultural Anthropology
- ANTH 2230  Folklore and Mythology
- ANTH 2412  Anthropology of Religion
- ARTH 1113  Italian Renaissance Art
- ARTH 1115  Baroque and Rococo Art
- CAST 3999  Emergence of Christian Rome
- CLAS 1312  Archaeology of Rome
- CLAS 2320  Roman Civilization
- HIST 2365  Italian American History
- HIST 3233/CAST 2233  Dante and His World
- HIST 3234/CAST 2234  Medieval Italy
- HIST 3235/CAST 2235  Modern Italy
- HIST 3240  The Renaissance and Reformation
- ITAL 1001-1002  Elementary Italian I-II
- ITAL 2001-2002  Intermediate Italian I-II
- ITAL 3001-3002  Advanced Italian I-II
- ITAL 3011  Conversational Italian I
- ITAL 3305-3306  Italian Civilization I-II
- ITAL 3321-3322, 4324-4325  Special Topics in Italian Civilization
- ITAL 3401-3402  Survey of Italian Literature
- ITAL 3601  Italian Cinema
- ITAL 4401  The Italian Renaissance
- ITAL 4411  Dante’s Commedia I
- ITAL 4412  Dante’s Commedia 2
- ITAL 4421  Manzoni and the Historical Novel
- ITAL 4431-4432  Modern Italian Literature I-II
- ITAL 4441-4442  Contemporary Italian Prose
- ITAL 4463  The Italian Theater
- ITAL 4468-4469  The Italian Short Story I-II
- ITAL 4801-4803  Studies in Italian Literature I-II
- ITAL 2701-2702, 3701  Study Abroad in Rome, Italy
- ITST 3192  Special Topics in Italian History
- ITST 3193  Special Topics in Italian Art History and Music
- ITST 3194  Special Topics in Italian Language and Literature
- LATN 3150  Medieval Latin
- MUHI 1119  History of Opera
- www.shu.edu/academics/artsci/certificate-gerontology.cfm

**Multidisciplinary Certificate in Gerontology**

**Director:** Emma Quartaro, D.S.W., A.C.S.W., L.C.S.W. (Social Work)

**Advisers:** Boozang (Law); Boroff (Business); Scura (Nursing); Kayal (Sociology/Social and Behavioral Sciences); Levy (Psychology); Mirabella (Political Science); Pritchett (Africana Studies); Smith (Philosophy)

The multidisciplinary certificate program in gerontology is a concentration of studies designed for those who wish to understand and advance the quality of life of older persons. The concentration may be taken in addition to an appropriate major: nursing, social work, sociology, social and behavioral sciences/occupational therapy, business, psychology, biology, political science, Africana studies, education or religious studies. Students wishing admission into the concentration should contact the program director and/or the gerontology adviser in their discipline, as indicated above.
Minor in Russian and East European Studies

Requirements:
To complete the Minor in Russian and East European Studies student must receive 23 credits consisting of eight credits of intermediate level Russian and 15 credits of area studies courses drawn from the list below. The language requirement may be waived for students passing an advanced level proficiency exam in a major Slavic or East European language.

Courses:

Language:

RUSS 2001 Intermediate Russian I
RUSS 2002 Intermediate Russian II
RUSS 2111 Interactive Intermediate Russian I (1 credit)
RUSS 2112 Interactive Intermediate Russian II (1 credit)

Area Studies:

DIPLO 4185 Foreign Policy of the Post-Soviet States
DIPLO 4193 Eastern European and Post-Soviet Politics
ENGL 3401 Classical Russian Literature
ENGL 3402 Contemporary Russian Literature
HIST 3246 Kievan Rus’ and Moscovy
HIST 3256 History of Imperial Russia
HIST 3257 East Central Europe

Additional area studies electives may be accepted for credit toward the minor at the discretion of the Russian and East European Studies Program Director. No more than 9 credits of area studies electives may be taken within a single department.

Students wishing to receive a certificate in Russian and East European Studies must complete all the requirements for the minor plus a certificate essay, a substantial work of original research produced in the course of a three credit research seminar or directed reading.

Certificate in Russian and East European Studies

The College of Arts and Sciences offers an undergraduate certificate program on Russia and East Europe, a broad multidisciplinary course of study leading to a certificate of proficiency in Russian and East European studies.

With a broad liberal arts background, students will gain a well-planned, comprehensive introduction to Russia and Eastern Europe, including the fundamentals of the Russian language and the history, literature, politics and economies of the region.

The program includes a minimum of 30 credits in language and area studies courses.

Program Requirements
The basic program consists of 12 credits in Russian language (or a proficiency examination in another language of Eastern Europe), 15 credits in area courses, and a 3-credit program essay.

<table>
<thead>
<tr>
<th>Language*</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 1001-1002 Elementary Russian I-II</td>
<td>6</td>
</tr>
<tr>
<td>RUSS 2001-2002 Intermediate Russian I-II</td>
<td>6</td>
</tr>
<tr>
<td>RUSS 1011-1012 Elementary Interactive Russian I-II</td>
<td>2</td>
</tr>
<tr>
<td>RUSS 2011-2012 Intermediate Interactive Russian I-II</td>
<td>2</td>
</tr>
</tbody>
</table>

Essay
A program essay (the equivalent of a senior paper) must be submitted on a topic approved by the director and written under the supervision of a faculty member involved in the
program. Normally this requirement is satisfied by taking supervised research in the department of each student’s majors.

**Area Study Courses**

Students must elect 15 credits from the following list.

- DIPL 4185 Foreign Policy of the Post-Soviet States
- DIPL 4193 Eastern European and Post-Soviet Politics
- ENGL 3401 Classical Russian Literature
- ENGL 3402 Contemporary Russian Literature
- HIST 3246 Twentieth Century Russia
- HIST 3266 The Transformation of Russia, 1894-1932
- HIST 4290 Topics in Modern Russian History
- POLS 2613 Russian Politics
- RELS 2224 Eastern Christianity
- RUSS 3011 Russian Conversation
- RUSS 3001-3002 Advanced Russian I and II
- RUSS 3031-3032 Scientific Russian I and II
- RUSS 3401-3402 Introduction to Russian Literature I and II
- RUSS 3301 Russian Civilization through Film
- RUSS 4431-4432 Modern Russian Literature I and II
- RUSS 3601 Russian Cinema
- RUSS 4463 Russian Drama
- RUSS 4801-4802 Studies in Russian Literature I and II

Additional topics and courses may be approved for credit toward the certificate at the discretion of the program director.

*See index to locate course descriptions.

### Women and Gender Studies Program

**Walsh Library**

(973) 275-2223

[www.shu.edu/academics/artsci/womens-studies](http://www.shu.edu/academics/artsci/womens-studies)

**Director:** Marta Deyrup, Ph.D.

**Affiliated Faculty:** Alexander (Africana Studies); Alvarez-Amell (Modern Languages); Balkun (English); Bloom (University Libraries); Booth (Classical Studies); Buckner (Psychology); Carpentier (English); Carter, (Religious Studies); Carr (Sociology); Conway (Religious Studies); Das Bender (English); Deyrup (University Libraries); Gevirtz (English); Glenn (Biological Sciences); Gottlieb (Freshman Studies); Greene (History); Koenig (History); Marstine (Art, Music and Design); Marzabadi (Chemistry and Biochemistry); May (History); Mott (Political Science); Murzaku (Religious Studies); Nichols (Art, Music and Design); Nolan (Psychology); Nyberg (Communication); Quartaro (Social Work); Rennie (Communication); Romani (Modern Languages); Savastano (Sociology and Anthropology); Seth (Mathematics and Computer Science); Sharrett (Communication); Stark (Philosophy); Talar (University Libraries); Unna (Philosophy); Webb (Religious Studies); Weisl (English); and Yates (Communication).

The Elizabeth Ann Seton Center for Women’s Studies was established in the spirit of St. Elizabeth Ann Seton, whose life of activism, spirituality and leadership serves as an inspiration to our community. The center offers an interdisciplinary minor in Women and Gender Studies.

### Minor in Women and Gender Studies

As an 18 credit minor, Women and Gender Studies is an excellent complement to virtually any major. It will strengthen students’ academic preparation and better prepare them for a competitive and rapidly changing job market. Students’ preparation for the professions (law, medicine, education) and the corporate world will be greatly enhanced by a rigorous analysis of gender and its importance in the wider culture. Students who have explored the disciplines through the gender lens will be better prepared to understand the complexities of the work world.

The Women and Gender Studies minor at Seton Hall University is an interdisciplinary exploration of the experiences of women and the diverse perspectives on women and gender. Courses will investigate the roles of gender in society and culture.

#### I. Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 1401</td>
<td>Women, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>WMST 2110</td>
<td>Feminist Theories</td>
<td>3</td>
</tr>
<tr>
<td>WMST Electives*</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

*Students must take at least one course from Behavioral Sciences and one course from Humanities. The third and fourth electives may be from either area, or students may choose to take a 3-credit Independent Study (WMST 3193) as an elective.

#### II. Elective Courses

**Humanities**

- WMST 2113/ENGL 3113 Women and Literature I
- WMST 2114/ENGL 3114 Women and Literature II
- WMST 2160/RELS 2160 Women in the Biblical Tradition
- WMST 2171/HIST 2171 Women in Modern Times
- WMST 2317/AFAM 2617 The Black Man and Woman
- WMST 2322/CLAS 2322/ARCH 2322/HIST 2170 Women in Antiquity

- WMST 2431/ENGL 2413 Women Writers

**Behavioral Sciences**

- WMST 1215/PSYC 1215 Psychology of Gender
- WMST 1334/SOWK 1334 The Well-Being of Women
- WMST 1335/SOWK 1335 Family Violence
WMST 2211/SOCI 2211  Sociology of the Family
WMST 2233/ANTH 2233/SOCI 2233  Understanding Human Sexuality
WMST 2514/ Sociological of Women and Men
WMST 2513/SOCI 2513  Social Inequality
WMST 2610/POLS 2610  Women and Politics
WMST 3318/RELS 3434  Women, Gender and Islam
WMST 3355/RELS 3433  Women, World Religions
WMST 3432/COJR 3432  Women and the Media
WMST 3514/ANTH 3513/SOCI 3514  Sociology of Gender
WMST 4001/ANTH 4001  American Indian Women

IDIS 1501 Peoples and Cultures of America I
Introduces the various racial, ethnic, and religious groups who comprise the current American mosaic, from its earliest Native American inhabitants to the most recent immigrants. An overview of their cultural contributions and the manner in which gender and class influences their experiences constitute an important focus. Readings are drawn from original sources as well as monographs. Guest speakers and films will be used in this interdisciplinary multicultural course. 3 credits

IDIS 1502 Peoples and Cultures of America II
Presents a comparative overview of those foreign cultures that have sent and are sending America immigrants from Asian, African, European, Caribbean, and Latin American nations. Readings are obtained from original sources and monographs. A multicultural course exploring cultural diversity in a global context. Guest speakers and films will be used in this interdisciplinary course. 3 credits

Additional Interdisciplinary Courses
In addition to departmental courses the College of Arts and Sciences offers several interdisciplinary courses that may fulfill core curriculum and certain major requirements. Interdisciplinary courses are taught, both individually and in teams, by faculty from various arts and sciences departments.

Students interested in taking any of the following courses should refer to the core curriculum on pages 83-87, or consult with an adviser in the appropriate department.

IDIS 1401 Women, Culture and Society
An interdisciplinary course designed to introduce students to the contributions of women to history, society and culture, and enable them to understand and evaluate the effects of social institutions and cultural expectations on gender. 3 credits

WMST 3191 Independent Study  1 credit
WMST 3193 Independent Study  3 credits
WMST 3194 Independent Study  2 credits
Directed study and research in chosen area of Women and Gender Studies selected by the student in consultation with the program director. Requires extensive collaboration with a faculty member in the specific discipline and a major research problem. 3 credits

WMST 3332 Special Topics in Women’s Studies  3 credits

Multicultural Program
Fahy Hall
(973) 275-2792

Director: Christopher Sharrett, Ph.D.

The Multicultural Program is an academic program that is part of the core curriculum of the College of Arts and Sciences. Students who enroll in IDIS 1501-1502 Peoples and Cultures of America I and II receive 6 credits in the Humanities section of College of Arts and Sciences Core Curriculum. Students who take these courses are better prepared to deal with the diverse cultures they encounter domestically and globally in the fields of business, teaching, and government service. In addition to its academic program, the Multicultural Program sponsors a film and lecture series open to the general public.

WMST 1401 Women, Culture and Society
An interdisciplinary course designed to introduce students to the contributions of women to history, society and culture, and enable them to understand and evaluate the effects of social institutions and cultural expectations on gender. 3 credits

WMST 3191 Independent Study  1 credit
WMST 3193 Independent Study  3 credits
WMST 3194 Independent Study  2 credits
Directed study and research in chosen area of Women and Gender Studies selected by the student in consultation with the program director. Requires extensive collaboration with a faculty member in the specific discipline and a major research problem. 3 credits

WMST 3332 Special Topics in Women’s Studies  3 credits

IDIS 1501 Peoples and Cultures of America I
Introduces the various racial, ethnic, and religious groups who comprise the current American mosaic, from its earliest Native American inhabitants to the most recent immigrants. An overview of their cultural contributions and the manner in which gender and class influences their experiences constitute an important focus. Readings are drawn from original sources as well as monographs. Guest speakers and films will be used in this interdisciplinary multicultural course. 3 credits

IDIS 1502 Peoples and Cultures of America II
Presents a comparative overview of those foreign cultures that have sent and are sending America immigrants from Asian, African, European, Caribbean, and Latin American nations. Readings are obtained from original sources and monographs. A multicultural course exploring cultural diversity in a global context. Guest speakers and films will be used in this interdisciplinary course. 3 credits

Additional Interdisciplinary Courses
In addition to departmental courses the College of Arts and Sciences offers several interdisciplinary courses that may fulfill core curriculum and certain major requirements. Interdisciplinary courses are taught, both individually and in teams, by faculty from various arts and sciences departments.

Students interested in taking any of the following courses should refer to the core curriculum on pages 83-87, or consult with an adviser in the appropriate department.

IDIS 1201 (ARCH 1001) Archaeology for Liberal Arts
Multifaceted presentation draws on humanities and sciences in theory and practice. Students handle ancient artifacts, become acquainted with processing data scientifically and learn about ways scientific knowledge is integrated into an understanding of human life. They study ancient archaeological sites together with literature of art, history, politics and religion derived from them and provide a liberal arts framework within which to place a career-oriented major. 3 credits

IDIS 5002 Senior Seminar in Social and Behavioral Science
Interdisciplinary senior seminar for social science majors which fulfills the graduation requirements for the SOBS or the SOBT major. Topics for the participants are decided upon in consultation with the faculty members directing the seminars and vary by the student’s minor field. 3 credits

Dual Degree Programs
The College of Arts and Sciences offers a variety of dual degree programs. In most cases, an incoming first-year student can be admitted to the entire program conditionally on performing above a defined level during the first phase
of the program. Students may be admitted to the second phase of a program based on outstanding performance and available space.

For further details regarding any of these programs, contact the department or Enrollment Services.

**Department of Biological Sciences Dual Degree Programs**

The following dual degree programs are administered through the Department of Biological Sciences and the School of Health and Medical Sciences (SHMS). Please see the Department of Biological Sciences section of this catalogue on pages 109-115 for admission and curriculum information.

**Optometry**

An agreement with the Pennsylvania College of Optometry permits outstanding students to spend three years at Seton Hall University and be admitted to their optometry program. The B.S. from Seton Hall University is granted on successful completion of the first year of the optometry program.

**Physical Therapy**

The Department of Biological Sciences offers a 3+4 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy with the School of Health and Medical Sciences. This seven-year program offers select students an opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biological Sciences.

**Physician Assistant**

The Department of Biological Sciences offers a 3+3 dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant with the School of Health and Medical Sciences. This six-year program offers select students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biological Sciences.

**Athletic Training**

There are two options for this six-year program. The Department of Biological Sciences offers a 3+2 dual degree program leading to a Bachelor of Science in Biology and Master of Science in Athletic Training with the School of Health and Medical Sciences. The second option involves completion of the Bachelor of Arts in Social and Behavioral Sciences program. Both programs offer select students the opportunity to study in a liberal arts environment as well as in a major healthcare organization. For a complete description of the Biology program, see the Department of Biological Sciences. The description of the Social and Behavioral Sciences program follows.

### Social and Behavioral Sciences Dual Degree Programs

The following Social and Behavioral Science dual degree programs are offered in conjunction with the School of Health and Medical Sciences (SHMS). Please see the Social and Behavioral Sciences Program information on page 215 for admission and curriculum information.

**Occupational Therapy**

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Sciences, and a Master of Science in Occupational Therapy. This six-year program offers the opportunity to study in a traditional liberal arts environment as well as pursue a professional degree in one of the health professions.

**Athletic Training Program**

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Science (B.A.) and a Master of Science in Athletic Training (M.S.A.T.). This five-year program offers students the opportunity to study in a liberal arts environment as well as the opportunity to study the art and science of athletic training.

### Five-Year Dual Degree Programs

The College of Arts and Sciences offers eight five-year programs: the B.A. or B.S. degree and Master of Business Administration program, the B.A. Political Science or Sociology/Master of Public Administration program, the B.A./M.A. in Museum Professions program, the B.A./M.A. in English program, the B.A./M.A. in History program, the B.A./M.A.E. in Psychological Studies, the B.A. in Psychology/M.S. in Experimental Psychology, and, in cooperation with New Jersey Institute of Technology, the Physics/Chemistry and Engineering degree program.
Dual Degree Programs

B.A. or B.S./M.B.A.

The College of Arts and Sciences and the Stillman School of Business at Seton Hall University offer joint programs that lead to:

• a Bachelor of Arts or Science degree offered by the College of Arts and Sciences; and

• a Master of Business Administration degree from the Stillman School of Business, whose programs are fully accredited by the AASCB (Association to Advance Collegiate Schools of Business - International).

Both degrees can be earned in five years. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one arts and sciences major; and to permit students to earn a Master of Business Administration within a timeframe of five years.

Students in the program take arts and sciences courses during the first three years. After taking the Graduate Management Admission Test (GMAT) and, at the end of the third year, students apply for the Master of Business Administration program. Applicants who are accepted take a combination of arts and sciences and business courses during the fourth year. They must earn a minimum of 99 liberal arts credits and satisfy applicable core and major requirements.

At the end of the fourth year and upon completion of a minimum of 120 credits, students in the program receive a Bachelor of Arts or a Bachelor of Science degree. The fifth year is devoted to business courses, and a Master of Business Administration degree is awarded upon completion of all requirements and a minimum total of 140 credits. Courses are selected with the assistance of each student’s faculty adviser. More information about this program is available through Enrollment Services.

B.A. in Political Science / M.P.A.

B.A. in Sociology / M.P.A.

The Department of Political Science and the Department of Sociology and Anthropology offer a dual degree program with the Department of Public and Healthcare Administration that leads to two degrees completed in a five-year span: a Bachelor of Arts (B.A.) degree in Political Science or Sociology and a Master of Public Administration (M.P.A.) degree.

The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one’s major in either Sociology or Political Science; and to permit students to earn a Master of Public Administration degree within the timeframe of five years.

Students may apply for admission to the joint degree program when first making application to the University or after they begin their studies. Students who are accepted into the University and declare Sociology or Political Science as their majors also may be provisionally accepted for work toward the M.P.A. degree. Final acceptance into the M.P.A. degree program, however, will only occur upon successful completion of no fewer than 89 credits of the undergraduate degree program with a grade point average of no less than 3.2 and the successful completion of the M.P.A. application process.

In applying to the M.P.A. degree program, which is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), the student must follow the regular application procedures for admission to the M.P.A. program, except that he/she must:

• achieve a cumulative GPA that is 3.2 or above by the end of his/her third year;

• have transferred no more than 18 credits to the University, and

• submit three letters of recommendation from his/her undergraduate instructors, two of which must be from full-time political science or sociology faculty.

Full matriculation in the M.P.A. degree program is completed only upon the recommendation of the Graduate Admissions Committee of the M.P.A. program.

Students accepted into this program follow the academic program prescribed by their majors in consultation with their advisers (including the core requirements in Arts and Sciences and the requirements of their majors) during the first three years. If accepted into this program, students may take a maximum of 120 credits (12 credits) during their senior years, which count toward the completion of the bachelor’s degree.

At the end of the fourth year and upon completion of a minimum of 120 credits, students in the program receive a Bachelor of Arts degree. If the student wants to complete the five-year B.A./M.P.A. degree, twelve of those credits must come from the core courses of the graduate public administration program. During the fifth year, 27 additional M.P.A. credits, which include a 3-credit internship, must be completed.

For further information, contact the departments of Sociology and Anthropology, Political Science, or Public and Healthcare Administration.
Dual Degree Programs in Psychological Studies

The Departments of Psychology (College of Arts and Sciences) and Professional Psychology and Family Therapy (College of Education and Human Services) offer a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and Master of Arts in Education (M.A.E.). This five-year program permits students to take four classes (12 credits) from the Psychological Studies core curriculum during their senior year. Satisfactory completion of the M.A.E. program would enable entry into one of the PPFT Ed.S. practitioner programs in School Psychology, Mental Health Counseling, or Marriage & Family Therapy. For more information, please contact the Director of Graduate Studies in the Department of Psychology.

B.A. Psychology/M.S. Experimental Psychology (3+2) Dual Degree Program

The Department of Psychology offers a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and a Master of Science in Experimental Psychology (M.S.). This five-year program permits undergraduate students to take 12 graduate credits in their senior year, which would count toward the completion of the bachelor’s degree. Satisfactory performance in these remaining 24 credits of graduate-level coursework as well as an empirical thesis project completed in the fifth year would earn students an M.S. degree in Experimental Psychology.

As part of the coursework in the M.S. Experimental Psychology program, students have the option of focusing their electives on a Behavioral Neuroscience or a Psychological Science (general) concentration. Both areas would well prepare students for a broad range of career possibilities, or would enable students to more successfully compete for admission into a Ph.D. program in a number of experimental psychology fields such as cognitive, developmental, social, and biological psychology, or neuroscience.

Students may apply for the B.A./M.S. option in their junior year (second semester). For more information please contact the Director of Graduate Studies in the Department of Psychology.

Engineering Degree Program in Collaboration with NJIT

Seton Hall University and the New Jersey Institute of Technology in Newark together offer a five-year joint degree program that allows students interested in biomedical, civil, computer, industrial, electrical, mechanical and chemical engineering to earn both the B.S. degree from Seton Hall in physics or chemistry and the B.Eng. from NJIT in five years. Students in this program take the first three years of coursework at Seton Hall, and the fourth and fifth years at NJIT. The B.S. is awarded at the completion of four years of work and the B.Eng. after the fifth. Students interested in this program should contact the chairperson of the Department of Physics (for biomedical, civil, computer, industrial, mechanical and electrical engineering) or the chairperson of the Department of Chemistry (for chemical engineering) for details regarding this program.

The principal advantage of such a five-year program is that it affords students a broader education in the humanities and the social sciences than the typical four-year engineering program allows, and thus better prepares them for careers in engineering, which require interaction with persons not trained in engineering. Such careers are found both in the corporate world and in the public sector and often include high-level managerial responsibility and communication with the non-technical public.
Jubilee Hall, 5th and 6th Floors  
(973) 761-9222  
business.shu.edu  

Dean: Karen E. Boroff, Ph.D.  
Associate Dean of Academic Services:  
Karen A. Passaro, M.B.A., J.D.  
Associate Dean of Undergraduate and M.B.A. Curricula:  
Joyce A. Strawser, Ph.D.  
Assistant Dean of Undergraduate Assessment and Special Projects: Leigh M. Onimus, M.B.A., J.D.  
Director of Graduate Admissions:  
Catherine Bianchi, M.B.A.  
Director of Administrative Services:  
Theresa Deehan, M.A.S.  

Departments and Chairs  
Accounting and Taxation:  
Reed W. Easton, J.D., LL.M., CPA  
Computing and Decision Sciences:  
David A. Rosenthal, Ph.D.  
Economics: John J. Dall Jr., Ph.D.  
Finance: Eleanor Xu, Ph.D., CFA  
Legal Studies: John H. Shannon, J.D., M.B.A.  
Management: Jason Yin, Ph.D.  
Marketing: Stephen Pirog, Ph.D.  

Center and Institute Directors  
Center for Entrepreneurial Studies:  
Susan Scherreik, M.B.A.  
Institute for International Business:  
Larry McCarthy, Ph.D.  
Center for Leadership Development:  
Michael M. Reuter, M.B.A.  
Center for Securities Trading and Analysis:  
Elven Riley, B.A.  
Center for Sport Management: Ann M. Mayo, Ph.D.  
Seton Hall Sports Poll Conducted by The Sharkey Institute: Richard Gentile, B.A.  

Mission Statement  
The mission of the Stillman School of Business is to enrich the life of each student through a nationally recognized educational experience that is inspired by innovative teaching, supported by applied research, and guided by a values-centric curriculum.
Programs of Study

The Stillman School of Business offers programs leading to the degrees of Bachelor of Science in Business Administration, Bachelor of Arts in Business Administration, and Master of Business Administration, as well as Master of Science degrees in Accounting and Professional Accounting. The Graduate Catalogue contains information about the M.B.A. and M.S. programs.

The program leading to the degree of Bachelor of Science in Business Administration is built on a foundation of liberal arts courses. Studies in the first two years provide the economic, quantitative, behavioral, regulatory, scientific and philosophical foundations of business and society in general. In addition, students’ competency in change management, communication, critical thinking, teamwork and technology will be developed. For all concentrations, the program culminates with Business Policy, a course that seeks to integrate skills developed in previous courses.

As part of the graduation requirement for either the B.S. or B.A. in Business Administration, students are required to take both pre-assessment and post-assessment tests. Furthermore, during either their sophomore or senior year, as decided by the School, students are required to participate in an undergraduate assessment panel.

Students pursuing the B.S. in Business Administration concentrate in accounting, economics, finance, information technology management, management, marketing or sport management. These students also may use general elective credits to pursue a second concentration or a minor in business. The concentrations in finance, economics and marketing are offered during the day only, on a full- or part-time basis. Evening students wishing to concentrate in information technology management must first contact the chair to discuss availability. Students pursuing the B.A. in Business Administration concentrate in arts and sciences, international studies, diplomacy and international relations or general studies.

Students pursuing the B.A. or B.S. in Business Administration may apply for admission to the Stillman School’s Master of Business Administration program through a dual-degree study option. In addition, the School offers a minor in international business to business majors (only). This minor is designed to enhance a business major’s marketability in today’s global business environment.

For students majoring in areas other than business administration, the Stillman School also offers several programs. These programs include a five-year B.A. or B.S./M.B.A. (a liberal arts bachelor’s degree and Master of Business Administration) and a minor in business administration. Business and non-business majors may pursue a certificate in information technology management, the minor in accounting, the minor in economics and the minor in legal studies in business, which is designed for students interested in the study of law.

Programs of the Stillman School are fully accredited by the Association to Advance Collegiate Schools of Business - International (AACSB), a distinction shared by less than one-half of business schools nationwide. Seton Hall was the first private university in the state of New Jersey to earn this distinction. This is a professional accreditation above the regional accreditation held by most business schools. Accredited since 1978, the Stillman School meets the highest standards in business education.

Honor Society and Business Fraternity

Beta Gamma Sigma is the national honor society in business and management. Membership in Beta Gamma Sigma is the highest recognition an undergraduate or graduate business student can receive. Founded as a national organization in 1913, Beta Gamma Sigma encourages scholarship, promotes the advancement of business education and fosters integrity in the conduct of business.

Founded in 1904, Alpha Kappa Psi is the nation’s oldest professional business fraternity. Its purpose is to educate the public, the business community and its members on the role of the free enterprise system and the ethical responsibilities in business. More than 200 Alpha Kappa Psi chapters across the country welcome aspiring men and women to membership.

Experiential Education-Cooperative Education/Internship

Experiential Education at Seton Hall University is an educational strategy in which students apply factual, practical and theoretical knowledge in a real-world work experience. Programs include cooperative education/internships, community service, service learning, volunteer work and field experiences. The common element of these programs is that all provide the opportunity to combine classroom learning with “hands on” work and learning experiences. Students’ participation in a variety of experiential programs enhances the academic experience and contributes to their career and lifelong success.

Internships/cooperative education can be paid or non-paid and credit bearing or non-credit bearing. All students interested in either a credit-bearing or non-credit internship/co-op experience should schedule an appointment with a career professional at The Career Center.

Internships/co-ops are available to business majors for academic credit in the Stillman School. An internship/co-op integrates substantive supervised work experience with intentional learning/academic goals involving the student in a career-related activity. Before taking the first co-op course, students must complete 30 credits, maintain a 3.0 GPA and receive the approval of the co-op faculty adviser in a major area of study. Undergraduate students with a GPA between 2.5 and 2.99 will be eligible with the recommendation and signature of a faculty member with whom they have completed a course. Students pursuing a non-credit co-op/internship must have at least a 2.5 GPA. Transfer students
must have completed a semester to be eligible. Students are not required to take all 9 co-op credits. While credits earned through internship/co-op courses are normally considered to be general elective credits, 6 credits of co-op coursework are required for students concentrating in Sport Management.

Courses in the Internship/Cooperative Education program within the Stillman School of Business all require sophomore standing. Courses include:

**Cooperative Education/Internship I - 3 credits**
Preprofessional introductory/exploratory experience in a field. Assignments are made in an entry-level position of employment. Taken only with the permission of an intern/co-op faculty adviser.

**Cooperative Education/Internship II - 3 credits**
Intermediate introductory professional experience in a field. Taken only with the permission of an intern/co-op faculty adviser.

**Cooperative Education/Internship III - 3 credits**
Professional experience in the field specifically oriented to the academic major and career objectives. Taken only with the permission of an intern/co-op faculty adviser.

*Please note: One-credit courses are offered for accounting majors.*

**Center for Entrepreneurial Studies**

**Director:** Susan Scherreik, M.B.A.

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

**Center for Leadership Development**

**Director:** Michael M. Reuter, M.B.A.

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

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

The Leadership Development Program consists of a specialized curriculum that combines traditional course work with practical experiential learning. These courses, which are outlined later in this section of the Catalogue, have been recommended by the Leadership Council.

In addition to the academic requirements, students must complete 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.

**Center for Securities Trading and Analysis**

**Director:** Elven Riley, B.A.

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

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

Director: Larry McCarthy, Ph.D.

The Institute for International Business, established in 1964, serves as the center of international business expertise for students, faculty, and the business community. It fosters 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 to assure that the academic and business communities work in harmony to create an atmosphere of competence, progress, professionalism, and integrity in the realm of international business.

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

At the undergraduate level, the institute offers a minor in international business in which the curriculum includes language and cultural components, as well as core business courses. The 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.

Course Identification

The departments of the Stillman School offering undergraduate courses and the abbreviations used to designate courses are as follows:

- Accounting (BACC)
- Business Law (BLAW)
- Business Policy (BPOL)
- Economics (ECON)
- Finance (BFIN)
- Information Technology Management (BITM)
- Interdisciplinary (BINT)
- Management (BMGT)
- Marketing (BMKT)
- Quantitative Analysis (BQUA)
- Sport Management (BSPM)

To locate course descriptions, see the Index.

B.S. in Business Administration

To attain the degree of Bachelor of Science in Business Administration, all students must satisfactorily complete liberal arts courses, both required and elective, business core courses, the requirements of their concentration and sufficient free electives to total 120 credits (121 credits for students concentrating in accounting and economics). The last 30 credits of the B.S. in Business Administration degree must be taken at the University.

To complete degree requirements satisfactorily, the student must have a cumulative GPA of at least 2.0. Each concentration specifies the average required in concentration courses as well as any minimum grade requirements for specific courses. Each student is advised by a faculty member in the area of major concentration. The ultimate responsibility for complying with curriculum requirements rests with the student. Choice of a program of study must be made before completion of 75 credits, but normally occurs by the end of the sophomore year.

Requirements for the B.S. in Business Administration

Four-Year Program: Core Curriculum

<table>
<thead>
<tr>
<th>Arts and Sciences Required Core (37 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1001 University Life</td>
<td>1</td>
</tr>
<tr>
<td>CORE 1101 Journey of Transformation</td>
<td>3</td>
</tr>
<tr>
<td>CORE 2101 Christianity and Culture in Dialogue</td>
<td>3</td>
</tr>
<tr>
<td>COST 1600 Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COST xxxx Communication elective*</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1201-1202 Core English I-II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2516 Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIOL, CHEM,</td>
<td></td>
</tr>
<tr>
<td>ERTH, PHYS Science**</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1303 Quantitative Methods for Business</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1125 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>RELS</td>
<td>3</td>
</tr>
<tr>
<td>† World Culture (one course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 37

*Choose from COST 1610, 2622, 2623 or 2625.

**A roster of acceptable science courses is available in Jubilee Hall, Room 526, as well as on each student’s degree audit.

†Students are required to complete one 3-credit world culture elective. Please consult your academic adviser or the staff of the Student Information Office (Jubilee Hall, Room 526) for a roster of acceptable courses. Language courses are recommended.

Liberal Arts Requirement: (15 credits)

It is strongly recommended that these additional arts and sciences credits include a logic course (e.g., PHIL 1104) and a sociology course (e.g., SOCI 1101).
Business Required Core (45 credits):

- BACC 2103, 2104: Accounting 6
- BINT 3001, BPOL 5000: Integrative Courses 6
- BFIN 2201: Finance 3
- BLAW 2301: Legal Studies 3
- BITM 2701: Management Information Systems* 3
- BMGT 2501, 2503: Management 6
- BMKT 2601: Marketing 3
- BQUA 2811, 2812: Quantitative Analysis 6
- ECON 1402, 1403, 2408: Economics 9

Total: 45

*Because of the competency-based curriculum, this specific course must be taken. No substitutions will be permitted.

Major Concentration: (15-24 credits)

See specific concentration requirements.

General Electives: (0-8 credits)

General elective credits may be selected from any school in the University.

A Model Program

The following suggested program of study includes all core courses over a four-year period. When applicable, course prerequisites are indicated below the course title.

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1001: University Life</td>
<td>1</td>
</tr>
<tr>
<td>CORE 1101: Journey of Transformation</td>
<td>3</td>
</tr>
<tr>
<td>BITM 2701: Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>COST 1600: Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1402: Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1403: Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1201: Core English I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2516: Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1303: Quantitative Methods for Business</td>
<td>3</td>
</tr>
<tr>
<td>RELS: Religious Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>World Culture Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 31

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 2101: Christianity and Culture in Dialogue</td>
<td>3</td>
</tr>
<tr>
<td>BACC 2103: Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BACC 2104: Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BIOL, CHEM, PHYS, ERTH: Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 2301: Legal Foundations of Business</td>
<td>3</td>
</tr>
<tr>
<td>BFIN 2201: Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BACC 2104: Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BQUA 2811: Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BQUA 2812: Quantitative Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1202: Core English II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2408: Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1125: Business Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 30

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFIN 2201: Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BQUA 2811: Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BINT 3001: Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 2501: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 2503: Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BMKT 2601: Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>COST: Communication Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 18

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPOL 5000: Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 3

Note: Prerequisites are strictly enforced. Students registering prematurely for courses will be administratively withdrawn.

**Concentration Requirements**

Accounting 24
Economics 24
Finance 15
Information Technology Management 18
Management 15
Marketing 15
Sport Management 15-21
Undergraduate Catalogue 2009-10

B.A. in Business Administration
Adviser: Ann M. Mayo, Ph.D.

The Stillman School provides education geared toward the complex practical needs of business leaders. Consistent with that objective, the School offers the Bachelor of Arts in Business Administration program to enable Seton Hall students to obtain competencies of the business core and a breadth of knowledge in liberal arts and other fields.

The B.A. in Business Administration (B.A.B.A.) requires a minimum of 120 credits, including 81 core credits and 41 credits of selected concentration and elective coursework. Electives may be taken at any undergraduate college or school of Seton Hall, but may not exceed the maximum number of business credits noted within each concentration. Students may choose a concentration in arts and sciences, international studies, diplomacy and international relations or general studies.

Concentration in Arts and Sciences

Students may select a concentration from any one of the arts and sciences fields. The number of credits required is the equivalent of a minor program in the chosen area; this number generally ranges from 18-30 credits. In addition, students will be required to elect an appropriate course in history perspective through consultation with their advisers. The remaining electives shall be taken in the College of Arts and Sciences. It is recommended that these elective credits be taken from any arts and sciences courses that are NOT part of a student’s chosen concentration. Elective courses may be selected only from the arts and sciences curricula.

Concentration in International Studies

Students who declare a concentration in international studies are required to take 27 credits, which consists of 12 credits in a specific language sequence, 6 credits in the cultural and geopolitical component, and 9 credits in the international business component (see Minor in International Business). They also must complete the core credits. The remaining elective credits may be taken in any college or school of Seton Hall.

Concentration in Diplomacy and International Relations

Students may elect to declare a concentration in diplomacy and international relations. Students who declare this concentration will complete the requirements of the minor in diplomacy and international relations offered by the Whitehead School of Diplomacy and International Relations. Remaining elective credits must be selected from courses offered by the College of Arts and Sciences.

Concentration in General Studies

In addition to the core, students may accumulate their elective credits from any college or school of Seton Hall. Business electives may not exceed 9 credits. Students in the B.A.B.A. program also are allowed (and encouraged) to take a maximum of 9 credits through the co-op program. They must meet the criteria for participation in this program (see “Experiential Education/Cooperative Education/Internship” in this catalogue).

Dual Degree Programs

B.S.B. or B.A.B.A./M.B.A. Program
(For Business Majors)
Adviser: Karen A. Passaro, M.B.A., J.D.

Students pursuing either the B.S. or B.A. in Business Administration have the option to apply to a dual degree program in which they can earn both their bachelor’s degree and a Master of Business Administration within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.B.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1300 or higher (math and critical reading components). To be eligible to begin graduate coursework (generally after the completion of 90 credits), dual-admissions applicants must have attained a GPA of 3.5 or higher.

Stillman students who do not apply for dual admission may apply after completing between 75 and 90 undergraduate credit hours. Applicants must meet all requirements for admission to the M.B.A. program, including earning a GMAT score of 500 or higher and attaining an overall GPA of 3.5 or above.

If accepted, the student takes a mixture of undergraduate and graduate business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and at least 120 credit hours, the student receives a bachelor’s degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

The breakdown of the minimum 150 credit hours is as follows:
1. Students complete all requirements of the B.S.B. or B.A.B.A. program; 2 credits of general elective coursework will be waived for all concentrations other than accounting and economics.
2. Students will receive waivers for the following M.B.A. Pre-Qualification courses: Legal Studies, Accounting, Economics, and Finance.
3. Students will receive waivers for the following M.B.A. core courses:
### Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMBA 9202</td>
<td>International Perspective</td>
<td>2</td>
</tr>
<tr>
<td>BMBA 9112</td>
<td>Accounting and Legal Considerations</td>
<td>4</td>
</tr>
<tr>
<td>BMBA 9114</td>
<td>Organizational and Market Dynamics</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Remaining M.B.A. curriculum requirements, including 12-15 credits in the selected concentration area, are fulfilled by taking graduate business courses.*

*As part of their program, students must take at least one 3-credit BMKT course. In addition, students concentrating in areas other than sport management must take at least one 3-credit BACC course.

The total credit hours consist of 118-121 undergraduate credits and 32-35 graduate business credits. Students must consult their concentration advisers in the Stillman School for specific information. Graduate course information is available through the Stillman School’s Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

### B.A. or B.S./M.B.A. Program

**For Non-Business Majors**

**Adviser:** Karen A. Passaro, M.B.A., J.D.

The College of Arts and Sciences and the Stillman School offer a joint program that leads to two degrees: a bachelor’s degree in a liberal arts or science and a Master of Business Administration.

The unique feature of this program is that both degrees can be earned in five years. By carefully selecting courses, the student can complete the requirements for both degrees in as few as 150 credit hours. The student spends the first three years taking arts and sciences courses. After the completion of 75 credit hours, the student applies for the M.B.A. program. Students must meet all requirements for admission to the M.B.A. program, including earning a GMAT score of 500 or higher and attaining an undergraduate GPA of 3.5 or above. If accepted, the student takes a mixture of arts and sciences and business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and 120 credit hours, the student receives a bachelor’s degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

### Purpose

The purpose of the program is twofold:

1. Students receive a broad-based undergraduate education. Students major in an arts and sciences discipline to gain a broad perspective in the humanities and social and physical sciences and a comprehensive grasp of one arts and sciences major;

2. Students begin graduate coursework while completing a bachelor’s degree. This enables the arts and sciences student to obtain an M.B.A. with one additional year of study.

### Basic Principles and Requirements

In offering this program, Seton Hall operates on three basic principles:

1. Students must complete their undergraduate arts and sciences courses and fulfill the requirements for an undergraduate major;

2. Students must apply for and gain admission to the M.B.A. program after the completion of a minimum of 75 credit hours in arts and sciences; and

3. The joint program requires a minimum of 150 credit hours; within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The breakdown of the minimum 150 credit hours is as follows:

1. Students complete the core curriculum of the College of Arts and Sciences and major field requirements. The total credits vary depending upon the requirements of the major field.

2. Students complete the following undergraduate and graduate business courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 2301</td>
<td>Legal Foundations of Business</td>
<td>3</td>
</tr>
<tr>
<td>BACC 2103</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BMBA 9112</td>
<td>Accounting and Legal Considerations</td>
<td>4</td>
</tr>
<tr>
<td>BMBA 9114</td>
<td>Organizational and Market Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>BMBA 9201</td>
<td>Corporate Social Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>BMBA 9202</td>
<td>International Perspective</td>
<td>2</td>
</tr>
</tbody>
</table>

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.


Standards for Admission to and Continuance in the Stillman School of Business

Requirements for Regularly Admitted Business Students

To be eligible to continue in the Stillman School, students regularly admitted as first-semester freshmen must:

1. Successfully complete the following course sequence by the end of their sophomore year or completion of 75 credits, whichever comes later:
   - BACC 2103  Financial Accounting
   - BACC 2104  Managerial Accounting
   - BITM 2701  Management Information Systems
   - BQUA 2811  Business Statistics
   - ECON 1402-1403 Principles of Economics I-II
   - MATH 1303  Quantitative Methods for Business

2. Declare a concentration upon completion of 75 credits.

Changing to a Business Major from a Non-Business Discipline

Students transferring from other colleges within the University to the Stillman School must meet the following requirements:

1. The student earn at least 45 credits, of which 12 credits must have been earned at Seton Hall University.

2. The student must successfully complete MATH 1303, ECON 1402 and BACC 2103, where successful completion is defined as a grade of at least “C+” in MATH 1303 and at least “C” in ECON 1402 and BACC 2103.

3. The student must successfully complete (with a grade of at least “C+”) MATH 1303 before taking either ECON 1402 or BACC 2103.

4. The student must achieve an average GPA of at least 2.67 (equivalent to “B-”) across all three courses.

5. The student must maintain an average GPA of at least 2.67 in the required 45 credits.

Finally, for the purpose of admission to the Stillman School, a student may take each of the courses (MATH 1303, ECON 1402 and BACC 2103) no more than three times.

Students who desire to transfer to the Stillman School from other schools and colleges within the University are advised to do so before the completion of 60 credit hours. Students who are designated as BART or PART pre-majors should seek academic advising in the Stillman School’s Student Information Office (Jubilee Hall, Room 526).

Department of Accounting and Taxation

Jubilee Hall, Room 624
(973) 761-9249

Faculty: Abdallah; Easton (Chair, Adviser); Fried; Gelb; Henry; Holtzman; Mest; Murtuza; Shapiro; Strawser

Mission Statement

The mission of the Department of Accounting and Taxation is to prepare students to assume roles as accounting professionals in a global society and to advance the body of knowledge in the discipline. Our curricula, delivered in an environment characterized by small classes and extensive faculty-student engagement, provide innovative and high-quality educational experiences that emphasize technical knowledge, analytical and communication skills, proficiency in information technology, and ethics. Our programs are strengthened both by the contributions made by our industry partners and the ethical philosophy of the University.

Concentration in Accounting

The concentration in accounting is designed to give training in the fundamentals of accounting as a necessary skill for the understanding of business. It provides a sequence of specialized instruction in accounting theory, financial reporting requirements, cost measurement issues, budgetary control, auditing, taxes and systems that helps the student to prepare for the Certified Public Accountant, Certified Management Accountant and the Certified Internal Auditor examinations and prepare for managerial positions in internal accounting, auditing and controllership, or for graduate study.

Individuals who wish to become licensed as a Certified Public Accountant in the state of New Jersey must complete 150 college credit hours. Those concentrating in accounting can obtain the necessary requirements by enrolling in the combined Bachelor of Science in Business Administration/Master of Science in Professional Accounting Program. Students who wish to sit for the Certified Public Accountant exam in the state of New York should take one additional 3-credit accounting elective course. Students with questions are encouraged to see the Accounting Department Chair.

B.S.B./Master of Science in Professional Accounting (M.S.P.A.) Combined Program

Students pursuing the B.S. in Business Administration with a concentration in accounting have the option to apply to a dual degree program in which they can earn both their bachelor’s degree and a Master of Science in Professional Accounting within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.S.P.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an
Certified Public Accountant (CPA) Examination

Applicants for examination for a New Jersey Certificate as a CPA should contact CPA Examination Services at 1-800-CPAEXAM or refer to information posted at www.nasha.org/nashaweb.nsf/exam

Information on requirements for admission to practice in New York state as a CPA may be obtained from the New York State Education Department, Albany, New York or at www.op.nysed.gov/cpa.htm

Certified Internal Auditor (CIA) Examination

The CIA designation acknowledges a professional level of competence in internal auditing. Information on the CIA Examination and the additional requirements for the CIA designation can be found at www.imanet.org/certification.asp

Beta Alpha Psi

Beta Alpha Psi is the international honors organization for financial information professionals. Its rich history dates to 1919 with chapters installed at colleges and universities where accounting programs are of a high level of academic and professional achievement. Since that time, Beta Alpha Psi has expanded its membership to include top students with concentrations in either finance or management information systems, along with those students concentrating in accounting. Of the more than 200 chapters in the United States, Seton Hall University’s Zeta Xi chapter was the first in the state of New Jersey.

The Accounting Club

The Accounting Club is a student organization open to all business students. Members gain an opportunity to network with professionals, learn about various career options and gain important information on professional certification such as the CPA exam.

Accounting Concentration Requirements

A student concentrating in the area of accounting must earn a grade of C- or better in both BACC 2103 and BACC 2104 and must complete the following courses with an average GPA of 2.0 or higher:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACC 3110-3111</td>
<td>Intermediate Accounting I-II</td>
<td>6</td>
</tr>
<tr>
<td>BACC 3115</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BACC 3117</td>
<td>Federal Income Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BACC 3119</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BACC 4101</td>
<td>Enterprise-Wide Accounting Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>BACC 4102</td>
<td>Enterprise-Wide Accounting Information Systems II</td>
<td>3</td>
</tr>
<tr>
<td>BACC 4113</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 24

Please note: Students who wish to qualify to take the Uniform CPA Examination in either New Jersey or New York must: (1) meet specific course requirements determined by the state and (2) earn a baccalaureate degree. The specific course requirements set by the State of New Jersey are met by fulfilling the requirements of the Accounting concentration. Students who wish to satisfy the specific course requirements set by the State of New Jersey must take three additional credits from courses offered by the Department of Accounting and Taxation. Regardless of whether they wish to qualify under New Jersey or New York requirements, all students must complete a total of 150 credit hours in order to become licensed as a CPA.
Department of Computing and Decision Sciences
Jubilee Hall, Room 675  
(973) 761-9250  
**Faculty:** Epstein; Gibson; Orenstein; Rosenthal (Chair); Shim; Viswanathan; Weitz; Wilamowsky (Adviser)

Concentration in Information Technology Management (ITM)
The concentration in information technology management is designed to achieve the following objectives: to provide a thorough understanding of the strategic importance of information systems to organizations; to enable students to identify information systems necessary for effective and efficient operations of an organization; to empower students to effectively link business managers with information technology professionals in the process of information systems development; to communicate the principles of computerized information systems, including computer programming concepts, techniques and languages; to develop skills necessary for the evaluation, development and implementation of information systems; and to increase the students’ appreciation of the economic, social, legal and technological considerations present in information processing activity. Students concentrating in information technology management have the flexibility to choose elective courses that explore either the managerial or technical aspects of information systems.

For students from other concentrations, several elective courses provide a general introduction to computers and their applications in business.

**Note:** Evening students wishing to concentrate in ITM must first contact the chair to discuss course availability.

Beta Alpha Psi
*Beta Alpha Psi* is the international honors organization for financial information professionals. Its rich history dates to 1919 with chapters installed at colleges and universities where accounting programs are of a high level of academic and professional achievement. Since that time, *Beta Alpha Psi* has expanded its membership to include top students with concentrations in either finance or management information systems (information technology management), along with those students concentrating in accounting. Of the more than 200 chapters in the United States, Seton Hall University’s Zeta Xi chapter was the first in the state of New Jersey.

Information Technology Management Concentration Requirements
Students concentrating in information technology management must maintain a 2.5 GPA in concentration courses. In addition, all students must complete the following requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Information Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Business Software Tools</td>
<td>3</td>
</tr>
<tr>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>three 3000-level or 4000-level elective courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong> 18</td>
<td></td>
</tr>
</tbody>
</table>

Quantitative Analysis
Courses offered in quantitative analysis are designed to give students an understanding of quantitative methods used to solve business problems. Knowledge of these methods is imperative to master successfully the quantitative aspects of accounting, economics, finance, management and marketing. Although there is not a concentration in quantitative analysis, courses in management science, supply chain management and business statistics are offered.

Department of Economics
Jubilee Hall, Room 674  
(973) 761-9356  
**Faculty:** Dall Jr. (Chair, Adviser); Ikpoh (Co-op Adviser); Kant; Young

Concentration in Economics
The Department of Economics provides students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households and government, and the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business, government and education; and to prepare the groundwork necessary for graduate studies in economics and related fields.

The course offerings of the department enable students to major in economics either through the College of Arts and Sciences or the Stillman School, leading to the degrees of Bachelor of Arts or Bachelor of Science in Business Administration, respectively. Students concentrating in economics should plan to take at least one elective per semester during junior and senior year. The department will offer two electives each semester on a rotating basis.

**Note:** A concentration in economics is not offered in the evening.
Omicron Delta Epsilon

Omicron Delta Epsilon, the only international honor society in economics, granted a chapter to the Economics Department in 1964. Economics majors with a 3.0 GPA overall and in economics are eligible to apply for membership in their junior year or after completing 21 credits in economics.

Economics Concentration Requirements

To concentrate in economics, students must complete the core courses with a 3.0 GPA.

<table>
<thead>
<tr>
<th>Economics Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1402 Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1403 Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2408 Money and Banking</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 9

<table>
<thead>
<tr>
<th>Economics Major Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2420 Intermediate Microeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2421 Intermediate Macroeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3470 History of Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>ECON xxxx Economics electives</td>
<td>15</td>
</tr>
</tbody>
</table>

Subtotal: 24

Total: 33

Economics Minor

Both business and non-business majors also may choose economics as a minor. The economics minor consists of the three core courses plus one required course (ECON 2420 or 2421) and two economics electives for a total of 18 credits.

Department of Finance

Jubilee Hall, Room 609
(973) 761-9209

Faculty: Harrington Jr.; Itzkowitz; Jacoby; Kinslow (Adviser, Co-op Adviser); Lee; Loviscek; Riley; Rothbort; Rotthoff; Tang; Xu (Chair); Yoon

Concentration in Finance

The concentration in finance develops the skills necessary for understanding how to create wealth through the art and science of money management. The study of finance will help the student answer three fundamental questions. First, how much should any individual or firm invest? Second, what assets should the individual or firm invest in? Third, how should the cash required for the investment be raised? The finance concentration provides students with an understanding of how to answer these questions at the individual investor level and at the business/corporate level. Topics covered include financial analysis, asset pricing, investments, fixed income, security trading and analysis, portfolio analysis and international finance.

Through an understanding of these topics, the concentration in finance seeks to integrate the fields of accounting, economics, law and quantitative analysis. In turn, it is designed to prepare students for careers in corporate finance, investments, financial institutions, insurance and real estate.

Finance Club

The department promotes student activities through this organization, which is a chapter under the Financial Management Association International.

Honor Society

Students of high academic standing who maintain active membership in the Finance Club are eligible for induction into the Finance Honors Society. For details, please check with the department chair.

Finance Concentration Requirements

Students must earn at least a “C” in each individual BFIN course and earn a 2.5 average for all BFIN courses.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFIN 3211 Financial Strategy</td>
</tr>
<tr>
<td>BFIN 4227 Investment Analysis</td>
</tr>
<tr>
<td>BFIN 4225-4999 Finance electives</td>
</tr>
</tbody>
</table>

Total: 15

Note: Co-op courses count only as general education electives.

Department of Legal Studies

Jubilee Hall, Room 651
(973) 761-9516

Faculty: Amoroso; Hunter Jr.; O’Sullivan-Gavin (Adviser-Minor in Legal Studies in Business); Shannon (Chair)

Legal Studies in Business Minor

Both business and non-business students may choose legal studies as a minor. The Legal Studies in Business minor consists of four core courses plus two elective courses for a total of 18 credits.

Legal Studies Honor Society

Students who maintain high academic standing are eligible for induction into the Legal Studies Honor Society. For details, please consult the Legal Studies in Business minor adviser.
Department of Management
Jubilee Hall, Room 683
(973) 761-9360
Faculty: Alexander; Amar; Boroff; Coll; Gentile; Mayo; McCarthy; McCrea; Reuter (Adviser, Co-op Adviser); Sadler; Scherreik; Stelzer; Valdez; Yin (Chair)

Concentration in Management
Managers make a difference in determining organizational outcomes through planning, organizing, leading, and controlling human and material resources. The concentration in management is designed to present to students the theories and practices of management and to encourage flexible learning, practice in managerial skills and ethical business dealings.

Management concentration students should pursue a co-op or intern placement as part of their preparation. These credits will count as general electives.

Alpha Sigma Omega
Alpha Sigma Omega, the Stillman School’s Management Honor Society, invites qualified management majors to join during their junior or senior years. The members will have completed 60 credits, have an average GPA of at least 3.25, with a 3.5 in their concentration courses. Transfer students will have completed 60 credits and are required to complete one full semester at the Stillman School before admittance.

Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 4547</td>
<td>Developing Management Skills</td>
<td>3</td>
</tr>
<tr>
<td>BMGT</td>
<td>Management electives</td>
<td>12</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

The department offers two tracks in which students can complete their Management elective courses: a Human Capital Management track and an Executive Management track. These tracks are designed for students who wish to specialize their management studies.

The department recommends that students who are interested in Human Capital Management choose their elective courses from the following set:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 3511</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 4525</td>
<td>Compensation Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 4526</td>
<td>Managing Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 4548</td>
<td>Managing Knowledge Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

The department recommends that students who are interested in Executive Management choose their elective courses from the following set:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 4523</td>
<td>Principles of Supervision and Executive Control</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 4529</td>
<td>Organization Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 4545</td>
<td>Leadership Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BMGT 4562</td>
<td>Negotiation</td>
<td>3</td>
</tr>
</tbody>
</table>

Department of Marketing
Jubilee Hall, Room 654
(973) 761-9237
Faculty: Kritz; Lozada; Olszewski; Pirog (Chair); Simonson; Wisenbilt (Adviser)

Concentration in Marketing
A concentration in marketing prepares students for marketing jobs in product development, brand management, services marketing, advertising, international marketing, retailing, sales and marketing research. Because of the increased emphasis on marketing strategy throughout American business, the marketing field offers excellent employment and advancement opportunities. There has been a continuous increase in the demand for marketing professionals, and the average starting salaries of marketing graduates are higher than those in many other fields. Because of the knowledge of products, services and consumers gained in these jobs, marketing positions provide an excellent basis to reach the highest levels in the organization. A marketing education also provides entrepreneurial skills that enable students to start and operate their own companies or enter an existing family business.

The marketing curriculum consists of required core and elective courses. The core courses provide students with insights into consumer behavior and marketing research and the skills required to analyze, plan, implement and control marketing programs. The elective courses provide the opportunity to learn how to manage products and services and develop pricing, distribution and promotional strategies, both in the United States and international markets.

Note: A concentration in marketing is not offered in the evening.

The Stillman School Marketing Honor Society
The objective of this group is the pursuit of excellence in undergraduate marketing studies at Seton Hall University and the productive involvement of the best marketing students in the life and activities of the Stillman School of Business. This society is open to marketing majors who have completed a substantial portion of their marketing courses, demonstrated excellence by obtaining high overall and marketing GPAs, and have been active members of the Marketing Club. Students who fulfill these criteria, according
to standards set annually by the marketing faculty, are invited to join the society each Spring.

**Marketing Concentration Requirements**

In total, marketing majors must complete between 15 and 21 credits in marketing (in addition to BMKT 2601, which is part of the Business Core), with a minimum GPA of 2.5 in all marketing courses.

**Specific course requirements are as follows:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. Two of the three following core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BMKT 3611  Marketing Research  3</td>
</tr>
<tr>
<td></td>
<td>BMKT 3615  Consumer Behavior  3</td>
</tr>
<tr>
<td></td>
<td>BMKT 4631  Advertising Management  3</td>
</tr>
<tr>
<td>II. BMKT Electives*</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Total: 15-21**

*At least 6 credits must be BMKT 4000-level courses.

**Center for Sport Management**

Jubilee Hall, Room 543
(973) 761-9707

**Faculty:** Gentile; Mayo (Director, Adviser); McCarthy (Co-op Adviser); Rotthoff

**Concentration in Sport Management**

This interdisciplinary program includes courses in sport law, management, marketing, economics and finance, and prepares students for positions in professional and intercollegiate athletics and the industries that serve them. Students gain exposure to all facets of the business of sport, including sport sponsorship relationships, team and league equity issues, player-management labor relations, and a wide variety of ethical dilemmas facing business professionals in both professional and amateur athletics. The program prepares students for internal positions in sport management organizations; sport marketing firms; licensing and apparel marketing; radio and television programming; and events and facilities management. As sales is an important part of the curriculum, the Seton Hall Sports Poll provides opportunities for working the phones and a call center for Sport Marketing experiences.

**Alpha Chi Lambda**

*Alpha Chi Lambda* is the Sport Management Honor Society. In Spring 2001, the Center for Sport Management in the Stillman School of Business at Seton Hall University, and the Sport Management Student Association (SMA), having discovered no honor society in sport management programs nationally, founded *Alpha Chi Lambda*, the first Sport Management Honor Society. Requirements for nomination, which is awarded in either the junior or senior year, include a 3.4 GPA in 60 or more earned credits. Initiation occurs in the spring of each academic year and members wear a royal blue cord at graduation.

**The Sport Management Student Association (SMSA)**

The Sport Management Student Association (SMSA) is one of the largest and most active student organizations in the Stillman School of Business. Comprising both graduate and undergraduate students, the organization provides an outlet for students to engage in the interactive learning of the business of sport through off-campus visits to sporting events and facilities, internships, guest speakers and more. The SMSA also holds community service in the highest regard and works diligently to be a leader and facilitator of charitable activities at Seton Hall University and in the surrounding communities. Annual field trips to the sports Halls of Fame are a favorite activity.

**Sport Management Concentration Requirements**

| Credits | BSPM/BFIN 4232  Sport Finance         |
|---------|-------------------------------|---|
|         | Sport Law                      |
|         | The Management of Sport        |
|         | Organizations                  |
|         | Sport Marketing                |
|         | Sport Management Elective      |
|         | Sport Management Co-op I, II   |

**Total: 15-21**

*Sports Psychology (PSYC 1219) is recommended as a liberal arts elective.

**Minor Programs**

**Minor in Accounting**

The Minor in Accounting is open to all business and non-business majors. The curriculum consists of 18 credits of coursework – 12 credits of required courses and 6 credits of accounting electives.

**Required Courses (12 credits)**

| BACC 2103 Financial Accounting |
| BACC 2104 Managerial Accounting |
| BACC 3110 Intermediate Accounting I |
| BACC 3111 Intermediate Accounting II |

**Electives (6 credits)**

Choose two courses from the following:

| BACC 3115 Cost Accounting |
| BACC 3116 Financial Statement Analysis |
| BACC 3117 Federal Income Tax Accounting |
| BACC 3119 Auditing |
| BACC 4101 Enterprise-Wide Accounting Information Systems I |
| BACC 4113 Advanced Accounting |

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| BACC 3117 Federal Income Tax Accounting |
| BACC 3119 Auditing |
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Choose two courses from the following:

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| BACC 3116 Financial Statement Analysis |
| BACC 3117 Federal Income Tax Accounting |
| BACC 3119 Auditing |
| BACC 4101 Enterprise-Wide Accounting Information Systems I |
| BACC 4113 Advanced Accounting |
Minor in Business Administration
(For College of Arts and Sciences and John C. Whitehead School of Diplomacy and International Relations majors)

Available to Seton Hall students majoring in disciplines other than business, the minor in business administration supplements the liberal arts or sciences preparation and facilitates a transition to a business career. Arts and sciences economics majors may also elect this minor.

Three categories totaling 24 credits are required, along with a minimum GPA of 2.25 in the minor program. The categories are:

1. Environment of Business, including one course each in economics and law;
2. Tools of Business, including one course each in accounting, statistics and information technology management; and
3. Functional Areas of Business, including one course each in finance, management and marketing.

Minor in Business Administration Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACC 2103</td>
<td>Financial Accounting</td>
<td>3</td>
<td>30 credits</td>
</tr>
<tr>
<td>BFIN 2201</td>
<td>Business Finance</td>
<td>3</td>
<td>45 credits, BACC 2103 and ECON 1411 or equivalent</td>
</tr>
</tbody>
</table>

BLAW 2301 Legal Foundations of Business 3 none
BITM 2701 Management Information Systems 3 none
BMGT 2501 Principles of Management 3 45 credits and ECON 1411 or equivalent
BMKT 2601 Principles of Marketing 3 45 credits and ECON 1411 or equivalent
BQUA 2811 Business Statistics (or MATH 1101) 3 MATH 1303
ECON 1411 Introduction to Economics (or equivalent) 3 none

Total: 24

*Note: Prerequisites are strictly enforced.

Transfer Courses

With the approval of the associate dean of the Stillman School, a maximum of 6 credits may be transferred from other institutions and applied toward the minor in business administration.

Changing to a Business Major from the Minor

The minor in business administration is specifically not available to students majoring in business. The economics course designated for the minor does not count toward the core requirements for a degree in business administration. If a student completes the economics course and then changes to a major in business, the student must still meet all core economics course requirements (ECON 1402, 1403 and 2408).

Minor in Economics
(For both Business and Non-Business Majors)

Both business and non-business majors may elect to complete a minor in economics. This 18-credit minor consists of the three core courses in economics (ECON 1402, 1403 and 2408) plus one required course (either ECON 2420 or 2421) and two economics electives.

Minor in International Business
(For Business Majors Only)

Adviser: Larry McCarthy, Ph.D.

Restricted to business majors, the minor in international business provides the global and cross-cultural knowledge required for success in today’s rapidly changing international business environment. The program incorporates an interdisciplinary curriculum from the Stillman School and the College of Arts and Sciences. A special emphasis is placed on languages as well as cultural and geopolitical dimensions of the current international business environment.

The opportunity to study abroad may also become a component of this program. The credits earned abroad will count toward but are not restricted to the language and cultural component of the minor. Upon declaration of the minor, students must choose from among the following international studies tracks:

- **Eastern European Track:** Russian or Polish languages and related cultural and geopolitical courses;
- **Western European Track:** French, German, Italian or Spanish languages and related cultural and geopolitical courses;
- **Pacific Rim Track:** Japanese or Chinese languages and related cultural and geopolitical courses; or
- **Latin American Track:** Spanish language and related cultural and geopolitical courses.

Qualifications

Enrollment is restricted to business majors in good academic standing with a GPA of at least 2.25.
Requirements
The program includes 27 credit hours:
• 12 credits in a specific language sequence (listed as “Language Electives”);
• 6 credits in the cultural and geopolitical component (listed as “Other Electives” and “Additional Nonbusiness Electives”); and
• 9 credits in the international business component (listed as “Business Electives”).

Students who demonstrate an intermediate level of proficiency on the language department’s proficiency exam may take no more than 6 credits in advanced language. The remaining 6 credits may be taken in a combination of cultural, geopolitical and international business courses. These students also may elect to take all 12 credits in non-language preapproved electives.

Students are encouraged to study abroad, and up to 12 credits for the minor may be transferred from preapproved studies abroad.

Language and Cultural Component
A. Eastern European Track
Language Electives * (3 credits each)
RUSS 1001-1002 Elementary Russian I-II
RUSS 2001-2002 Intermediate Russian I-II
RUSS 3001-3002 Advanced Russian I-II
RUSS 3031-3032 Scientific Russian I-II

*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

Other Electives (3 credits each)
HIST 3256 History of Imperial Russia
HIST 3257 East Central Europe
HIST 3266 History of 20th Century Russia
HIST 3276 The Transformation of Russia 1894-1932
HIST 4290 Topics in European History
POLS 2613 Russian Politics
POLS 3612 Foreign Policies of Major Powers

B. Western European Track
Language Electives
French * (3 credits each)
FREN 1001-1002 Elementary French I-II
FREN 2001-2002 Intermediate French I-II
FREN 3011 Conversational French I
FREN 3021-3022 Business French Correspondence I-II

German * (3 credits each)
GERM 1001-1002 Elementary German I-II
GERM 2001-2002 Intermediate German I-II
GERM 3011 Conversational German I
GERM 3021-3022 Business German I-II

Italian * (3 credits each)
ITAL 1001-1002 Elementary Italian I-II
ITAL 2001-2002 Intermediate Italian I-II
ITAL 3011 Conversational Italian I

Spanish * (3 credits each)
SPAN 1001-1002 Elementary Spanish I-II
SPAN 2001-2002 Intermediate Spanish I-II
SPAN 3011 Advanced Spanish Grammar and Composition
SPAN 3021 Business Spanish: Correspondence

*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

C. Pacific Rim Track
Language Electives
Chinese *
CHIN 1101 Intensive Introductory Chinese I (6 credits)
CHIN 1102-1103 Introductory Chinese I-II (3 credits each)
CHIN 1104-1105 Introductory Chinese Reading I-II (3 credits each)
CHIN 2101-2102 Intermediate Chinese I-II (3 credits each)
CHIN 2103-2104 Intermediate Chinese Reading I-II (3 credits each)
CHIN 3101-3102 Advanced Chinese I-II (3 credits each)
CHIN 3213 Readings in Modern Chinese I (3 credits)
CHIN 3215-3216 Chinese Newspaper Readings I-II (3 credits each)
Japanese *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPN 1101</td>
<td>Intensive Introductory Japanese</td>
<td>6</td>
</tr>
<tr>
<td>JAPN 1102-1103</td>
<td>Introductory Japanese I-II</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 2101-2102</td>
<td>Intermediate Japanese I-II</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 2111</td>
<td>Intensive Intermediate Japanese</td>
<td>6</td>
</tr>
<tr>
<td>JAPN 3111-3112</td>
<td>Third-Level Japanese I-II</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 3113-3114</td>
<td>Introduction to Readings in Japanese I-II</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 3211-3212</td>
<td>Business Japanese I-II</td>
<td>3</td>
</tr>
</tbody>
</table>

*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

Other Electives (3 credits each)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA 1403</td>
<td>History of Asian Religious Reflections</td>
</tr>
<tr>
<td>ASIA 1601 (HIST 1601)</td>
<td>History of Traditional Asia</td>
</tr>
<tr>
<td>ASIA 1602 (HIST 1602)</td>
<td>History of Modern Asia</td>
</tr>
<tr>
<td>ASIA 2112</td>
<td>Geography of Asia</td>
</tr>
<tr>
<td>ASIA 2114</td>
<td>China in World Affairs</td>
</tr>
<tr>
<td>ASIA 3127 (HIST 3621)</td>
<td>History of Traditional China</td>
</tr>
<tr>
<td>ASIA 3128 (HIST 3651)</td>
<td>History of Modern China</td>
</tr>
<tr>
<td>ASIA 3129 (HIST 3622)</td>
<td>History of Traditional Japan</td>
</tr>
<tr>
<td>ASIA 3130 (HIST 3652)</td>
<td>History of Modern Japan</td>
</tr>
<tr>
<td>ASIA 3131 (POLS 2616)</td>
<td>Contemporary Chinese Politics</td>
</tr>
<tr>
<td>ASIA 3132 (HIST 3686)</td>
<td>Contemporary Japan</td>
</tr>
<tr>
<td>ASIA 3134</td>
<td>China and Japan: Diplomacy, Politics and Economy</td>
</tr>
<tr>
<td>POLS 2611 (ASIA 3114)</td>
<td>Asian Politics</td>
</tr>
</tbody>
</table>

D. Latin American Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1001-1002</td>
<td>Elementary Spanish I-II</td>
<td></td>
</tr>
<tr>
<td>SPAN 2001-2002</td>
<td>Intermediate Spanish I-II</td>
<td></td>
</tr>
<tr>
<td>SPAN 3011</td>
<td>Conversational Spanish I</td>
<td></td>
</tr>
<tr>
<td>SPAN 3213</td>
<td>Advanced Spanish Grammar and Composition</td>
<td></td>
</tr>
<tr>
<td>SPAN 3021</td>
<td>Business Spanish: Correspondence</td>
<td></td>
</tr>
</tbody>
</table>

*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.

E. Additional Non-Business Electives

(3 credits each)

Students in all tracks may substitute electives from the following list with the specific approval of a faculty adviser:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1611</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>POLS 1711</td>
<td>International Relations</td>
</tr>
</tbody>
</table>

F. Business Electives

(3 credits each)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFIN 4233</td>
<td>International Finance</td>
</tr>
<tr>
<td>BLAW 4315</td>
<td>International Law</td>
</tr>
<tr>
<td>BMGT 4993</td>
<td>Foreign Business Operations</td>
</tr>
<tr>
<td>BMKT 3617</td>
<td>International Marketing</td>
</tr>
<tr>
<td>ECON 4483</td>
<td>International Economics</td>
</tr>
</tbody>
</table>

Minor in Legal Studies in Business

(For both Business and Non-Business Majors)

This minor is a uniquely designed interdisciplinary program. By structuring required course selections and making the commitment toward a rigorous course of study, students will demonstrate competence in areas of legal studies in business.

This minor is open to any student who has successfully completed 18 credit hours and who has maintained a 2.5 GPA. In addition, students must maintain a 2.5 GPA in the legal studies curriculum. Upon successful completion of the requirements, the student will be awarded the Minor in Legal Studies in Business.

I. Required Courses (12 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 2301</td>
<td>Legal Foundations of Business</td>
</tr>
<tr>
<td>BLAW 4310</td>
<td>Advanced Topics in Legal Studies</td>
</tr>
<tr>
<td>BLAW 4340</td>
<td>Legal Research, Writing and Moot Court</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 4325</td>
<td>Law, Ethics and Public Policy</td>
</tr>
<tr>
<td>BLAW 4327</td>
<td>Legal Aspects of Conflict Resolution</td>
</tr>
</tbody>
</table>

II. Elective Courses

(6 credits selected from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 4315</td>
<td>International Law</td>
</tr>
<tr>
<td>BLAW 4316</td>
<td>Consumer Law</td>
</tr>
<tr>
<td>BLAW 4321</td>
<td>Uniform Commercial Code</td>
</tr>
<tr>
<td>BLAW 4326</td>
<td>Issues in Employment Law</td>
</tr>
<tr>
<td>BLAW 4330</td>
<td>Sport Law</td>
</tr>
<tr>
<td>BFIN 4242</td>
<td>Corporate Governance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 2381</td>
<td>American Legal History I</td>
</tr>
<tr>
<td>HIST 2382</td>
<td>American Legal History II</td>
</tr>
</tbody>
</table>

Other Electives (3 credits each)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1401-1402 / LALS 1401-1402</td>
<td>History of Latin America I-II</td>
</tr>
<tr>
<td>POLS 2614 / LALS 2614</td>
<td>Latin American Politics</td>
</tr>
</tbody>
</table>
Political Science

POLS 1212  Introduction to American Law
POLS 1401  Western Political Thought
POLS 2214  The American Judicial System
POLS 2220  Development of the American Constitution
POLS 3210  Constitutional Law
POLS 3211  Civil Liberties

General Electives

PHIL 2150  Philosophy of Law
SOCI 2213  Sociology of Law and the Legal System
(ANTH 2213/ POLS 2229)

Certificate Programs

Certificate in Business
(For Non-Business Majors)

The Certificate Program in Business is designed for non-business majors at Seton Hall University and other regionally accredited colleges.

Students are exposed to the language of business. Major concepts in accounting, marketing, finance and management provide a head start in the business world. These courses provide solid preparation for entering the job market and starting a career after graduation.

Qualifications

To qualify for the Certificate Program in Business, applicants must:

• major in an area other than business at a college or university with regional accreditation;
• have completed at least 60 credit hours of college-level courses.

Application

To apply for the program, applicants should complete the appropriate form in Room 526 of Jubilee Hall. This can be arranged by mail or by calling the Student Information Office, (973) 761-9222.

Certification of Credits

Students successfully completing the 12-credit program will receive a Certificate in Business from the Stillman School of Business at Seton Hall University. In addition, Seton Hall will verify completion of the overall program to potential employers or other parties, if requested by the student.

Requirements

To qualify for the Certificate in Business, students must complete the following:

Prerequisite

BACC 2103  Financial Accounting 30 credits
BMGT 2501  Principles of Management 45 credits
BMGT 4565 and ECON 1411 or equivalent
BMKT 2601  Principles of Marketing 45 credits
ECON 1411  Introduction to Economics (or equivalent) none

Note: Prerequisites are strictly enforced.

Students must earn a GPA of at least 2.5 for the four courses and earn no more than one grade of “D” or “D+” in the above courses to be eligible for the business certificate.

Some institutions require the last 30 credit hours to be taken in residence. Other colleges may have specific requirements for advance permission before courses may be taken at another college. Applicants should investigate the regulations of the home institution prior to applying for the certificate program.

Certificate in Entrepreneurial Studies
(For Business Majors)

This Certificate in Entrepreneurship is composed of four 3-credit courses (12 credits). The program consists of three required courses: BMGT 4640, BMGT 4566, BMGT 4565 and one elective course selected from BMGT 4562, BMGT 4599, BACC 3116, BFIN 3211, and BMKT 4629 (cross listed as BMGT 4629). These courses will focus on providing theory and practical knowledge and skills through class instruction and will employ experiential learning to help students start a new business or become a major contributor to their family’s business upon graduation. These skills are just as relevant to students who desire a career in corporate world. These four complementary courses have been structured so that each addresses skills that are necessary to be a successful entrepreneur. The certificate requires three courses that address important fundamental skills (e.g., analyzing the feasibility of a business opportunity, developing a business plan, and product and business innovation) that are necessary in starting a business and one elective course that provides specific skills that entrepreneurs need in starting and running a business (e.g., sales, negotiating, conducting financial statement analysis, and creating financial strategies). A student who wishes to earn the certificate should consult with the faculty in the Center for Entrepreneurial Studies.
Certificate in Information Technology Management (ITM)
(For both Business and Non-Business Majors)

The Certificate in Information Technology Management is a four-course (12-credit) sequence that consists of BITM 2701, BITM 3727 and two BITM elective courses. A student who wishes to earn the Certificate in ITM should consult with the Department Chair or Adviser for the Department of Computing and Decision Sciences to ensure that the two BITM elective courses selected are in line with the student’s academic/career objectives.

Certificate in Supply Chain Management (SCM)
(For both Business and Non-Business Majors)

The Certificate in Supply Chain Management is a four-course (12-credit) sequence that consists of BQUA 2812, BITM 3740, BITM 3741 (or any of the equivalent cross-listed classes), and BITM 3742. Supply Chain Management (SCM) is a process used by companies to ensure that their supply chain is efficient and cost-effective. A supply chain is defined as the collection of steps that a company takes to transform raw components into the final product. 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 most companies. This has created a growing need for employers to find people who have knowledge of this area.

Leadership Development Program

Leadership Development is the undergraduate honors program for the Stillman School of Business. Students in the Leadership Program must be admitted to the Stillman School. In addition to the academic requirements, students must complete 40 hours of community service, participate in the mentor program during their junior year, hold leadership positions both on and off campus to complement their studies, attend leadership functions and maintain an overall GPA of 3.2.

In addition to the Stillman School and liberal arts cores and the courses needed for a concentration, students must take the courses listed below. Some of the courses are either completely or largely restricted to leadership students; these are designated with a LS suffix. Students may enter both the Leadership Development program and the University’s Honors program. Students enrolled in both Leadership and the University Honors Program are not required to take COST 1600, SOCI 1101, RELS 1102/1502, and ANTH 2912.

Course Descriptions
Course descriptions provide information on offerings for the 2009-2010 academic year. All courses run subject to enrollments and faculty deployment within each department.
Note: Prerequisites are strictly enforced.

Accounting

BACC 2103 Financial Accounting
Theory and problems of accounting and the accounting cycle. Purpose, form and content of the balance sheet, income statement and statement of cash flows. Ethical role of accountants is discussed. Prerequisite: 30 credits. (BACC 2103 must be taken before BACC 2104). Offered: Fall, Spring, Summer. 3 credits

BACC 2104 Managerial Accounting
Accounting as a management tool. Fundamentals of product/service costing. Use of accounting data for financial planning, decision making and control. Prerequisite: BACC 2103. Offered: Fall, Spring. 3 credits
BACC 3110-3111 Intermediate Accounting I-II
Comprehensive review of the recording process and preparation of primary financial statements. Study of accounting theory pertaining to assets, liabilities and net worth. Application of accounting to corporations. Prerequisite for BACC 3110: BACC 2103 with a grade of C- or better and BACC 2104. Prerequisite for BACC 3111: BACC 3110 with a grade of C- or better. Offered Fall, Spring. 3 credits each

BACC 3115 Cost Accounting
Elements of cost accounting: material, labor, overhead. Application of cost accounting involving the use of job order, process and standard cost systems. Study of joint costs, depreciation and distribution costs. Prerequisite: BACC 2104 with a grade of C- or better. Offered: Spring. 3 credits

BACC 3116 (BFIN 4251) Financial Statement Analysis
Understanding and interpreting public company financial statements. Examination of the balance sheet, income statement, and statement of cash flows to analyze the effects of routine and repetitive business transactions. Criteria for revenue and liability recognition. Impact of off balance sheet financing, accounting for pension, income taxes and other business activities are also examined. Use of a sequential strategy that includes identifying key economic characteristics of the firm’s industry, key company strategies, assessing the quality of earnings, and analyzing risk and profitability. Prerequisite: BACC 2103 with a grade of C- or better and BACC 2104. Offered: Spring. 3 credits

BACC 3117 Federal Income Tax Accounting
Analysis and application of federal income tax law with respect to individual and business organizations. Relationships between the law and classification of accounts. Prerequisite: BACC 2104. Offered: Fall. 3 credits

BACC 3119 Auditing
Purpose and goals of the audit. Duties, responsibilities and ethical role of the auditor. Procedure and types of audits and the generally accepted auditing standards. Prerequisite: BACC 3111 with a grade of C- or better. Offered: Fall. 3 credits

BACC 4101 (BITM 3752) Enterprise-Wide Accounting Information Systems I
Course is designed to provide an understanding of the roles of accounting information and information technology in the decision-making and operational support of the firm. Relational databases and data modeling are covered in significant detail. Students will become familiar with the revenue, expenditure, conversion and general ledger transaction processing subsystems. Students will develop an awareness of the impact of accounting information systems on managerial decisions as well as organizational competitiveness. Prerequisite: BACC 3110 with a grade of C- or better and senior status. Offered: Fall. 3 credits

BACC 4102 (BITM 3753) Enterprise-Wide Accounting Information Systems II
This course will provide participants with a clear understanding of various enterprise applications like accounting, contracts, work orders, materials requirement planning and process manufacturing. Each application will be studied through an extensive REA model. In addition, the course will cover important issues including information systems security and auditing, evaluation and implementation of information systems. Prerequisite: BACC 4101. Offered: Spring. 3 credits

BACC 4113 Advanced Accounting
Course focuses on accounting for investments, including business combinations, and foreign currency accounting. Foreign currency financial statements, segment reporting and other advanced accounting topics are covered as well. Prerequisite: BACC 3111 with a grade of C- or better. Offered: Spring. 3 credits

BACC 4191, 4192, 4193 Accounting Co-op I, II, III
See Co-op Adviser. Cooperative Education courses are counted as general electives. 1 credit each

Finance

BFIN 2201 Business Finance
Introduction to major finance principles: financial goals, financial instruments, time value of money, risk and return, asset pricing, and issues involving capital budgeting and capital structure. Prerequisites: 60 credits, ECON 1403 and BACC 2104. Offered: Fall, Spring, Summer. 3 credits

BFIN 3211 Financial Strategy
Extension of basic financial principles with emphasis on corporate finance. Advanced topics include capital budgeting, capital structure, leveraging, and dividend policy. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

BFIN 4227 Investment Analysis
Coverage of the fundamental principles underlying investment decisions, including an overview of financial markets and instruments, analysis of stocks and bonds, and valuation. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

BFIN 4230 Portfolio Analysis
Introduction to financial decision making from the perspective of efficient portfolio construction, including measurement and estimation of return, risk and portfolio performance. Offered: Spring. Prerequisites: BFIN 2201. 3 credits

BFIN 4231 Risk Management
Introduction to risk management, including analysis of risk and methods of risk bearing: property, casualty, claim control, and loss prevention. Includes environmental risk, captive insurance, and enterprise risk management. Prerequisite: BFIN 2201. Offered: Fall. 3 credits

BFIN 4232 (BSPM 4232) Sport Finance
Application of finance principles to the sport industry, including revenue sources, valuation issues, performance, and corporate sponsorships. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

BFIN 4233 International Finance
Analysis of exchange rate behavior and the other factors important to managing the multi-country cash flows and financing of the multinational enterprise. Foreign direct investment and capital budgeting decisions of the firm in the
global environment. Financial operations in foreign exchange and multinational markets. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

**BFIN 4234 Futures, Options and Other Derivatives**
Examination of topics involving options, futures and swaps, including pricing fundamentals and models, risk management, trading strategies and regulatory issues. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

**BFIN 4235 Working Capital Management**
Survey of the current theories and practices in working capital management. Examines the U.S. monetary system, cash forecasting and optimal levels of cash, credit terms and cost-volume-profit analysis, inventory decision models, marketable securities and sources of short-term financing. Prerequisite: BFIN 2201. Credit will not be given for BFIN 4235 and BFIN 3210. Offered: Fall, Spring. 3 credits

**BFIN 4238 Investment Banking**
A fundamental overview of the investment banking process and the role of investment banks in capital formation. Major topics may include IPOs, leveraged buyouts, debt and equity markets, leveraged finance, mergers and acquisitions and non-traditional forms of capital. Prerequisite: BFIN 2201. Offered: Irregularly. 3 credits

**BFIN 4239 Real Estate**
Examination of residential and commercial real estate, including property valuation, mortgages, and financing arrangements. Prerequisite: BFIN 2201. Offered: Summer. 3 credits

**BFIN 4241 Mergers and Acquisitions**
Examination of the financial aspects of corporate mergers and acquisitions, including growth through acquisition, valuation issues, and tax and legal implications. Prerequisite: BFIN 2201. Offered: Fall. 3 credits

**BFIN 4242 (BLAW 4242) Corporate Governance**
Examination of issues related to the relationship between the decision makers and owners of a corporation, including role, duties, responsibilities, and liability of directors, officers, and management. Also covered is a discussion of recent statutory and regulatory developments affecting reporting and decision making. Prerequisites: BLAW 2301, BFIN 2201. Offered: Spring. 3 credits

**BFIN 4244 Securities Trading and Financial News**
Analysis of the impact of financial news and events on the prices of securities, including technical analysis, fundamental analysis, and trading strategies. Prerequisite: BFIN 2201. Prerequisite/Co-requisite: BFIN 4227. Offered: Fall, Spring. 3 credits

**BFIN 4247 Securities Trading and Analysis**
Covers operational functions of brokerage firms, including types of securities, post-trade execution processing, and support operations. Prerequisite: BFIN 2201. Offered: Fall. 3 credits

**BFIN 4250 Fixed Income Analysis**
Analysis and valuation of fixed-income securities and markets, including pricing, yields, volatility, and the impact of interest rate movements. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

**BFIN 4251 (BACC 3116) Financial Statement Analysis**
Understanding and interpreting public company financial statements. Examination of the balance sheet, income statement, and statement of cash flows to analyze the effects of routine and repetitive business transactions. Criteria for revenue and liability recognition. Impact of off balance sheet financing, accounting for pension, income taxes and other business activities are also examined. Use of a sequential strategy that includes identifying key economic characteristics of the firm’s industry, key company strategies, assessing the quality of earnings, and analyzing risk and profitability. Prerequisite: BACC 2103 with a grade of C- or better and BACC 2104. Offered: Spring. 3 credits

**BFIN 4290 Seminar in Finance**
Topical coverage of corporate financial management, financial markets, institutions and/or investments. Prerequisite: BFIN 2201. 3 credits

**BFIN 4294, 4295, 4296 Finance Co-op I, II, III**
See Co-op Adviser. Cooperative Education courses are counted as general electives. Offered: Fall, Spring, Summer. 3 credits each

**BFIN 4297, 4298, 4299 Directed Research/Finance**
Individual research in the area of finance independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring, Summer. 1/2/3 credits

**Legal Studies**

**BLAW 2301 Legal Foundations of Business**
Examination of the relationship between the business environment and the legal environment. Topics include constitutional law implications, contractual relationships, employment and ethics. Offered: Fall, Spring. 3 credits

**BLAW 4242 (BFIN 4242) Corporate Governance**
Examination of issues related to the relationship between the decision makers and owners of a corporation, including role, duties, responsibilities, and liability of directors, officers, and management. Also covered is a discussion of recent statutory and regulatory developments affecting reporting and decision making. Prerequisite: BLAW 2301, BFIN 2201. Offered: Spring. 3 credits

**BLAW 4310 Advanced Topics in Legal Studies**
Extension and application of legal and ethical issues beyond the foundations level. Prerequisite: BLAW 2301. Offered: Fall. 3 credits

**BLAW 4315 International Law**
Highlights those aspects of public and commercial law that are relevant to American business operating in the international environment. Includes legal and ethical aspects of international trade and commercial transactions. Prerequisite: BLAW 2301. Offered: Irregularly. 3 credits
BLAW 4316 Consumer Law
In-depth examination of legal and ethical issues relating to consumer rights, responsibilities, and advertising. Prerequisite: BLAW 2301. Offered: Irregularly. 3 credits

BLAW 4321 Uniform Commercial Code
Examination of legal and ethical issues related to transactions involving aspects of commercial paper, sales warranties and secured transactions with respect to personal property under the Uniform Commercial Code. Also considers issues arising under bankruptcy and debtor-creditor rights. Prerequisite: BLAW 2301. Offered: Irregularly. 3 credits

BLAW 4325 Law, Ethics and Public Policy
Examines the ethical and public policy issues raised in a variety of areas of law. Provides an in-depth treatment of many of the legal and ethical issues faced in the business environment. Prerequisite: BLAW 2301. Offered: Fall. 3 credits

BLAW 4326 Issues in Employment Law
Examination of employment law issues and ethical dilemmas facing today’s managers. Emphasis on sexual discrimination, racial discrimination, sexual harassment, whistle blowing, hiring, firing, layoffs and disability. Discussion of the relationship between corporate social responsibility and employment. Prerequisite: BLAW 2301. Offered: Irregularly. 3 credits

BLAW 4327 Legal Aspects of Conflict Resolution
Examines the myriad of issues which may result in adversarial litigation and how best to avoid those conflicts. These include proven methods of resolving disputes, such as negotiation, mediation, arbitration and other forms of alternative dispute resolution. The course will also consider cross-cultural issues, which may manifest themselves as potential disputes that can best be avoided if we understand the different values and attitudes of the various parties to a dispute. Such issues include cultural difference and detecting the viewpoint of the business and the individual and how best to achieve a mutual satisfactory goal without conflict. Prerequisite: BLAW 2301. Offered: Fall. 3 credits

BLAW 4330 (BSPM 4330) Sport Law
The constitutional aspects of athletics with special attention toward procedural and substantive due process. The formation and conditions of contracts from both the management and individual’s perspectives. The rights of athletes, coaches and management according to the ability of each to participate in the prospective sports’ leagues and organizations. Strong emphasis on ethical concerns in the sport industry. Prerequisite: BLAW 2301. Offered: Fall, Spring. 3 credits

BLAW 4335 Legal Aspects of Information Technology
Examination of legal, ethical, and social responsibility issues related to information technology, including privacy and confidentiality, e-commerce law fundamentals, consumer protection, content regulation, Internet and intellectual property law and the protection of information products and services. Discussion of information technology innovation, including, but not limited to, new media and social networking platforms, and its impact on legal and ethical issues. Prerequisite: BLAW 2301, BITM 2701. Offered: Irregularly. 3 credits

BLAW 4340 Legal Research, Writing and Moot Court
Introduction to the research techniques currently used in the legal community. Shows how to develop an analytical approach toward legal issues through both written and oral exercises. Prerequisite: BLAW 2301. Offered: Spring. 3 credits

BLAW 4397, 4398, 4399 Directed Research/Legal Studies
Individual research in the area of legal studies independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring, Summer. 1/2/3 credits

Computing and Decision Sciences Information Technology Management (ITM)
Evening students wishing to concentrate in ITM must first contact the department adviser to discuss course availability.

BITM 2701 Management Information Systems
Role of technology in the management process. Introduction to the basic concepts of computer hardware and software. A significant part of the course deals with the use of Windows applications, spreadsheets, database, word processing and Internet-related tools. Emerging ethical issues in technology are treated. Offered: Fall, Spring. 3 credits

BITM 3724 Business Information Modeling
Management of information in the business environment. The course uses a combination of the technical and non-technical end-user approach to database management using the relational approach and other ways of modeling business information. Prerequisite: BITM 3727 or permission of the instructor. Offered: Fall. 3 credits

BITM 3727 Advanced Business Software Tools
This course will teach advanced topics in spreadsheet (Excel) design/programming. The course will show students how to use Visual Basic for Applications (VBA) to build functionally rich spreadsheets. In addition, the course will show how VBA can also be used with a database tool (Access) for building user-friendly applications. Prerequisite: BITM 2701 or permission of the instructor. Offered: Fall, Spring. 3 credits

BITM 3730 Developing Web Applications
The course will focus on the development of Web pages enhanced with live data from databases, adding interactivity, user preferences, and storage. The course will start out with a simple example and end with a “sophisticated” project that uses all the techniques and technology examined in the course. Prerequisite: BITM 2701. 3 credits

BITM 3734 Integrated Enterprise Systems
This course will instill in students an appreciation of the importance of and the issues involved in enterprise integration. It does this in the context of a business game played using the SAP system. In playing the game, student teams manage a business in a competitive environment and experience first-hand the complexities of business decision-making and also the challenges of integrating various
functions in a business. Mastery of certain aspects of SAP is a side benefit. Prerequisite: BITM 2701. 3 credits

**BITM 3740 IT Project Management**
With the pervasive use of IT in organizations for mission critical applications, successfully envisioning and implementing these applications is critical to the success of modern organizations. With the rise of outsourcing, this is becoming even more critical. Managing IT projects is very complex and requires not only general project management techniques and skills, but also the mastery of some IT specific project management issues. This course will sensitize participants to various IT project management skills and techniques relevant to current practice. Prerequisites: BITM 3727 and BITM 3724. 3 credits

**BITM 3741 (BMGT 3641, BMKT 4627) Supply Chain Management**
The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers’ demands. Globalization of the economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. 3 credits

**BITM 3742 Using Information Technology to Support the Supply Chain**
This course will explore how different components of IS (ERP, Web) are used to facilitate the management of the Supply Chain. The course will use SAP, the leading Enterprise Resource Planning software package for large companies, extensively. Students will obtain actual hands-on experience of how the supply chain works by creating and tracing supply chain oriented transactions in SAP. In addition to acquiring in-depth knowledge of the supply chain, students will be gaining experience with SAP, which could be used to attain SAP certification. Prerequisite: BITM 3741. 3 credits

**BITM 3743 Enterprise Systems Deployment**
This course will cover the functional, managerial and technical issues involved in the successful deployment of an Enterprise Resource Planning (ERP) software system. Configuring an ERP system to meet the needs of an organization is a complex and involved process requiring analysts to understand business processes and organizational realities. In this hands-on course, students will be required to go through a simulated implementation scenario and configure a real SAP system. Prerequisite: BITM 2701. 3 credits

**BITM 3750 Managing Computer Networks**
This course examines the principles of computer networks. This includes communications mediums (wired and wireless), protocols and equipment. The course will look also at the architecture of networks, which will include local area networks (LAN) and the Internet. Students will get hands-on experience by configuring routers and the components of an operating system that deal with networks. Prerequisite: BITM 2701. Offered: Spring. 3 credits

**BITM 3752 (BACC 4101) Enterprise-Wide Accounting Information Systems I**
Course is designed to provide an understanding of the roles of accounting information and information technology in the decision-making and operational support of the firm. Relational databases and data modeling are covered in significant detail. Students will become familiar with the revenue, expenditure, conversion and general ledger transaction processing subsystems. Students will develop an awareness of the impact of accounting information systems on managerial decisions as well as organizational competitiveness. Prerequisite: BACC 3111. Offered: Fall. 3 credits

**BITM 3753 (BACC 4102) Enterprise-Wide Accounting Information Systems II**
This course will provide participants with a clear understanding of various enterprise applications like accounting, contracts, work orders, materials requirement planning and process manufacturing. Each application will be studied through an extensive REA model. In addition, the course will cover important issues including information systems security and auditing, evaluation and implementation of information systems. Prerequisite: BITM 3752 or knowledge of ER and REA modeling. Offered: Spring. 3 credits

**BITM 4730 (BSPM 4730) Application of Information Technology in Sport Management**
This course will examine the use and impact of Information Technology (IT) on different aspects of the sport industry. As video and audio media are an important part of the revenues generated by sport companies, they are also included. The course will provide foundation knowledge in key IT topics such as networking, WWW, hardware, CRM (customer relationship management) and data mining. Included in the course will be material on building and evaluating Web sites. The goal of the course is to show how and where IT has been an “enabler” in the Sport Industry. Prerequisite: BITM 2701. 3 credits

**BITM 4794, 4795, 4796 ITM Co-op I, II, III**
See Co-op Adviser. Cooperative Education courses are counted as general electives. Offered: Fall, Spring. 3 credits each

**BITM 4799 Directed Research/ITM**
Application for Independent Study must be completed and approved prior to registration. Forms are available from the faculty member chosen for the supervision of the project. Emphasis on research and field work appropriate to the students’ backgrounds and career objectives. Prerequisite: Departmental approval. Offered: Fall, Spring. 3 credits
**Quantitative Analysis**

**BQUA 2811 Business Statistics**
This course provides students with an understanding of statistical techniques for analyzing business problems. Concepts are developed using calculations for simple problems with small amounts of data. Larger and more realistic problems are handled using Microsoft Excel. Topics include descriptive statistics, elements of probability, sampling, interval estimation, hypothesis testing and regression analysis. Prerequisite: MATH 1303. Offered: Fall, Spring, Summer. 3 credits

**BQUA 2812 Quantitative Decision Making**
This course introduces quantitative models of management science and their applications to decision making in a business environment. It will build on the mathematical and statistical tools developed in MATH 1303 and BQUA 2811. Topics may include decision analysis, forecasting, linear programming, inventory, queuing and simulation. Prerequisite: BQUA 2811 and 45 credits. Offered: Fall, Spring, Summer. 3 credits

**Economics**
*At least two economics electives will be offered each semester on a rotating basis.*

**Note:** A concentration in economics is not offered in the evening.

**ECON 1402 Principles of Economics I**
Introductory approach to the development of microeconomic analysis. Principles governing economic behavior in a market-oriented system: exchange, market pricing, production and costs, market structures and their effects on product and factor markets. Emphasis on developing techniques for rational micro decision making and evaluating contemporary policies and trends both nationally and internationally. Offered: Fall, Spring. 3 credits

**ECON 1403 Principles of Economics II**
Introductory approach to the development of macroeconomic analysis: principles governing the determination of national income, aggregate output and prices, employment, economic fluctuations and the cost of money and capital. Fiscal and monetary management techniques and policies in light of contemporary national and international issues. Prerequisite: ECON 1402. Offered: Fall, Spring. 3 credits

**ECON 1409 Economics in Our Nation’s Capitol**
Students attend a three-day seminar on location in Washington D.C. This course specifically integrates economics, ethics, finance, law and socio/political/cultural issues to provide students with a comprehensive view of the functioning of our nation’s capital. Students visit institutions central to U.S. economic policy, domestic and global, including but not limited to the International Monetary Fund, the Securities and Exchange Commission, the Board of Governors of the Federal Reserve System, and various foreign embassies. The itinerary is changed year to year to reflect current trends and issues of interest. Prerequisite: None. Offered: Spring. 1 credit

**ECON 1411 Introduction to Economics**
Fundamental principles, concepts, methodology and economic reasoning of the discipline. Emphasis on theoretical, institutional, historical and policy foundations of various contemporary issues. For students not planning to major in economics. Required for a minor in business administration. This course will not count as an economics elective. Offered: Fall, Spring. 3 credits

**ECON 2408 Money and Banking**
Introduction to the institutional and theoretical bases of money, credit, the financial markets and the banking system. Functions and operations of the Federal Reserve System in relation to current economic, financial and monetary development and problems. Role of international financial and money markets evaluated for impact on the U.S. economy. Prerequisite: ECON 1403. Offered: Fall, Spring, Summer. 3 credits

**ECON 2410 Consumer Economics**
Even though we live in a more complex and ever-widening world, the basic task of consumer decisions remains unchanged. This course assembles a series of major consumer decision alternatives whereby students must apply economic analysis to arrive at optimal solutions. Prerequisite: ECON 1403. 3 credits

**ECON 2420 Intermediate Microeconomic Analysis**
Systematic development of microeconomic theory. Consumer behavior, market demand and supply functions for output and resources, decision rules for the efficient allocation of resources, production costs and pricing for benefit maximization. Development of modeling techniques applicable to a variety of functional areas of management, finance and operations. Develops skills for private and public management. Prerequisite: ECON 1402. Offered: Fall. 3 credits

**ECON 2421 Intermediate Macroeconomic Analysis**
Systematic development of macroeconomic theory. Neoclassical, Keynesian, post-Keynesian, and contemporary models for income, output, employment and interest rate determination. National and international problems in relation to the applicable models and the practices of fiscal and monetary authorities. Develops analytical skills for fiscal and monetary management, forecasting and public policy. Prerequisite: ECON 1403. Offered: Fall. 3 credits

**ECON 3410 Environmental Economics**
Major environmental problems delineated. Economic definitions and aspects of environmental quality. Reasons for environmental quality reductions in market economy, including externalities, private vs. common property resource use, public goods and irreversible change. Survey of alternative public policy options. Prerequisite: ECON 1403. 3 credits

**ECON 3425 Economic Development and Cultural Change**
Surveys global economic interrelationships and current issues in the underdeveloped and developing regions of the world. Measurement and sectoral analyses to assess the roles played by agriculture, human and capital resources and the foreign sector. Prerequisite: ECON 1403. 3 credits
ECON 3427 The Economics of Health Care
Theoretical and empirical analysis. The growth of the health industry; the supply of and demand for health practitioners; the hospital as an economic organization; models of pricing in selected sectors of the health market; the financing of health services; cost-benefit analysis; and spatial analysis of delivery systems. Prerequisite: ECON 1403. 3 credits

ECON 3450 (BSPM 3450) Economics of the Sport Industry
An economic analysis of the sport industry, with special emphasis on the market structure and conduct of baseball, football and hockey as played in the United States. Topics include: an analysis of the work-leisure decisions of sport fans; trends in the market for sport franchises; player salaries and their distribution; the competitive balance in sport leagues; and the cost and impact of sport stadiums. Prerequisites: ECON 1402, ECON 1403. Offered: Every third semester. 3 credits

ECON 3462 Government and Business
Examines the regulatory interactions of government with enterprise. Survey of the institutional and legal structure in which business functions in the United States. The theoretical and empirical implications of regulation evaluated through the case method. Prerequisite: ECON 1403. 3 credits

ECON 3470 History of Economic Thought
Survey of the evolutionary development of contemporary economic analysis. Major economic schools, classical, socialist, neoclassical, Keynesian and others, as well as key economists. Prerequisite: ECON 1403. Offered: Every third semester. 3 credits

ECON 4420 Econometrics
Application of mathematics and statistics to economic theory for solving economic problems. Econometric models, both static and dynamic, developed assuming conditions of uncertainty. Open to upper-level students only. Prerequisites: ECON 1403, BQUA 2811. 3 credits

ECON 4435 The Theory of Economic Growth
Examination of various theories and models of economic growth. Analysis of problems of economic underdevelopment. Private and government development policies interpreted. Prerequisite: ECON 1403. 3 credits

ECON 4441 (BMGT 4951) Labor Economics
Labor markets in their sectoral and national settings. Labor force analyzed by use of the human resource/capital approach. Labor compensation determination and structure. Labor costs, productivity and their impact on the price level and employment. Prerequisite: ECON 1403. 3 credits

ECON 4455 Public Finance

ECON 4483 International Economics
Introduction to exchange theory. Trade patterns and trends. Commercial foreign policies, exchange rates, monetary and fiscal instruments and policies for external balance. International accounts in the context of current trends. Prerequisites: ECON 1403, 2408. 3 credits

ECON 4494, 4495 Economics Co-op I, II
See Co-op Adviser. Cooperative Education courses are counted as general electives. 3 credits each

ECON 4496, 4497, 4498 Directed Research in Economics
Open to students with the permission of their mentors. Project form must be completed and approved prior to registration. Forms are available from the faculty chosen for the supervision of project. Research and field work directed by students’ background and career objectives. Hours by arrangement. 1/2/3 credits

ECON 4499 Seminar in Economics
Research and preparation of a major paper on a topic approved by the faculty. Members of the seminar interact as an evaluation board on the progress and results of the research. Prerequisites: ECON 2420 or 2421 or permission of the department chair. Offered: Spring. 3 credits

Management
Courses are offered during the day and evenings.

BMGT 1535 (BSPM 1535) Introduction to the Sport Industry
An introduction to the sport industry, growth trends in the industry, and careers in the industry, including an overview of management in the professional sport franchise; intercollegiate athletics, sport marketing and promotions; athlete representation; sport law; facilities management; the health club, spa, resort industry; and sport tourism. Offered: Fall, Spring. Limited to students with less than 60 credits. May be taken as a general elective only. 3 credits

BMGT 2501 Principles of Management
Fundamentals of management: planning; organizing; coordinating and controlling organizational activities. Study of the evolution of management thought, careers in management, international management, production/operations management and social responsibility. Prerequisite: 45 credits and ECON 1403. Offered: Fall, Spring, Summer. 3 credits

BMGT 2503 Organizational Behavior
Behavioral science approaches to understanding and effectively managing and leading organizations. Emphasis on developing students’ theoretical understanding and behavioral capability to deal with issues at the individual, work group and organizational levels. The course focuses on developing leaders who know how to make decisions, build teams, communicate effectively, design work and organizations, manage conflict, change and diversity and recognize and reward this workforce in a global environment. Prerequisite: BMGT 2501 and 60 credits. Must be taken no earlier than junior year. Offered: Fall, Spring, Summer. 3 credits
BMGT 3511 Human Resource Management
Theories, practices and problems in human resource management (HRM). The administration and behavioral aspects of effective human resource systems. The roles of the personnel and human resource manager, selection and staffing, training and development, job performance, productivity and compensation, unions, international/global human resource management and EEO/AA. The legal and ethical issues in HRM. Prerequisite: BMGT 2501. 3 credits

BMGT 3513 Industrial Relations
While this course covers the traditional content of industrial relations, theoretical, legal and practical aspects of labor, it predominantly focuses on the topics of alternative dispute resolution and conflict management. Prerequisite: BMGT 2501. 3 credits

BMGT 3515 Production/Operations Management
Introduction to the management of operations in manufacturing, service industries and project management. Further, the topics include physical plant layout, job design and the integration of activities across departments. Prerequisite: BMGT 2501. 3 credits

BMGT 3641 (BITM 3741, BMKT 4627) Supply Chain Management
The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers’ demands. Globalization of the economy and electronic commerce have heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. 3 credits

BMGT 4520 Managing Your Job Choices
You are the product. Learn methods for a successful job search, develop interview skills, negotiate compensation, assemble powerful recommendations, develop your skills, and prepare for the worst case scenario, job termination. Prerequisite: BMGT 2501. Offered: Spring. 3 credits

BMGT 4523 Principles of Supervision and Executive Control
Your workforce is the source of sustained competitive advantage. Supervisory strategies for effective management of people provide the organization with a competitive edge. Prerequisite: BMGT 2501. 3 credits

BMGT 4525 Compensation Management
Principles and design of compensation systems. Prerequisite: BMGT 3511. 3 credits

BMGT 4526 Managing Diversity
The course explores how contemporary attitudes toward gender, race, and ethnicity influence work and business. Examines a full range of issues, including: the social-legal-political context of diversity, behaviors and perceptions associated with diversity, and personal and management strategies for addressing diversity. A lecture-discussion format with extensive use of experiential exercises and videos. Offered: every other year. Prerequisite: BMGT 2503. Experimental. 3 credits

BMGT 4529 Organization Theory and Practice
Systematic analysis of organization theory as evolved by the various schools of thought and managerial behavior in complex organizations. Unification and integration of theory, research and prevailing practice. Prerequisite: BMGT 2503. 3 credits

BMGT 4531 Business and Society
Critical evaluation of the role of business in society, its influences on and responsibility for meeting the challenges of changing social, cultural (diversity), political, legal, ethical and technological needs. Prerequisite: BMGT 2503. 3 credits

BMGT 4533 Human Relations Workshop
Provides students with a deeper understanding of their own behavior and that of others in group and organizational situations. Participants experience selected problems through simulations and other exercises. Alternate ways of behaving in problem situations, particularly negotiation skills, are explored. Prerequisite: BMGT 2503. Suspended. 3 credits

BMGT 4535 (BSPM 4535) The Management of Sport Organizations
This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Prerequisite: BMGT 2501. Offered: Fall, Spring. 3 credits

BMGT 4537 (BSPM 4537) Global Sport Facilities Management
This course examines the real-time history and operations of sport facilities in the U.S. and throughout the world, largely through the use of the World Wide Web. Course content includes the study of: planning and design, services management, marketing and public relations, concessions, event and operations management, maintenance, funding, administration and franchise interaction. Prerequisite: BMGT 2501. 3 credits

BMGT 4538 (BSPM 4538) International Sport Management
This course examines the management of sport in the emerging global village. Examination of sport as a cultural phenomenon and a management challenge in differing political, social and economic systems will be undertaken. Prerequisite: BMGT 2501. Offered: Spring. 3 credits
BMGT 4545 Leadership Seminar
Explores organizations’ need for leadership and how members can take on leadership responsibilities. Defines leadership and how it works. Explores the full range of leadership models and issues. Prerequisite: BMGT 2501. Experimental. 3 credits

BMGT 4547 Developing Management Skills
Students learn theoretical concepts and experience, test and evaluate their managerial skills. Skills include communication, managing conflict and stress, managing creativity and technology, leadership and emotional intelligence, projecting power, and managerial best practices. Prerequisite: BMGT 2501. Offered: Fall, Spring. Required for all management concentrations. 3 credits

BMGT 4552 China in the Global Economy
An introduction to doing business in China and Asia. Taught in China. Prerequisite: BMGT 2501. Offered: Summer. 3 credits

BMGT 4560 Project Management
This course will help you understand the role of project management and how to set and manage client expectations. Topics include creating a project plan, assessing project risk, managing multiple projects, and scheduling, controlling and managing contracts for repeatable success throughout the organization. Experimental. Prerequisite: BMGT 2501. 3 credits

BMGT 4562 Negotiation
Managers spend much of their time negotiating yet generally devote little time to thinking about how to negotiate. This course explores both the theoretical and practical aspects of negotiations. Students will study the negotiating process, reviewing the negotiation literature and engaging in negotiations in a variety of settings. Prerequisite: BMGT 2501. Offered: Fall. 3 credits

BMGT 4565 Innovation and Entrepreneurship
This course challenges students to stretch themselves outside their normal comfort zone by having the courage to innovate and to risk making mistakes in the quest for ideas that lead to a true innovation of a product, service, or process. The central focus of this course is on innovation that leads to launching a new business venture; improving the potential of small businesses; or reinvigorating a larger, more mature company. This course provides students the opportunity to integrate theoretical perspectives learned in readings and classroom activities with hands-on experiences. They will also be introduced to a number of techniques, concepts, and methods that can be added to their business skills tool kit. This course is designed around methods that are successfully used by leading companies. Prerequisite: BMGT 2501. 3 credits

BMGT 4566 Starting a Business
Essential considerations for beginning a business. Focus on business planning, including: assessing the environment, developing goals, planning operations, seeking financing and gaining a competitive edge. Prerequisite: BMGT 2501. 3 credits
Marketing
Note: A concentration in marketing is not offered in the evening. BMKT 2601 Principles of Marketing is a prerequisite for ALL marketing courses.

BMKT 2601 Principles of Marketing
The methods, policies and organizations involved in the flow of goods and services from producers to consumers in the context of the sociocultural, economic, legal and technological global business environment. Consumer behavior, marketing research, market segmentation, targeting and demand analysis, strategic planning, product development and management, promotional strategy, pricing, distribution, not-for-profit marketing, international marketing, and social responsibility and ethical issues involved in making marketing decisions. Prerequisite: 45 credits and ECON 1403. Offered: Fall, Spring. 3 credits

BMKT 3611 Marketing Research
The techniques of marketing research and their applications in effective marketing management. The marketing research process, including problem definition, research design, questionnaire construction, sampling, data collection and analysis, and report preparation. Ethical issues and the value and limitations of marketing research. Prerequisite: BMKT 2601. Offered: Fall, Spring. 3 credits

BMKT 3615 Consumer Behavior
The aspects underlying consumer decisions in relation to effective marketing management. The study of the social sciences on which consumer behavior is based, including the influence of psychological, sociological, cultural and subcultural factors on consumer decision making. Public policy and ethical consumer issues, cross cultural consumer behavior and technological aspects influencing consumer behavior. Prerequisite: BMKT 2601. Offered: Fall, Spring. 3 credits

BMKT 3617 International Marketing
Organizing and managing international marketing operations. Opportunities, distinctive characteristics and emerging trends in foreign markets. Adapting the firm’s marketing mix to a diverse economic, sociocultural, political and technological multinational environment. Planning and implementing global marketing strategies. Prerequisite: BMKT 2601. Offered: Fall, Spring. 3 credits

BMKT 4500 Strategic Marketing Planning and Management
Marketing strategy as a management tool for optimizing corporate profitability and long-term growth. The relationship between marketing and the other corporate functions. The application of competitive forces analysis, marketing performance analysis, environmental scanning and technological resources into a strategic framework for developing, managing and evaluating product and brand differentiation, positioning, pricing and distribution strategies. Prerequisite: at least 9 credits in marketing in addition to BMKT 2601. Not open to students who have taken BMKT 3613. Offered: Fall, Spring. 3 credits

BMKT 4607 (BSPM 4607) Sport Marketing
The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: BMKT 2601. Offered: Fall, Spring. 3 credits

BMKT 4625 Retail Marketing
The dynamic role of retailing in marketing consumer goods and services. The evolving retailing environment and the management of retail institutions. Store location, buying and merchandising, inventory management, pricing and promotion, store layout and design, and customer service issues. A focus on new retail formats such as electronic shopping and other forms of non-store buying. Prerequisite: BMKT 2601. 3 credits

BMKT 4627 (BITM 3741, BMGT 3641) Channels of Distribution
The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Globalization of the economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. 3 credits

BMKT 4629 Sales and Personal Selling
Personal selling and managing the corporate sales force in the context of overall marketing strategy. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Sales management, including recruiting, selecting, training, motivating and compensating sales personnel, sales forecasting, territory development and an optimal use of the sales budget. Prerequisite: BMKT 2601. Offered: Spring. 3 credits

BMKT 4631 Advertising Management
The planning, execution and control of advertising programs. The interrelationships among manufacturers, advertising agencies and the media in the preparation and execution of advertising campaigns. The regulatory, cultural and ethical advertising environment, setting advertising objectives, creative themes in designing print and broadcast campaigns, media selection, advertising research, and the budgeting and evaluation of advertising expenditures. Prerequisite: BMKT 2601. Offered: Fall, Spring. 3 credits
BMKT 4633 Product Management and Development
Effective management and revitalization of existing products and the development of new products as the cornerstones of corporate marketing strategies. Topics covered include estimating market potential and demand for new and mature products, managing the product portfolio, the changing marketing mix throughout the product life cycle, and the new product development process. Understanding of public policy considerations, ethical issues and the impact of emerging technologies on product strategies. Prerequisite: BMKT 2601. Offered: Fall. 3 credits

BMKT 4637 Services Marketing
Needs and challenges of service organizations in the area of marketing. Measuring and monitoring customers’ needs, expectations and satisfaction, developing and implementing service quality standards, managing service encounters, promoting and differentiating services, pricing services, managing service demand and developing customer relationships for repeat business. The role of the rapidly growing self-service technologies is integrated into the course. Prerequisite: BMKT 2601. Offered: Fall. 3 credits

BMKT 4639 Direct and Interactive Marketing
The application and management of direct-response marketing in segmenting, targeting and establishing long-term relationships with customers. An emphasis on interactive technologies in the dissemination of marketing information and the distribution of goods and services in the electronic marketplace. The management of personal and business-to-business customer databases, and the development, management and evaluation of effective internet marketing, virtual shopping and customized marketing strategies. Prerequisite: BMKT 2601. Offered: Spring. 3 credits

BMKT 4640 Building and Maintaining Strong Brands
The course explores the strategies and options marketers can use to build strong brands. Students will develop an understanding of how marketers can use brands to generate customer loyalty, accelerate acceptance of new products, and make consumers feel pleased and satisfied with their purchases. In addition, students will acquire expertise that will enable them to understand and critique the branding strategies that target us throughout our daily lives. The course includes lectures, exercises and some small case studies. Students will be required to develop a “brand audit,” an in-depth analysis of a brand and its strategy. Prerequisite: BMKT 2601. 3 credits

BMKT 4694, 4695, 4696 Marketing Co-op I, II, III (See Co-op Adviser.) Prerequisite: Departmental Approval. 3 credits each

BMKT 4697, 4698, 4699 Directed Research/Marketing
Individual research in the area of marketing independent of a formal course structure. Prerequisite: permission of supervising faculty member and department chair prior to registration. 1/2/3 credits

Sport Management
BSPM 1535 (BMGT 1535) Introduction to the Sport Industry
An introduction to the sport industry, growth trends in the industry, and careers in the industry, including an overview of management in the professional sport franchise; intercollegiate athletics, sport marketing and promotions; athlete representation; sport law; facilities management; the health club, spa, resort industry; and sport tourism. Offered: Fall, Spring. Limited to students with less than 60 credits. May be taken as a general elective only. 3 credits

BSPM 3450 (ECON 3450) Economics of the Sport Industry
An economic analysis of the sport industry, with special emphasis on the market structure and conduct of baseball, football and hockey as played in the United States. Topics include: an analysis of the work-leisure decisions of sport fans; trends in the market for sport franchises; player salaries and their distribution; the competitive balance in sport leagues; and the cost and impact of sport stadiums. Prerequisites: ECON 1402, ECON 1403. Offered: Every third semester. 3 credits

BSPM 4232 (BFIN 4232) Sport Finance
Application of finance principles to the sport industry, including revenue sources, valuation issues, performance, and corporate sponsorships. Prerequisite: BFIN 2201. Offered: Fall, Spring. 3 credits

BSPM 4330 (BLAW 4330) Sport Law
The constitutional aspects of athletics with special attention toward procedural and substantive due process. The formation and conditions of contracts from both the management and individual’s perspectives. The rights of athletes, coaches and management according to the ability of each to participate in the prospective sports’ leagues and organizations. Strong emphasis on ethical concerns in the sport industry. Prerequisite: BLAW 2301. Offered: Fall, Spring. 3 credits

BSPM 4535 (BMGT 4535) The Management of Sport Organizations
This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Prerequisite: BMGT 2501. Offered Fall, Spring. 3 credits

BSPM 4537 (BMGT 4537) Global Sport Facilities Management
This course examines the real-time history and operations of sport facilities in the U.S. and throughout the world, largely through the use of the World Wide Web. Course content includes the study of: planning and design, services management, marketing and public relations, concessions,
event and operations management, maintenance, funding, administration and franchise interaction. Prerequisite: BMGT 2501. Offered: Summer. 3 credits

BSPM 4538 (BMGT 4538) International Sport Management
This course examines the management of sport in the emerging global village. Examination of sport as a cultural phenomenon and a management challenge in differing political, social and economic systems will be undertaken. Prerequisite: BMGT 2501. Offered: Spring. 3 credits

BSPM 4594, 4595, 4596 Sport Management Co-op I, II, III
See Co-op Adviser. Prerequisite: Departmental approval prior to registration. 3 credits each

BSPM 4597, 4598, 4599 Directed Research – Sport Management
Prerequisite: Departmental approval prior to registration. 1/2/3 credits

BSPM 4607 (BMKT 4607) Sport Marketing
The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: BMKT 2601. Offered: Fall, Spring. 3 credits

BSPM 4730 (BITM 4730) Application of Information Technology in Sport Management
This course will examine the use and impact of Information Technology (IT) on different aspects of the sport industry. As video and audio media are an important part of the revenues generated by sport companies, they are also included. The course will provide foundation knowledge in key IT topics such as networking, WWW, hardware, CRM (customer relationship management) and data mining. Included in the course will be material on building and evaluating Web sites. The goal of the course is to show how and where IT has been an “enabler” in the Sport Industry. Prerequisite: BITM 2701. 3 credits

Integrated Courses

BPOL 5000 Business Policy
Students are organized as a top management team to run a computer simulated business enterprise in a competitive environment. Employing business strategies and models, they integrate the functional knowledge from prior courses and exercise their business skills. Prerequisite: ALL BUSINESS CORE courses. Offered: Fall, Spring, Summer. 3 credits

BINT 3001 Global Business
The thrust of this course is to develop “global business literacy” in students. The focus is on trends and forces that shape international commercial activity and their impacts on business decisions. The topics covered stem from the broad viewpoint of international trade, economics, finance, political and economic geography, risk management, marketing, ethics and international law. These topics are presented from the perspective of a generalist. (The faculty strongly recommends that students complete this course before taking other international business courses in the Stillman School curriculum.) Prerequisite: Junior standing or above and completion of BACC 2103-2104, BITM 2701, BLAW 2301, ECON 1402-1403. Offered: Fall, Spring. 3 credits
The Whitehead School of Diplomacy and International Relations

McQuaid Hall, First Floor
(973) 275-2515
diplomacy.shu.edu

Dean: Ambassador John K. Menzies, Ph.D.
Associate Dean: Courtney B. Smith, Ph.D.
Assistant Dean of Students and Academic Programs: Ursula Sanjamino, M.A.
Assistant Dean of External Affairs: Elizabeth Bakes, M.A.
Director of Graduate Admissions: Catherine Ruby, Ph.D.
Director of Internships and Career Development: Elisa Varon, M.Ed.
Department Chair: Assefaw Bariagaber, Ph.D.
Assistant Chairs: Omer Gokcekus, Ph.D. and Yanzhoung Huang, Ph.D.
Faculty: Balmaceda; Bariagaber; Edwards; Gokcekus; Goldfrank; He; Huang; M’Cormack-Hale; Moremen; Murphy; Russell; Scher; Smith; Suzuki; Wang; Wilson
Faculty Fellows: Picco; Cobarrubias; Webb; Wister
Distinguished Ambassador Faculty: Kamal; Pachovski
Adjunct Faculty: Akin; Bhagat; Brown; Chandross; Chiaradonna; Escamilla; Fomerand; Friedman; Halo; Hassan; Ivanova; Jarmon; Johnson; Koko; Maffei; Manetovic; Mislan; Stanton; Zhang

The John C. Whitehead School of Diplomacy and International Relations, established in alliance with the United Nations Association of the United States of America, prepares students from around the world to become the next generation of global leaders. The Whitehead School’s academic programs provide students with critical knowledge and concrete skills essential to international careers in public service, business, law and the nonprofit sector.

Students participate in an innovative curriculum that educates students from a global perspective, with an emphasis on global studies, multilateral diplomacy, conflict resolution, international management, economics and leadership training. A distinguished faculty of scholars and professionals bring cutting-edge theory and practical perspectives to the classroom. A unique link with the United Nations exposes students to the policymakers and practitioners addressing today’s worldwide concerns.

A degree from the Whitehead School of Diplomacy enables graduates to be effective and ethical leaders in their professional careers and to engage dynamically in the complexities of a global society.
Bachelor of Science in Diplomacy and International Relations

The undergraduate program is based on an interdisciplinary global studies curriculum with strong components of cultural understanding, international economics and leadership. A comprehensive world languages program enables students to attain professional proficiency in multiple languages. All students complete a professional internship in order to gain an understanding of career opportunities available to them upon graduation. The Whitehead School of Diplomacy sponsors a study abroad program and regional study trips. Opportunities to participate in Model U.N. and other activities related to the United Nations also are available.

To attain the degree of Bachelor of Science in Diplomacy and International Relations, students must complete the program for a total of 120 credits. While each student is guided by a faculty adviser of the School, the ultimate responsibility for complying with curriculum requirements rests with the student. To complete degree requirements satisfactorily, students must have a cumulative GPA of at least 2.0. Transfer students should obtain academic advisement from the Assistant Dean of Students and Academic Programs.

Diplomacy and International Relations Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DIPL 1101</td>
<td>Emergence of the Contemporary World</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 1711</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2101</td>
<td>Ethnopolitical Landscape of the Contemporary World</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2103</td>
<td>History of Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2109</td>
<td>Institutions of Global Governance</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2110</td>
<td>Comparative Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2111 or 3111</td>
<td>Practicum, one is required</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2120</td>
<td>International Conflict and Security</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 3104</td>
<td>Public International Law</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 3150</td>
<td>New Dimensions of Human Security</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 3201</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4101</td>
<td>Research Project</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4106</td>
<td>Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4108</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4111</td>
<td>Senior Leadership Internship</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4555</td>
<td>Economic Aspects of International Relations</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4556</td>
<td>Financial Aspects of International Relations</td>
<td>3</td>
</tr>
<tr>
<td>DIPL xxxx</td>
<td>Diplomacy Signature Core Course</td>
<td>3</td>
</tr>
<tr>
<td>DIPL xxxx</td>
<td>Diplomacy Electives (9 credits)</td>
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Required University Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1001</td>
<td>University Life</td>
<td>3</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>Journey of Transformation</td>
<td>3</td>
</tr>
<tr>
<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue</td>
<td>3</td>
</tr>
</tbody>
</table>

Foreign Language Requirements (Offered by the College of Arts and Sciences)

Students are required to attain advanced competency in one of the following languages: Arabic, Chinese, French, German, Italian, Japanese, Spanish or Russian. Students interested in studying Arabic or German should consult the Associate or Assistant Deans as there may be a need for special arrangements.

Total: 120 credits

A Model Program

The following model program of study includes all required courses over a four-year period.

First Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPL 1101</td>
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<td>3</td>
</tr>
<tr>
<td>DIPL 1711</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2103</td>
<td>History of Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>CORE 1001</td>
<td>University Life</td>
<td>1</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>Journey of Transformation</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1201</td>
<td>Core English I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1202</td>
<td>Core English II</td>
<td>3</td>
</tr>
<tr>
<td>RELS 1402</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Elementary Language I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Elementary Language II and Lab</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPL 2101</td>
<td>Ethnopolitical Landscape</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2109</td>
<td>Institutions of Global Governance</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 2110</td>
<td>Comparative Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1402</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1403</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Intermediate Language I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Intermediate Language II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Additional Elective</td>
<td>1</td>
<td></td>
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</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPL 2111 or 3111</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 3104</td>
<td>Public International Law</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 3150</td>
<td>New Dimensions of Human Security</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 3201</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>DIPL 4108</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>Statistical Models for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Advanced Language I</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Advanced Language II</td>
<td>3</td>
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<tr>
<td>DIPL xxxx</td>
<td>Diplomacy Signature Core Course</td>
<td>3</td>
</tr>
<tr>
<td>DIPL xxxx</td>
<td>One Diplomacy elective</td>
<td>3</td>
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</table>

ENGL 1201-1202 Core English I - II
MATH 1203 Statistical Models for the Social Sciences
ECON 1402-1403 Principles of Economics I - II
RELS 1402 World Religions
Fourth Year
DIPL 4101  Research Project  3
DIPL 4106  Human Rights  3
DIPL 4111  Senior Leadership Internship  3
DIPL 4555  Economic Aspects of International Relations  3
DIPL 4556  Financial Aspects of International Relations  3
LANGUAGE  Cultural Readings in Language  3
LANGUAGE  Business Correspondence in Language  3
DIPL xxxx  Two Diplomacy Electives  6
Additional Elective  3

Second Year
DIPL 2101  Ethnopolitical Landscape  3
DIPL 2109  Institutions of Global Governance  3
DIPL 2110  Comparative Foreign Policy  3
DIPL 2120  International Conflict and Security  3
CORE 2101  Christianity and Culture in Dialogue  3
ECON 1402  Principles of Economics I  3
ECON 1403  Principles of Economics II  3
LANGUAGE  Intermediate Language I and Lab  4
LANGUAGE  Intermediate Language II and Lab  4
Additional Elective  1

Third Year
NOTE: 60 Credits Required for Application to M.A. Program.
DIPL 2111  Practicum  3
or 3111
DIPL 3104  Public International Law  3
DIPL 3150  New Dimensions of Human Security  3
DIPL 3201  Sustainable Development  3
DIPL 4106  Human Rights  3
DIPL 4108  International Political Economy  3
LANGUAGE  Advanced Language I  3
LANGUAGE  Advanced Language II  3
MATH 1203  Statistical Models for the Social Sciences  3
DIPL xxxx  Diplomacy Signature Core Course  3
Summer
DIPL 6000  Introduction to IR Theory & Diplomacy  3
DIPL 6001  or 6180
DIPL 6105  International Political Economy  3
DIPL 6155  Advanced Economic Aspects of the International System  3
DIPL 6310  Research Methods for International Policy  3
LANGUAGE  Cultural Readings in Language  3
LANGUAGE  Business Correspondence in Language  3
DIPL xxxx  Undergraduate Elective  3

Fourth Year
DIPL 4555  Economic Aspects of International Relations  3
DIPL 6002  or 6005
DIPL 6105  International Organizations/Public International Law  3
DIPL 6155  Advanced Economic Aspects of the International System  3
DIPL 6310  Research Methods for International Policy  3
LANGUAGE  Cultural Readings in Language  3
LANGUAGE  Business Correspondence in Language  3
DIPL xxxx  Undergraduate Elective  3

Minor in Diplomacy and International Relations (for students in other majors)
The minor in Diplomacy and International Relations is available to students from any other undergraduate college at Seton Hall University. Students must successfully complete at least 18 credits in the following required and elective courses, and achieve a GPA in these courses of at least 2.0.

Students must complete:
DIPL 1711 International Relations
Two DIPL classes at the 2000 level
Three DIPL classes at the 3000 level or higher

B.S./M.A. in Diplomacy and International Relations Program
The B.S./M.A. in Diplomacy and International Relations Program allows students in the undergraduate program in diplomacy and international relations to earn a bachelor’s and a 45 credit master’s degree.

Students who have completed 60 credit hours in the first semester of their junior year, may apply for admission to the M.A. in Diplomacy and International Relations program. If accepted, the program begins second semester junior year. The BS/MA accelerated program requires attendance during summer sessions.

Applications for the BS/MA are available in the Office of Graduate Admissions, McQuaid Hall. Applicants must have a 3.2 minimum GPA, and all applicants will have a one-on-one meeting with the School’s Graduate Admissions Committee.

A Model Program
The following model program of study includes all required courses for the BS/MA.

First Year
DIPL 1101  Emergence of the Contemporary World  3
DIPL 1711  International Relations  3
DIPL 2103  History of Diplomacy  3
CORE 1001  University Life  1
CORE 1101  Journey of Transformation  3

ENGL 1201  Core English I  3
ENGL 1202  Core English II  3
RELS 1402  World Religions  3
LANGUAGE  Elementary Language I and Lab  4
LANGUAGE  Elementary Language II and Lab  4

Second Year
DIPL 2101  Ethnopolitical Landscape  3
DIPL 2109  Institutions of Global Governance  3
DIPL 2110  Comparative Foreign Policy  3
DIPL 2120  International Conflict and Security  3
CORE 2101  Christianity and Culture in Dialogue  3
ECON 1402  Principles of Economics I  3
ECON 1403  Principles of Economics II  3
LANGUAGE  Intermediate Language I and Lab  4
LANGUAGE  Intermediate Language II and Lab  4

Third Year
NOTE: 60 Credits Required for Application to M.A. Program.
DIPL 2111  Practicum  3
or 3111
DIPL 3104  Public International Law  3
DIPL 3150  New Dimensions of Human Security  3
DIPL 3201  Sustainable Development  3
DIPL 4106  Human Rights  3
DIPL 4108  International Political Economy  3
LANGUAGE  Advanced Language I  3
LANGUAGE  Advanced Language II  3
MATH 1203  Statistical Models for the Social Sciences  3
DIPL xxxx  Diplomacy Signature Core Course  3

Summer
DIPL 6000  Introduction to IR Theory & Diplomacy  3
DIPL 6001  or 6180
DIPL 6105  International Political Economy  3
DIPL 6155  Advanced Economic Aspects of the International System  3
DIPL 6310  Research Methods for International Policy  3
LANGUAGE  Cultural Readings in Language  3
LANGUAGE  Business Correspondence in Language  3
DIPL xxxx  Undergraduate Elective  3

Fourth Year
DIPL 4555  Economic Aspects of International Relations  3
DIPL 6002  or 6005
DIPL 6105  International Organizations/Public International Law  3
DIPL 6155  Advanced Economic Aspects of the International System  3
DIPL 6310  Research Methods for International Policy  3
LANGUAGE  Cultural Readings in Language  3
LANGUAGE  Business Correspondence in Language  3
DIPL xxxx  Undergraduate Elective  3
**Course Descriptions**

### DIPL 1002 Interdisciplinary Seminar in Diplomacy and International Relations

Focuses on a few current international challenges or issues while applying several advanced international relations perspectives simultaneously. The course will expose students to a variety of tools and perspectives in the field of Diplomacy and International Relations, and help students to see the complementarity of the various theoretical perspectives. Team taught. 3 credits

### DIPL 1101 Emergence of the Contemporary World

Surveys development of major cultures and societies, focusing on these traditions in the context of interaction among European, Asian and African peoples and the encounter of European and American peoples in the 15th century. 3 credits

### DIPL 1711 International Relations

Analyzes the dynamics of the relations between and across the different countries of the world. Examines the role that countries, international organizations, nongovernmental organizations, businesses, and individual people play in addressing pressing global problems such as peace, war, security, arms control, trade, development, human rights and the environment. 3 credits

### DIPL 2101 Ethnopolitical Landscapes of the Contemporary World

Surveys political, economic, cultural and socio-demographic trends shaping the contemporary world and their impact on international, regional and global relations. Focuses on nationalism and ethnicity. Topics include: rise of nation-states; impact of nationalism; nation-building and empire building; Western imperialism in the Third World; ethnicity and nationalism; ethnic relations in the U.S. and other parts of the world; and post-Cold War development. 3 credits

### DIPL 2103 History of Diplomacy

Surveys the evolution of diplomacy from ancient civilizations to the present. Examines the actors and processes associated with classic diplomacy, and considers the new challenges facing diplomats as a result of recent changes in international affairs. 3 credits

### DIPL 2109 Institutions of Global Governance

Examines the process through which states, intergovernmental organizations, nongovernmental organizations, and multinational corporations seek to address pressing problems of global governance. The challenges associated with international cooperation are explored, including the changing nature of sovereignty and the difficulties with promoting compliance. A variety of transsovereign issues are covered and the course concludes with a diplomatic simulation of a global issues conference. 3 credits

### DIPL 2110 Comparative Foreign Policy

Explores the different processes through which countries design their foreign policy. A variety of countries are examined encompassing various regions of the world, levels of development, and types of political regimes. Of special concern is the manner in which both domestic and international pressures influence the foreign policy making process. 3 credits

### DIPL 2111 European Union Trip

Students learn about diplomacy and international relations as well as European culture and history first-hand, by visiting some of the major institutions involved in European Union governance and in Europe’s trans-Atlantic relations. The Whitehead School’s other intensive study seminars (DIPL 2112, 2113, and 4197) will also fulfill this practicum requirement. 3 credits

### DIPL 2112 Cyprus-East Mediterranean Study

This course will assess the economic, political and social impact of EU membership on Cyprus. Students will gain insights based on the perceptions of different actors, namely public sector, private sector, and civil society. After serious preparation, students will visit Cyprus and interact with the main players. Based on this visit, the class will prepare a report, for which every member will contribute. 3 credits

### DIPL 2113 China’s Rise: Opportunities and Challenges

This course explores the opportunities and challenges posed by the rise of China. It culminates in a 10 day field trip to China. 3 credits

### DIPL 2114 African Union Seminar

This course examines conflicts in Africa and the AU’s role in conflict resolution. Included in the study seminar are the nature and sources of conflicts in Africa; the structure and organization of the AU and its predecessor, the Organization of African Unity (OAU); agenda-setting at the AU; and the role the AU plays in conflict resolution, especially its relationship with the UN regarding peace operations in Africa. Through a study trip to the AU Headquarters in Addis Ababa (Ethiopia), students will explore and interrogate the theories and practice of conflict resolution by international organizations, with particular reference to the AU. 3 credits

### DIPL 2120 International Conflict and Security

Provides an overview of the classical issues in the study of war and peace, and examines the nature and functions of the use of force, macro- and micro-theories of conflict, arms races and control, nuclear proliferation, and deterrence.
Recent developments in the management of weapons of mass destruction are also explored. 3 credits

**DIPL 3101 Concepts in Leadership**
Analyzes historical and contemporary concepts of leadership and explores traits, strategies and techniques that define leadership. 3 credits

**DIPL 3104 Public International Law**
Deals with the nature, history and domains of international law. Through case studies, this course provides understanding of the international legal system with regard to such basic goals as curbing resort to war, peaceful settlement of disputes, fostering peaceful use of the oceans, Antarctica and outer space, enhancing respect for human rights, preserving the environment and strengthening the capability of the United Nations and the U.N. system as a primary instrument of world order. 3 credits

**DIPL 3111 Practicum III: Internship**
Offers an opportunity to learn and develop management and leadership skills in an internship under the guidance of a mentor. The instructor for the course serves as liaison with the mentors. 3 credits

**DIPL 3150 New Dimensions of Human Security**
This course transcends traditional interstate conflict by examining new security threats such as infectious diseases, environmental change, growth of human populations, energy security, and water and food scarcities. Special attention will be given to their effects on development, stability, and security. 3 credits

**DIPL 3201 Sustainable Development**
Explores sustainability issues related to both industrial countries and developing countries, for example aging of populations, sustainable consumption, institutional adjustments, managing growth, and pressures of population change. 3 credits

**DIPL 3800 Investigating International Relations**
This course introduces the basic tools of scientific investigation. Students learn about the scientific method, data gathering, research design, quantitative and qualitative analyses, and computer applications for international relations research. The course aims to equip students with the facts, intuition, and experience necessary for conducting research projects in subsequent diplomacy courses. 3 credits

**DIPL 4101 Research Project**
Culminating research project of the international relations program. Enables students to apply qualitative and quantitative methodologies as needed in the development of interdisciplinary research projects related to their own area studies. Course runs as a research seminar. Students work with a faculty mentor to write their research thesis. 3 credits

**DIPL 4104 Independent Study**
Students pursue a course of specialized reading and discussion supervised by a member of the faculty. 3 credits

**DIPL 4106 Human Rights**
Combines skill development in research, writing and oral communication with development of an understanding of the sources and nature of those rights of individuals and groups that are, or have been, identified as “Human Rights” under various international conventions, state constitutions and bills of rights, United Nations resolutions and other sources. Specific human rights violations in areas of health, nutrition, labor, the environment, educational systems, political torture and genocide are explored. 3 credits

**DIPL 4108 International Political Economy**
This course examines the interaction between politics and economics in the international system, i.e. how international economic activity is affected by the political decisions rendered by states and how states are in turn affected by the international financial and trading systems. 3 credits

**DIPL 4111 Senior Leadership Internship**
Provides students with hands on experience in the international environment. Students are placed in a selected unit of the United Nations system or a similar organization or international business under the guidance of a mentor and supervision of the instructor of this course. 3 credits

**DIPL 4113 U.S. Foreign Service**
This 1-credit course offers intensive preparation and individualized review for entry to the U.S. Foreign Service. 1 credit

**DIPL 4114 International Financial Institutions**
Analyzes the dynamics of international trade and finance through the structure and work of the international financial institutions. Covers the basics of the international finance system and explores the potential for international cooperation in the field of development. 3 credits

**DIPL 4115 Cross Cultural Negotiation and Conflict Management**
The ability to negotiate and manage conflicts across cultures is no longer an optional skill set in the worlds of international business, diplomacy and advocacy. This course, built on cases, interactive exercises and theoretical frameworks, develops the skills and knowledge for managing the most challenging political, organizational and interpersonal relationships. 3 credits

**DIPL 4116 Palestinian-Israeli Peace Process**
This course delves into the significant history of attempts to transform the Palestinian-Israeli conflict into coexistence. The instructor builds on significant field research into the open and secret negotiations that have taken place between Israel and the PLO. Students simultaneously conduct actual negotiations joining one of four delegations and negotiating either interim or permanent issues. 3 credits

**DIPL 4117 International Mediation**
Third parties, including governments, prestigious individuals, IOs and NGOs often attempt to mediate international conflicts and wars. Some succeed brilliantly. Others fail miserably. This course offers perspective on the political, behavioral and strategic dimensions of international mediation. Participants learn about the methods, tactics and strategies of international mediation, the causes of failures and success, the dynamics of mediation in crises, internal wars and other conflicts. Participants also develop skills by practicing on large and small international mediation exercises. 3 credits
Whitehead School of Diplomacy and International Relations Course Descriptions  261

DIPL 4170 Topics in Economic Development for International Affairs
This course is an in depth analysis of current aspects of development. We consider recent development dilemmas such as delivery of services for poor people, building institutions for markets, the role of knowledge in advancing economic and social well being, the role and effectiveness of the state in the changing world, and infrastructure and development. We analyze experiences of different countries in Latin America, Africa, East Asia, Eastern Europe, the Former Soviet Union, and the Middle East. 3 credits

DIPL 4180 The Modern Middle East
Commences with an overview of the historical events of the Middle East that are crucial to understanding the emergence of the modern period in 1832, and concluding with current issues and opportunities. 3 credits

DIPL 4183 Art and Science of International Negotiation
States, NGOs and international organizations all negotiate with each other in the context of international conflicts. In this course, students practice and improve their negotiation skills in interactive exercises, learn theories and dynamics of conflict, and apply this knowledge to practical cases. 3 credits

DIPL 4185 Foreign Policy of Post-Soviet States
Detailed analysis of the global role of states within the former Soviet sphere, both among themselves and in relation to the European Union, China and the United States. 3 credits

DIPL 4187 Modern Middle East: U.S. Involvement
This course examines U.S. involvement in the Middle East in the 20th century, exploring how the U.S. has emerged as the principal foreign actor in the Middle East. 3 credits

DIPL 4193 Eastern European and Post-Soviet Politics
Comprehensive introduction to the politics of the former Soviet Union, Eastern Europe, and post-Soviet Russia, including the development of the Soviet Union as a multinational, planned economy empire and the causes of collapse. The course also explores the challenges faced by the states that emerged, with special attention to the economic and political problems of these states’ transformations as affected by the different legacies of the Soviet period in each of the countries involved. 3 credits

DIPL 4196 International Relations in Southeast Asia
Examines the Southeast Asian states as autonomous actors, the regionalization of Southeast Asian foreign policies, and the states’ and regions’ relations in the environment external to Southeast Asia. 3 credits

DIPL 4197 U.N. Insiders’ View
Bridges the gap between students and practitioners by complementing an academic understanding of the United Nations with an appreciation of the day-to-day concerns and realities of the organization. Structured around a series of guest lectures offered by U.N. officials and representatives of governments, civil society, and the private sector on a broad range of issues of current concern to the United Nations. 3 credits

DIPL 4198 International Criminal Law
Explores the historical, political and diplomatic evolution of international criminal law in this century, including war crimes, crimes against humanity and the International Criminal Court. 3 credits

DIPL 4277 Global Health, Bioterrorism, and International Security
This interdisciplinary course covers the issues of global health, biological weapons and international security. It has four main objectives: 1) to introduce students to the concept of health security; 2) to elucidate the linkages between health and security, with special attention paid to bioterrorism; 3) to examine the global health challenges and their conflict and security implications; and 4) to explore the policy options addressing such challenges. 3 credits

DIPL 4280 Politics of Terrorism in the Middle East
Investigates the use of terrorism for political purposes. Areas covered include the debate about who/what constitutes a terrorist movement or organization; the financing of terrorism; exploitation of the media; connections between fundamentalism, religion and terrorism; and the abilities of security services and intelligence organizations to effectively monitor and combat terrorism. 3 credits

DIPL 4555 Economic Aspects of International Relations
Reviews the current economic issues generated by globalization by emphasizing facts as well as theories. 3 credits

DIPL 4556 Financial Aspects of International Relations
This course focuses on issues such as proposed changes in the international financial architecture, the single currency in Europe, the Asian financial crisis, and government intervention in the foreign exchange market. 3 credits

DIPL 4601 Chinese Politics and US-China Relations
Based on historical events and the latest developments of the bilateral relationship between the United States and China, this course will explore how the relationship between Washington and Beijing evolved in the past three centuries with the interactions between the U.S. and “new China” - the People’s Republic of China as the focus. Moreover, in probing the current affairs in the Sino-U.S. relationship, specific areas such as the Taiwan issue, security and economic cooperation, and human rights will be discussed. 3 credits

DIPL 4803 Politics and Society in Latin America and the Caribbean
This course provides an overview of major approaches to the study of Latin American politics and society. It emphasizes both a historical perspective and an analysis of current trends and issues. Using various analytical lenses, including cultural, structural, institutional, and rational-choice perspectives, the course focuses on the different kinds of political regimes and the patterns of political change that have characterized Latin America. 3 credits
College of Education and Human Services

Jubilee Hall, Fourth Floor  
(973) 761-9025  
education.shu.edu  
Dean: Joseph DePierro, Ed.D.  
Associate Dean: Manina Urgolo Huckvale, Ed.D.  
Associate Dean: Charles P. Mitchel, Ed.D.  
Director of Budget and Operations: Marianne Coppola  
Assessment Coordinator: Angela Caruso  
Departments and Chairs  
Education Leadership, Management and Policy:  
   Michael J. Osnato, Ed.D.  
Educational Studies: William McCartan, Ed.D.  
Professional Psychology and Family Therapy:  
   Laura Palmer, Ph.D.  
Service Program, English as a Second Language:  
   William McCartan, Ed.D.  

Accreditation  
The College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education.

Programs of Study  
The mission of the College of Education and Human Services is to promote professional practice. We strive to do that by developing competent, socially conscious, reflective professionals. What does this mean for a candidate in the college? The faculty and the professionals we work with in the community are committed to: (i) the development of a broad, deep knowledge base that can be translated into practice; (ii) a respect and valuing for difference in our society; (iii) and the ability to practice introspection regarding self-development and pedagogy. An integral step toward achieving these goals is the alignment of our programs with national professional standards and those of the New Jersey State Department of Education. When a candidate graduates from the College of Education and Human Services at Seton Hall University, he/she will be recognized for these qualities and future potential.

Undergraduate programs are accredited by the Middle States Commission on Higher Education and approved by the New Jersey State Department of Education. The college has been awarded NCATE (National Council for the Accreditation of Teacher Education) accreditation.

The Bachelor of Science in Education is offered with major programs in elementary, early childhood, and special education and secondary education content fields. Candidates complete a broad scope of liberal arts studies, a major in an academic field and a component of professional education courses with integrated internship experiences. After completing the appropriate course of study, candidates are eligible for the baccalaureate degree and for recommendation to the State of New Jersey for the appropriate teaching certificate. A passing score on the appropriate Praxis Examinations also is required for certification.

Although reciprocal certification agreements exist among many states, the agreements are subject to change. Candidates from states other than New Jersey are advised to consult with Manina Urgolo Huckvale, Ed.D., Seton Hall’s certification officer, and/or the appropriate state’s Department of Teacher Education, for information about specific requirements.
General School Requirements
To qualify for the degree Bachelor of Science in Education, candidates must complete a minimum of 120 credits with required coursework in the three degree components: the general education sequence of liberal arts courses; the academic major; and the professional education sequence. In all cases, general education requirements and content area majors include a minimum of 60 credits of study in the College of Arts and Sciences. All candidates interested in education when they enter the University, as first semester freshmen, are welcome to take the introductory course in their area of interest (elementary, secondary education or special education). Maintaining a minimum GPA of 2.75 is required for admission and retention in the program after the first semester of the freshman year and for admission as a transfer applicant. Candidates may continue in their chosen field of education after completing nine credits of EDST courses if:
• a GPA of 2.75 is maintained;
• all field visits and internships have been completed with appropriate evaluation forms completed and returned;
• a meeting with a program faculty adviser has occurred;
• the student has demonstrated adherence to the Professional Code within course and field work.

The University reserves the right to make additional adjustments as required by the New Jersey Department of Education.

Senior Clinical Practice
Undergraduate senior candidates who are matriculated in the College of Education and Human Services and others seeking New Jersey state certification must complete senior clinical practice. Candidates who enroll for this experience must pay a nonrefundable placement fee of $100.00. Freshmen beginning in Fall 2008 must pass the Praxis II content exam in order to begin their senior clinical experience.

Application Procedure for Senior Clinical Practice
Applicants must secure an official application from the Office of Field Placement and Supervision. The application procedure includes a comprehensive review of the candidate’s academic record and internships. Completed applications must be received in the Office of Field Placement and Supervision before April 1 for assignment during the following Spring Semester, and by December 1 for assignment during the following Fall Semester. Applicants must meet the following requirements:
• a cumulative GPA of 2.75;
• completion of all required Professional Education courses with a grade of C or higher;
• successful completion of all program field experiences
• entering students beginning in Fall 2008 are required to pass the appropriate Praxis Exam prior to student teaching;

Senior Clinical Practice Requirements
Senior clinical practice requires full-time daily participation in the activities of an approved school for one semester. Each candidate is assigned to an accredited school and is guided by a cooperating teacher. The experience includes observation, teaching in the classroom, and participation in other activities and conferences. Senior teacher candidates are required to participate in faculty meetings, parent-teacher meetings, and other experiences. Each candidate’s performance is assessed collaboratively by the College supervisor and the cooperating teacher. All education courses, as well as grades of incomplete in education courses, must be finished in order to begin the clinical practice.

Applicants are required to enroll for the Senior Internship Seminar, which meets throughout the semester.

Transfer candidates must complete a minimum of 24 credits at Seton Hall University before they may apply for senior clinical practice.

English as a Second Language (ESL) Program
Designed as a support system for the international candidate, the ESL Program offers classes at levels ranging from advanced beginner to pre-college. Small classes, created to meet the needs of individual candidates, are offered in communication skills such as listening, speaking and American culture, as well as in academic skills such as reading and writing. ESL courses and activities are planned to help candidates bridge the language and cultural gaps between their home countries and the United States, and between the ESL program and the University academic courses.

Course Identification
The abbreviations used to designate courses offered by the departments and special areas of undergraduate instruction within the College of Education and Human Services are as follows:
• Applied Computing (BMIE)
• Professional Psychology and Family Therapy (CPSY)
• Educational Studies (EDST)
• English as a Second Language (ESLP)
• Health Education, Physical Education and Recreation (HPER)
Department of Educational Studies

Jubilee Hall
(973) 761-9394
educaion.shu.edu/academicprograms/edstudies/index.html

Faculty: Burroughs; Carr; Cobarrubias; Daly; Devlin-Scherer; Fedora; Hindin; Katz; Martinelli; May; McCardan (Chair); McFadden; Mitchel; Mueller; Peskin; Russo; Ruzicka; Skeele; Zaccone; Zinicola

Field Director: Sanchez

The Department of Educational Studies offers courses leading to the degrees Bachelor of Science in Education and Master of Arts in Education. Graduates of certification programs are eligible for recommendation to the State of New Jersey for certification in accordance with state guidelines and codes. Under current rules, candidates must pass the Praxis Exam to qualify for certification and must pursue an academic major in conjunction with their professional major. A cumulative GPA of 2.75 must be maintained in order to take any course in a certification program (EDST and CPSY) and participate in a field placement. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

All certification programs require a sequence of field experiences and senior clinical practice in the surrounding communities. Transportation to these sites is the responsibility of the candidate.

The Department of Educational Studies is dedicated to the preparation of highly competent, socially conscious, reflective professionals. All the programs within the department, both on the undergraduate and graduate level, reflect this goal. Our emphasis is on outcomes meaning our candidates have not just heard what was taught, but we can see evidence of their learning. The dispositional qualities a candidate brings to the university classroom, fieldwork, and community involvement are an essential component to their preparation of highly competent, socially conscious, reflective professionals. All the programs within the College of Education and Human Services operate under the following professional code:

1. Dependability: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. Respect & Empathy: candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. Open-mindedness: candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
5. Dress code: candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall. (See the College of Education & Human Services field guide for more information.)
6. Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

Failure to adhere to the professional code in either coursework or field experiences may result in referral to the CEHS Retention Committee for consideration of consequences up to and including dismissal from the college.

In addition to general University admission criteria and processes, entering candidates must formally declare their interest in an education program by applying to the College of Education and Human Services. Seton Hall University’s average pass rate on the Praxis exams is 93 percent. The New Jersey statewide average pass rate is 98 percent. These figures represent the cohort year 2006-2007.

Elementary Education, Early Childhood and Special Education Programs

Faculty: Fedora; Hindin; May (Co-Director); McFadden; Mitchel; Mueller; Peskin; Zinicola (Co-Director)

There are two programs of study to choose from within this area.

1. Integrated Elementary, Early Childhood and Special Education
2. Integrated Elementary and Special Education with a concentration in speech and language pathology. (4+2 program) **This is a combined undergraduate/graduate program. The undergraduate program consists of a major from the College of Arts and Sciences, a dual certification in elementary and special education, and a concentration in 18 credits of speech-pathology courses. If candidates maintain a GPA of 3.0 each semester, and a GPA of 3.0 in their GMSL courses, they will receive automatic admission into the Seton Hall M.S. in Speech-Language Pathology program.
**Note, this is not an undergraduate speech-pathology program. No certificate in speech is awarded at the end of the undergraduate degree.**

Both programs of study require candidates to: (i) select a full major from the College of Arts and Sciences; (ii) complete a general education sequence consisting of courses outside of professional education; and (iii) complete an education major. Candidates must maintain a cumulative GPA of 2.75 or higher to remain in a teacher preparation program; coursework and fieldwork in education cannot occur if the GPA falls below 2.75. Candidates in the combined 4+2 program must maintain a GPA of 3.0 or higher each semester. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

The minimum number of credits to graduate, for either program listed above, is 120. Credit requirements of the full major from the College of Arts and Sciences may require the candidate to exceed this minimum.

The professional education sequence for these programs leads to the degree of Bachelor of Science in Education and eligibility for endorsement as a teacher, in specified areas, in the State of New Jersey. The sequence of the curriculum of this program is based upon the standards of several national professional associations: (i) the Association for Childhood Education International; (ii) the Council for Exceptional Children; and (iii) the Interstate New Teacher Assessment and Support Consortium (INTASC). As such, the programs offer a high-quality education that reflects best teaching practices as defined by the leading practitioners and researchers in the fields.

Field experience is required for sophomores, juniors, and seniors. Candidates are required to complete four field internships, connected to specific professional education courses, prior to their senior clinical experience. The internships cover an eight week period and consist of 72 hours of contact time in a field setting. Each internship is supervised by a trained representative from the college. The senior clinical experience requires an entire semester of full-time teaching. Supervision at this level occurs at a minimum of eight times throughout the semester. Candidates are responsible for their own transportation to the field internships and senior clinical experience. Please review the general school requirements for the college on this page for procedures and deadlines for applying for the senior experience.

**Field Experience and Its Connection to Certification**

The mixture of field placements and Praxis exams in the Integrated Elementary, Special Education Programs can lead to three possible certificates:

- **Elementary Certification, Special Education Certification, + Early Childhood Certification.** Candidates must complete the following range of placements to achieve all three certificates: (i) general education classroom; (ii) inclusive classroom; (iii) one special education classroom (such as a resource room or a private school classroom); and (iv) one preschool - 3rd grade classroom.

**Eligibility for Endorsement**

Upon completion of the undergraduate education program, candidates are eligible for recommendation to the State of New Jersey for the Certificate of Eligibility with Advanced Standing (CEAS) within their field of study. A passing score on the appropriate Praxis examination is also required for the CEAS. Under current New Jersey regulations, the candidate must then successfully serve as a provisionally-endorsed teacher for one year before the state will grant a permanent certificate.

Although there are reciprocal certification agreements among many states, these are subject to change. Candidates from states other than New Jersey should check with their state’s Department of Education for specific requirements.
CORE 3101  Engaging the World
          (student choice of sections)  3 credits
ENGL 1201, 1202, Literature Course  9 credits
MATH 1102, 1112 Recommend **       6 credits
**Students majoring in PSYC, SOBS, science or math should seek advisement regarding which six credits of math to complete.

Science:    BIOL 1101 Introduction
to Biology          3 credits
or
BIOL 1104 Biology and the
World Around Us       4 credits
History elective: HIST 1301 Recommend 3 credits
2nd Science or History course 3 credits
AART 3410  Children and the Visual Arts 3 credits
BMIE 1001  Computer Fundamentals      3 credits
or
BMIE 3700  Integrating Technology
in Education          3 credits

Liberal Arts Major: Every education major must complete a full major from Arts and Sciences. This major must be a minimum of 36 credits. Teaching majors, as defined by the New Jersey Department of Education, are English, math, history, science, (biology and environmental studies) world languages, and fine arts. Other majors such as psychology, social and behavioral sciences, sociology, communications and others may be taken. However, these types of majors are not considered to be teaching majors and elementary teachers who have chosen these majors may not teach beyond 5th grade.

**Note: Social Work is NOT an option for a co-major with education.

Course Requirements for Elementary and Special Education with a Concentration in Speech-Language Pathology Program

Professional Education: Minimum of 30 credits
EDST 1001  Introduction to Education Fall, Freshmen 3 credits
EDST 4000  Child Curriculum and Development Spring, Freshman 3 credits
EDST 2001  Life in Inclusive Classroom Fall, Sophomore 3 credits
EDST 2004  Early Literacy Fall, Sophomore 3 credits
EDST 2005  Teaching Math in Diverse Classrooms Spring, Sophomore 3 credits
EDST 3005  Literacy Across the Curriculum Spring, Sophomore 3 credits
EDST 2006  Teaching Science in Diverse Classrooms Fall, Junior 3 credits
EDST 3003  Teaching Social Studies in Diverse Classrooms Fall, Junior 3 credits
EDST 4001  Senior Clinical Practice Seminar Fall or Spring, Senior 3 credits

General Education Core (19 credits)
CPSY 1001  Diverse Learners & Their Families Part I Fall, Freshmen 3 credits
CPSY 1002  Diverse Learners & Their Families, Part II Spring, Freshmen 3 credits
CPSY 1003  Special Topic: Child Health, Spring, and Welfare Freshman (1 credit) 3 credits
CPSY 2101  Learning Disabilities Fall, Junior 3 credits
CPSY 2102  Autism and Developmental Disabilities Spring, Junior 3 credits
CPSY 3103  Assessment Spring, Junior 3 credits
CPSY 3104  Strategies for Diverse Learners in Content Areas Spring, Junior 3 credits

GMSL: Health and Medical Sciences (18 credits)
Undergraduate courses open to all
**Note these courses are taken one per semester throughout sophomore and junior year; two are only offered in the summer (May through the end of June).
GMSL 5000  Introduction to Speech and Language 3 credits
GMSL 5001  Phonetics** 3 credits
GMSL 5002  Anatomy and Physiology of the Speech and Hearing Mechanism 3 credits
GMSL 5003  Introduction to Language Development 3 credits
GMSL 5004  Introduction to Audiology** 3 credits
GMSL 5007  Introduction to Communication Disorders 3 credits

Liberal Arts Core:
Arts and Sciences-Minimum of 39 credits
CORE 1101  Journey of Transformation 3 credits
CORE 2101  Christianity and Culture in Dialogue 3 credits
CORE 3101  Engaging the World (student choice of sections) 3 credits
ENGL 1201, 1202, Literature Course 9 credits
MATH 1102, 1112 Recommend 6 credits
**Students majoring in PSYC, SOBS, science or math should seek advisement regarding which six credits of math to complete.

Science:    BIOL 1101 Introduction
to Biology          3 credits
or
BIOL 1104 Biology and the
World Around Us       4 credits
History:    HIST 1301 Recommended 3 credits
2nd Science course* 3 credits
AART 3410  Children and the Visual Arts 3 credits
BMIE 1001  Computer Fundamentals      3 credits
or
BMIE 3700  Integrating Technology in Education          3 credits

*ASHA requires those entering speech programs to have completed two science courses.
Liberal Arts Major: Every education major must complete a full major from Arts and Sciences. Teaching majors, as defined by the New Jersey Department of Education are English, math, history, science (biology and environmental studies), world languages, and fine arts. Other majors such as psychology, social and behavioral sciences, sociology, communications, and others may be taken. However, these types of majors are not considered to be teaching majors, and elementary teachers who have chosen these majors may not teach beyond 5th grade.

**Note: Social Work is NOT an option for a co-major with education.**

The minimum number of credits to graduate, for any of the options listed, is 120. Credit requirements of the content area major may require the candidate to exceed the 120 credit minimum.

Candidates must maintain a 2.75 GPA in order to remain in a teacher preparation program; coursework and fieldwork in education can not occur if the GPA drops below 2.75. This GPA must be maintained through the entire academic program and is not limited to a single semester. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

Secondary Education

Faculty: Burroughs; Daly; Devlin-Scherer (Program Director); Katz; McCartan.

The program in secondary education consists of strong field-oriented and sequenced professional studies and a diverse selection of fields of specialization. Candidates must complete a liberal arts core and an academic major in one of the listed fields, in addition to the sequence of professional education courses in secondary education. Candidates must maintain an overall GPA of 2.75 in order to remain in the program. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards. Continuation in the program requires demonstration of competencies.

Supervised internships in sophomore, junior and senior years are varied and are connected to specific professional education courses. The senior clinical experience involves a semester of full-time teaching. Candidates apply for internships with the Office of Field Placement and Supervision: Fall (January 1) and Spring (September 1). For student teaching, applications are due a year in advance: December 1 for the following fall semester and April 1 for the following spring semester. Candidates provide their own transportation to the field internships and senior clinical experience.

After completing the degree program, candidates are eligible for the baccalaureate degree and for recommendation to the State of New Jersey for the certificate of eligibility with advanced standing. Candidates elect a certification field that must be taken as an academic major in the College of Arts and Sciences. Fields of certification include:

- Art
- English*
- Mathematics
- Music
- Science (Biology, Chemistry, Physics)
- Social Studies**
- World Languages*** (Chinese, French, German, Latin, Italian, Japanese, Russian, Spanish)

Candidates must complete the academic major in their field of certification and are required to have an adviser in that field. Credit requirements vary for each major.

*English education majors’ course work includes World Literature, History of the English Language, Adolescent Literature, Shakespeare and Grammar (1 credit).

**Social studies coursework in economics, geography, political science and sociology.

***Consult the modern languages and Asian studies sections of this catalogue for information about language options and credit requirements. See advisers for details.

Major Program

In addition to the departmental core requirements for the degree, candidates must satisfactorily complete the required courses in professional education, their academic major and related areas and liberal arts electives.

Course and credit requirements are subject to change in accordance with changing New Jersey teacher certification requirements. Candidates are responsible for meeting with their assigned advisers in teacher education and the College of Arts and Sciences each semester to schedule courses and assess progress. Course registration is done with the secondary education program faculty. Individual courses of study will vary according to selected major field(s).

The minimum number of credits required to graduate is 120. Credit requirements of the academic major may require the candidate to exceed the 120 minimum. If the candidate has a total of fewer than 120 credits after completing the liberal arts core, the professional core and the academic major, then additional liberal arts electives must be taken to reach the minimum of 120. It is the responsibility of the candidates to be aware of requirements of their academic major. The maximum number of professional education credits allowed as part of the degree program is 30. The minimum number of liberal arts credits required is 60, including the liberal arts core and the academic major.
Liberal Arts Core
All teacher education candidates take a minimum of 60 hours of liberal arts credits in their program which can be drawn from core courses listed below, their academic major and/or minor programs, and electives. Currently, academic major requirements in different disciplines approved by the State of New Jersey for teaching in public schools range from 42-57 credits. For their remaining liberal arts course requirements, candidates may choose to prepare extensively in their chosen academic field, pursue minor programs that expand or supplement their content area knowledge, or explore related fields.

Secondary Education Core

University Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1001</td>
<td>University Life</td>
<td>10</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>Journey of Transformation</td>
<td>3</td>
</tr>
<tr>
<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue</td>
<td>3</td>
</tr>
<tr>
<td>CORE 3101</td>
<td>Engaging the World (student choice of sections)</td>
<td>10</td>
</tr>
<tr>
<td>ENGL 1201</td>
<td>Core English I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1202</td>
<td>Core English II</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Any course (not developmental math)*</td>
<td>3</td>
</tr>
<tr>
<td>SCIEnce</td>
<td>Any course</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY</td>
<td>Any course</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional course in ENGL, HIST, MATH, or SCIENCE

Student Choice (may take course in major field)** 3 credits

ART or MUSIC

Any course 3 credits

PSYC 1213

Adolescent Psychology 3 credits

PSYC 1221

Exceptional Child 3 credits

BMIE 1001

Computer Fundamentals*** 3 credits

Total: 39 credits

* MATH 1014 will not fulfill the numeracy core requirement.
** English majors take World Literature as part of their core requirements.
*** Majors that have specialized courses related to their fields that relate to the technology core requirement (BMIE) may substitute this course with approval from an advisor.

Professional Core
To enroll and continue in the teacher education program, students must provide evidence of completed field experience requirements and a minimum GPA of 2.75. Students also must attend convocations that are offered during fall and spring semesters. Please note: F indicates Fall Semester, and S indicates Spring Semester.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDST 1501</td>
<td>Education in the United States: Past and Present</td>
<td>F</td>
</tr>
<tr>
<td>EDST 3510</td>
<td>Culture, Community and Schools</td>
<td>S</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
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</table>
Certificate Requirements
The College will award the Certificate in Information Technologies to students who successfully complete five, 3-credit information technology courses (15 credits). The certificate award will also be noted on the student’s transcript. A maximum of 6 credits will be accepted for equivalent experience in other divisions of the University, or for courses taken at other colleges.

The Undergraduate Information Technologies Program
The following courses may be applied toward the IT certificate.
Select five:
- BMIE 1001 Computer Fundamentals
- BMIE 1002 Intermediate Microcomputing
- EDST 3700 Integrating Curriculum and Technology
- BMIE 3705 Web Page Technologies
- BMIE 3710 Electronic Research Technologies
- BMIE 3714 Multimedia Technologies
- BMIE 3716 Access Database Application Development
- BMIE 4304 Production of Instructional Resources I
- BMIE 4305 Production of Instructional Resources II
- BMIE 4343 Computer Graphics
- BMIE 4344 Seminar: Social, Ethical and Legal Issues in Computing
- BMIE 4345 Online Course Management and Delivery
- BMIE 4347 Special Projects in Technology
- BMIE 4348 Online Course Design and Implementation
- BMIE 4349/4350 Internship in Information Technologies I & II

Total: 15 credits

Certificate in Online Course Development and Management
Director: Rosemary W. Skeele, Ed.D.

Develop and Teach Online Courses
As we move into the 21st Century, universities and colleges around the world are experiencing the changes created by technology and looking for ways to implement new modes of teaching and training students. Faculty and students are no longer bound to a classroom. There is a shift from the traditional mode of teaching and learning to online education.

Seton Hall University, a leader in Web-based education, is offering an Online Course Development and Management Certificate to help educators and trainers acquire the teaching and technical skills desirable for online teaching. This certificate provides the expertise educators need to teach courses in an online learning environment. As a leader in online education, Seton Hall University offers this program to prepare students for future success in a high tech world. A Certificate in Online Course Development and management will enable you to communicate and instruct effectively in today’s cyber environment.

The Certificate in Online Course Development
The certificate program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any undergraduate student enrolled at the University, as well as students who are not enrolled in a full University program.

Certificate Requirements
The College will award the Certificate in Online Course Development and Management to students who successfully complete five 3-credit information technology courses (15 credits).

A maximum of 6 credits may be accepted for equivalent experience in other divisions of the University, or for courses taken at other colleges.

Undergraduate Program
The following courses may be applied toward the Online Course Development and Management Program Certificate.
Required Courses:
- BMIE 3705 Web Page Technologies
- BMIE 3710 Electronic Research Technologies
- BMIE 4345 Online Course Management and Delivery
- BMIE 4348 Online Course Design and Implementation

Select one of the following:
- BMIE 3714 Multimedia Technologies
- BMIE 4343 Computer Graphics
- BMIE 4344 Seminar: Social, Ethical and Legal Issues in Technology
- BMIE 4346 Computer Networking Fundamentals
- BMIE 4349/4350 Internship in Information Technologies I & II

Course Descriptions

BMIE 1001 Computer Fundamentals
Introduction to computers and computing, problem solving, and the impact of computers in our lives. Course provides a working knowledge of computers and Windows environment with an emphasis on word processing, desktop publishing, spreadsheets, presentation, and Web editing software. Course designed to focus on student computing needs. 3 credits

BMIE 1002 Intermediate Microcomputing
Introduces and develops expertise in database, and semantic networking software. Presents advanced concepts in word processing, spreadsheet, desktop publishing 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
BMIE 3705 Web Page Technologies
Learn how to use the Internet and related tools, Microsoft FrontPage, information utilities, and other aspects of information technology. Prepares the non-technical student to survive the electronic information explosion and succeed in the 21st century. 3 credits

BMIE 3710 Electronic Research Technologies
Advanced electronic research using computer-based and Internet accessible tools. Find, evaluate and assemble the best information for individual research interests and workplace needs. Develop research skills and information discrimination techniques using electronic resources. Includes research methodology, bibliography development, search strategies, electronic reference materials, online newspapers and periodicals, email, listservs, and newsgroups. 3 credits

BMIE 3714 Multimedia Technologies
The use of a computer to present and combine text, graphics, audio and video with links and tools to create learning packages, assessment tools, presentations, and stand-alone training. Focus is on good multimedia design, scripting, use of audio and video tools, the Internet as a delivery tool and computer-based training using Director and Premier. 3 credits

BMIE 3716 Access Database Application Development
Learn to manage information using a relational database. Gain the knowledge and expertise to develop simple to complex queries, data entry forms and reports. Database design and the importance of referential integrity are stressed. 3 credits

BMIE 4304 Production I: Visual Communication Design
Introduction to a basic model of communication and the visual production skills required to design information. Text, graphics, visual literacy, visual design, digital photography, and video recording will be explored in relationship to constructing clear communications for maximizing learning. Presenter and presentation techniques using these various communication modes will also be examined. 3 credits

BMIE 4305 Production II: Technology Enhanced Learning Strategies
Learn to design and develop technology-based strategies that support the instructional needs of learners in any content area. Advanced techniques for concept mapping, WebQuests, Excel, PowerPoint, and more will be employed to visualize the thought process, design games, create simulations, encourage collaboration, stimulate active learner participation, and spur learners to engage in both independent and group activities that encourage higher order thinking skills. 3 credits

BMIE 4343 Computer Graphics
Create, plan, design, draw and create Macromedia Flash movies for stand alone and Internet based dissemination. Learn and apply design principles based on visual communication practices. 3 credits

BMIE 4344 Seminar: Social, Ethical and Legal Issues in Computing
Social, ethical, and legal problems associated with computer-based technologies will be explored, debated and researched, along with the means for reducing problems and coping with their effects. 3 credits

BMIE 4345 Online Course Management and Delivery
Learn to design and build online course instruction for delivery via the Internet. Develop the tools to provide online instruction including creating an online environment, learning research techniques, examining plagiarism and copyright issues, and planning overall online course management. 3 credits

BMIE 4346 Computer Networking Fundamentals
This course provides a general introduction to a wide variety of networking concepts, which can be applied to a broad selection of telecommunication related job segments. This course will cover the history and fundamentals of network design and cabling infrastructure; technologies, protocols, communications and the tools necessary to troubleshoot and design. 3 credits

BMIE 4347 Special Projects in Technology
Students develop technology-based projects using new and emerging technologies. The instructional design process is employed throughout the development of the project. Project content is related to student’s field of study. 3 credits

BMIE 4348 Online Course Design and Implementation
Design and develop a complete plan for building an online course for Internet delivery. Learn to create course modules, use facilitation and moderating techniques, design assessment and develop a student-centered online environment that encourages positive learning outcomes. 3 credits

BMIE 4349 Internship in Information Technologies I
A field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks. 3 credits

BMIE 4350 Internship in Information Technologies II
Students may take a second semester of a field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks. 3 credits

CPSY 1000 Grammar Workshop
This course is designed as a workshop where candidates actively engage with each other about the appropriate use of grammar in everyday life. Whether applied to preparation as a teacher, use in the business world, or for personal development, the course provides useful information that immediately translates to the student’s work. 1 credit
CPSY 1001 Diverse Learners and Their Families, Part I
Introduction to special education law, the referral and evaluation process, definitions for federal and state disability classifications as well as the associated federal and learning characteristics for students within the areas. All classifications will be discussed with extra focus on learning disabilities, mental retardation, ADHD, autism, and emotional and behavioral disorders. Exploration of concepts such as the social construction of disability, the development of a sense of self, stereotypes, prejudice and stigma. The overarching goal for the course is that candidates understand the terminology and general learning needs associated with disability areas while always keeping the person-first in their perceptions and actions. 3 credits

CPSY 1002 Diverse Learners and Their Families, Part II
This course builds upon the foundational knowledge related to special education law and classifications in CPSY 1001. Specifically, areas of service for individuals with disabilities and their families will be examined in this course such as IEPs, IFSPs, and community agencies. Family structure and functioning will be discussed as a means of understanding the interconnection between home, school, and community. In addition, the role of stigma and disability will be discussed with a focus on why it develops and how to counter it. The end of the course translates theory to practice with methods and materials associated with serving students with special needs in the classroom. 3 credits

CPSY 1003 Special Topic: Child Health and Welfare
This workshop focuses on issues of nutrition and child safety. Community and state agencies involved with child and family protection are central to the workshop goals. 1 credit

CPSY 2101 (Formerly EDST 2101) Learning Disabilities
Theoretic constructs underlying learning disabilities and behavioral manifestations of the learning disabled in the home and academic environments. Support systems, pertinent legislation and recent issues. 3 credits

CPSY 2102 Autism and Developmental Disabilities
This course will focus on three types of developmental disabilities: autism, mental retardation, and cerebral palsy. Two themes provide the framework for the course across all three disability categories: (i) speech and communication challenges and (ii) educational program options and supportive interventions. Assistive technology will be discussed as a tool in both areas. 3 credits

CPSY 2200 Health Promotion for Children
To effectively deal with health-related issues of youth, this course combines the study of the nature and nurture of children. It addresses the skills, information, and behavior relevant to the promotion of wellness and resiliency of children. HIV/AIDS, sexuality, violence, chemical substances, safe environment, illness and disease prevention are issues that bring public attention to schools and community agencies. This course attends to the current findings in the area of prevention education to enable learners to make informed decisions. Information and resources, professional responsibilities, procedures, policies and laws, and resources are integrated with multiple approaches to be taken with children. 3 credits

CPSY 3103 (Formerly EDST 3103) Psycho-Educational Diagnosis and Assessment in Special Education
Basic principles of psychological, developmental and educational testing, diagnosis and assessment. Consideration and evaluation of the types of tests commonly used in special education Introduction to diagnostic and assessment processes and report writing. Discussion of controversial issues. Lab fee. 3 credits

CPSY 3105 Leadership in Service Learning
In this course, service learning is viewed as a method for instruction, as an approach to learning, and as social action remedy for schools/community problems. Students discuss and experience service as a social action designed to improve a situation in a setting or community by identifying, discussing, analyzing and acting on needs at a local site. Readings, discussions and group exercises in class are designed to help participants better understand the concept of service as it applies to them. 3 credits

CPSY 4103 (Formerly EDST 4103) Sign Language I
This course provides an introduction to those with no experience with sign language. A focus on vocabulary development for everyday activities and visual recognition of finger spelling and signing is emphasized. 3 credits

CPSY 4104 (Formerly EDST 4104) Sign Language II
This course is for candidates who have taken Sign Language I or have had practical use of sign language in other contexts. Development of conversational ability and applied use is emphasized. 3 credits

EDST 1001 Introduction to Teaching: The Profession
This course is an introduction to the many facets of education. The course will explore the profession of education, the structure and organization of schools, the legal and historical aspects of education, educational theory and philosophy, and schools for the next century. Candidates will understand how to establish healthy, positive relationships with children, parents, colleagues and community members. They will reflect on attitudes, aptitudes, skills and dispositions of successful teachers. 3 credits

EDST 1301 Educational Psychology and Classroom Practice
The components of the learning process and the contributions of psychology to education. Student characteristics, the process of human growth and the role of intelligence in the context of family and schooling. Environmental factors, social class, and cultural and racial differences on the development and measurement of teaching. Leading learning theories and their applications to teaching. Personal and social factors impacting on motivation and learning. Theories of the cognitive process. Methods for effective instruction, measurement and evaluation. Presenting classroom materials in a healthy school environment that accommodates individual, linguistic and cultural differences. 3 credits
EDST 1415 Physical Education I
Physical conditioning and defensive tactics and how they apply to the student’s experience. Various forms of running, freehand exercises, weight training, organized athletics, tumbling and gymnastics. A boxing program reflects students’ reactions under the stress of physical confrontation. Training extends into hand-to-hand combat and self-defense against various weapons. Examinations and critiques included. 3 credits

EDST 1416 Physical Education II
Crash injury management and physiology, water self-survival and lifesaving. Learning the structure and functions of the human body to enable the student to better perform physical functions of present-day law enforcement. Emergency care work is emphasized. 3 credits

EDST 1501 Education in the United States: Past and Present
A study of the public education system (K-12) in America, the goals of education and the institutions that have evolved to meet those goals. The political, social, economic and intellectual developments that historically influence educational theory and practice. Recent educational changes resulting from contemporary reform efforts. 3 credits

EDST 2001 Life in the Diverse Classroom
Life in the Classroom is designed to assist pre-service teachers in developing the skills, competencies and attitudes needed for teaching and managing a classroom of diverse learners. Candidates will examine learners and their diverse needs and gain knowledge of how to address these needs in an inclusive classroom. Candidates will examine the nature of teaching, overview of the elementary curriculum, strategies for working with diverse learners, planning for effective instruction, and instructional theory into practice. They will be introduced to various materials for use with children with disabilities, such as, assistive technology and functional academic guides. 3 credits

EDST 2003 Instructional Theory and Practice
Readings and discussions focus on models of teaching and enriching student learning. Practice in improving communication skills and lesson delivery through microteaching and structured exercises. Meeting student needs with appropriate strategies is an essential part of this course. 3 credits

EDST 2004 Early Literacy for All Children
Focuses on the teaching and acquisition of literacy in the early elementary years; develops knowledge of specific literacy skills such as phonics, sight words, oral reading fluency, reading comprehension, spelling and composition; presents techniques for teaching reading, writing, listening and speaking; develops knowledge of special corrective techniques; stresses an integrated skills approach, emphasizes motivation, the development of positive attitudes towards the language arts, and a love of literature. Field experience involvement. 3 credits

EDST 2005 Teaching Math in the Diverse Classroom
This course is designed for those who will be elementary teachers of mathematics. It is designed to help pre-service teachers facilitate children learning mathematical concepts and skills, as well as important problem solving techniques. In the process it will challenge thinking and further stimulate interest in mathematics. It will increase knowledge of the NCTM Standards. The National Council of Teachers of Math Standards have identified communication as an important part of mathematics learning and this class is designed to encourage and facilitate communication. Field experience involvement. 3 credits

EDST 2006 Teaching Science in the Diverse Classroom
Elementary Science content areas, process skills, teaching styles, strategies and techniques are explored through class lectures, discussions, assigned readings, lesson planning and teaching, cooperative group work, research, projects, experiments, demonstrations, use of technology and presentations. The process of learning by doing science with a constructivist emphasis is demonstrated and practiced in class as well as the integration of science with other subject areas. Field experience involvement. 3 credits

EDST 2501 Philosophy of Education and Curriculum Development
Ideological, philosophical, psychological and sociological influences on curriculum. Examination of major philosophies that affect education and curriculum development. Curriculum design and the factors that impact on its effectiveness and evaluation. How goals and objectives reflect educational purpose and the curriculum. Alternative models in curriculum design and implementation. Specific curriculum design issues in various content areas of secondary education. 3 credits

EDST 3003 Teaching Social Studies in the Diverse Classroom
Preparing productive and responsible citizens requires education directed at that goal. Such education imparts knowledge about our history, and our political and economic systems. It develops the skills, attitudes, and values that support motivated citizen movement. It shows candidates that accurately informed and directly involved citizens are important to our national well being. Develops strategies for teaching the social studies. Field experience involvement. 3 credits

EDST 3005 Literacy Across the Curriculum
Focuses on the teaching and acquisition of literacy in the upper elementary years; stresses techniques for improving vocabulary, comprehension and writing skills; develops knowledge of process writing and methods of assessing language arts performance; investigates the application of reading and writing to content area learning; develops knowledge of children’s literature; underscores the importance of modeling, motivation and positive attitudes. Field experience involvement. 3 credits
EDST 3301 Educational Evaluation
Theory and practice of educational testing, and the development and use of tests and other forms of assessment. Analysis and interpretation of test results. Practice in test construction and application in candidates’ major areas of specialization. Emphasis on alternative and authentic forms of assessment. Candidates examine the assets and limitations of various assessment instruments and strategies as well as develop a variety of assessment tools in their subject fields. 3 credits

EDST 3510 Culture, Community and Schools
Implications of race, ethnic background, religion, language and gender on schooling of children. Community organizations that impact on the school. Analysis of various cultures that influence American education. Special attention to recognition and integration of multicultural education. 3 credits

EDST 3513 Methods of Teaching Music
A comprehensive study of elementary/secondary methods of teaching music. Development of philosophy, various teaching techniques, and strategies are explored and discussed as well as the writing and implementation of lesson plans. 3 credits

EDST 3514 Teaching Art, K-12
Development of age-appropriate lesson plans and curriculum units for K-12 art instruction. Emphasis on teaching art techniques and processes in the classroom in addition to methods for teaching art history, aesthetics and art criticism to youth. 3 credits

EDST 3601 English Language Arts: Teaching Middle and Secondary English
English Language Arts provides an in-depth study of the best practices in teaching language, media, literature, speaking, and writing for candidates working with students at the middle and high school levels. Candidates will apply the content and skills from this course in their concurrent field experience. 3 credits

EDST 3602 Math Education: Teaching Middle and Secondary School Mathematics
Contemporary standards for secondary math curriculum and assessment; the mathematics essential for teaching secondary mathematics; the roles of secondary school math teachers; and the social and learning environments that affect the teaching and learning of mathematics. 3 credits

EDST 3603 Science Education: Teaching Middle and High School Science
Provides instruction on teaching styles, strategies, and techniques for use in middle and high schools science classes; multiple opportunities to explore teaching methods, all in support of science content knowledge and application, such as the use of discussion, demonstration, scientific method and experimentation, presentations, unit development, implementing labs, lab safety, grouping, lesson planning, assessment, and technology. 3 credits

EDST 3604 Social Education: Teaching Middle and Secondary Social Studies
How the goals for social studies education are met in the secondary school. Competing rationales for the social studies field. Proposals for curriculum change compared to the dominant patterns of classroom instruction. Candidates examine, design and use materials available for teaching the essential skills and content knowledge in social studies, and participate in at least one professional activity. Also studied are: the influence of the bureaucratic, hierarchical nature of schooling on social education; existing and proposed alternatives; the making of teaching decisions and the influences that shape them; and identifying individual differences. 3 credits

EDST 3605 Teaching Methods for World Languages
Presents candidates with a current picture of modern language teaching and its place in our society. Candidates learn a variety of approaches to communicative language instruction, create lessons using these methods, and practice presenting their lessons as they learn to become reflective practitioners of their craft. Candidates are responsible for readings in the texts, professional journals and other materials. 3 credits

EDST 3700 Integrating Curriculum and Technology
Learn how to integrate “best practice” and technology standards with a technology-based curriculum. A broad range of computer-supported learning tools, projects, and emerging technologies explored, created, and evaluated through an interactive approach. 3 credits

EDST 4000 Child Development and Curriculum
This course is designed for freshmen to enable them to understand the emotional, physical, cognitive, social and moral development of the child prior to working with children in schools. The course offers instruction on development from birth through adolescence with a special focus on the early childhood developmental stages and developmentally appropriate practice. Understanding how children grow and develop enables candidates to make appropriate decisions in their work with children relating to subject matter, methods, curriculum goals, and materials. In addition to field visits to Pre-K settings, candidates will complete projects that connect child development knowledge to curriculum. 3 credits

EDST 4001 Senior Internship
The seminar is organized to support senior candidates engaged in their culminating field experience and to deepen beginning teachers’ understanding of three main topics: the classroom and the school, student development and learning, and curriculum. Selected topics will include current curriculum, analysis of teaching effectiveness, human relations in the school, classroom management and discipline, teaching strategies, learning across the curriculum, evaluation, employment and professional growth. 6 credits
EDST 4120 Seminar in Special Education & Speech & Language Pathology
This course is for seniors in the 4+2 special education/speech and language pathology program, and is taken in conjunction with their clinical practice. Candidates are provided with a forum to work through their full-time teaching experience (e.g. strategies, behavioral interventions and supports) and reflect upon their practice over the program and in preparation for their future in schools and speech therapy. A culminating professional standards portfolio is completed in this course that allows candidates to provide their own evidence to indicate their competence, social consciousness and reflective skills. 3 credits

EDST 4500 Senior Internship
A 15-week placement in an approved school setting (under the supervision of a cooperating teacher and College of Education personnel) that enables candidates to develop and refine their competencies as teachers. Complementing this full-time practical experience is a weekly seminar that relates theoretical principles and content to practice through case studies, class discussion, and the development of lesson plans, modules and curriculum units. Requires full-time student teaching for a full semester. Prerequisites: EDST 1501, 3510, 1301, 2003, 3700, 3301, 2501 and appropriate methods course or program recommendation. 6 credits

HPER 1407 Beginner Tennis
Fundamentals of the rules, regulations, basic strokes and a general knowledge of how the game should be played. 3 credits

HPER 1417 Basic Concepts in Health
Application of health science to everyday living. Consideration of current aspects of health: social, mental, emotional, personal and physical. 3 credits

HPER 2404 Athletic Conditioning and First Aid
First aid treatment for common injuries occurring in various branches of physical activities and prevention of injuries in athletic activities. Care of athletic injuries – bandaging, taping, conditioning, massage, physical therapy. American Red Cross Standard First Aid and First Responder certification is available to qualified students. 3 credits

HPER 2405 Aquatics
Provides training in teaching Red Cross swimming skills, water safety and conditioning. Offers students the opportunity to receive certification in Advanced Senior Lifesaving and/or Water Safety Instruction. 3 credits

HPER 3401 Physiology of Exercise
Changes in body function resulting from physical effort. Functional reaction which follows exercise. Study of applied anatomy and kinesiology as it relates to sports medicine. Prerequisites BIOL 1102 and 1103. 3 credits

HPER 3409 Topics in Family Life Education
Prepares educators for teaching health education topics in the affective domain. Resources and strategies for teaching abuse prevention and intervention, mental health family dynamics, and issues of sexuality are covered. Course also includes opportunity for community health education projects. Field trip required. Prerequisite HPER 1417. 3 credits

HPER 3444 Scuba Diving
Practice in the techniques of scuba diving skills, safety procedures and equipment management. Students may opt for certification. Lab fee additional. 3 credits

HPER 3560 Biomechanics
Combines the study of physiology, physics and biology as they apply to motor conditioning. Prerequisites BIOL 1102-1103, HPER 2404. 3 credits

HPER 3570 Principles and Practice of Community Health
Study of the roles of the community health educator and information regarding resources for community health education. Course includes practical experience in addition to classroom instruction. Prerequisite 9 credits in health education and a 2.5 GPA. 3 credits

HPER 4402 Nutrition and Physical Fitness
Personal nutrition and its role in the athletic conditioning program; nutritive value of foods; basic food needs of different age groups; the chemistry of nutrition; relationship of nutrition to physical fitness; diseases, optimum health and sports participation. 3 credits

HPER 4410 Elementary Folk Dance, Games and Rhythm
Instruction in various forms of folk, social, rhythmic and aerobic dances. Theory and practice of all types of simple, individual and group games suitable for different age groups. 3 credits
School of Health and Medical Sciences

McQuaid Hall
(973) 275-2800
shms.shu.edu

Dean: Brian B. Shulman, Ph.D.
Associate Dean: John W. Sensakovic, M.D., Ph.D.
Associate Dean: Theresa E. Bartolotta, Ph.D.

Departments and Programs

Athletic Training: Carolyn Goeckel, M.A., ATC, Chair
Graduate Programs in Health Sciences: Genevieve Pinto-Zipp, PT, Ed.D., Chair
Occupational Therapy: Ruth Segal, Ph.D., OTR, Chair
Physical Therapy: Doreen Stiskal, PT, Ph.D., Chair
Physician Assistant: Carol A. Biscardi, M.S., PA-C, Chair

Speech-Language Pathology:
Deborah Welling, AuD, CCC-A/FAAA, Chair

Faculty:
Abuhuziefa Abubakr, M.D.; Mary Alexander, PT, DPT, PCS; Venugopal Balasubramanian, Ph.D., CCC-SLP; Theresa Bartolotta, Ph.D., CCC-SLP; Carol Biscardi, PA-C, M.S.; Gary J. Bouchard, Ph.D., PA-C; Lee Cabell, Ed.D.; Terrence Cahill, Ed.D, FACHE; Sulie Chang, Ph.D.; Nina Capone, Ph.D., CCC-SLP; MaryAnn Clark, Ed.D.; Catherine Noble Colucci, M.A., OTR; Vikram Dayalu, Ph.D., CCC-SLP; Vincent DeBari, Ph.D.; Deborah DeLuca, J.D.; Irene De Masi, PT, DPT; Robert Faraci, PhD, OTR/L; Martin Gizzi, M.D., Ph.D.; Natalie P. Glass, CCC-SLP; Diana Glendinning, Ph.D.; Carolyn Goeckel, M.A., ATC; Raji Grewal, M.D.; Christopher J. Hanifin, PA-C, M.S.; Phillip Hanna, M.D.; Subramanian Hariharan, M.D.; Vicci Hill-Lombardi, Ed.D., ATC; Nancy Isenberg, M.D., Ph.D.; Phillip Kramer, M.D.; Joseph Landolfi, D.O.; Catherine Maher, DPT, PT, GCS; Ellen D Mandel, DMH, MPA, MS, PA-C; Andrew McDonough, PT, Ed.D.; Thomas J. Mernar, Ph.D., OTR; John Mitchell, Ph.D.; Joseph Monaco, PA-C, SJ; Preeti Nair, PT, Ph.D.; Valerie Olson, PT, Ph.D.; Raju Parasher, PT, Ed.D.; H. James Phillips, PT, M.S., ATC, OCS; Meryl Picard, M.S.W., OTR; Kim Poulsen, PT, DPT; Gregory Przybylowski, M.D.; Patricia Remshifski, M.S., CCC-SLP; Denise Rizzolo, Ph.D, PA-C; Michael Rosenberg, M.D.; Mona Sedrak, Ph.D., PA-C; Ruth Segal, Ph.D., OTR; Brian B. Shulman, Ph.D.; Doreen M. Stiskal, PT, Ph.D.; Elizabeth Torcivia, Ph.D., OTR; Mary E. Ubinger-Murray, M.A., ATC; Arthur Walters, M.D.; Deborah Welling, AuD, CCC-A/FAA; Genevieve Pinto-Zipp, PT, Ed.D.

The School of Health and Medical Sciences offers three distinct educational programs for healthcare professionals: residency and fellowship training for physicians, dentists and pharmacists; continuing medical education for primary care providers and practicing specialists; and graduate programs in health sciences. By design, the programs are
intended to prepare healthcare practitioners to competently, competitively and creatively function in a dynamic healthcare environment.

General 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 and dentists in specialty areas such as internal medicine, surgery, orthopedics, dentistry, oral and maxillofacial surgery, podiatry, AOA internship, internal medicine and emergency medicine. There also is subspecialty training available for qualified candidates who have completed the appropriate prerequisite training. All residency and fellowship programs are ACGME, AOA, APMA, ADA accredited. Residency training is also available in pharmacy. The training occurs at participating institutions: Saint Michael’s Medical Center in Newark; St. Joseph’s Regional Medical Center in Paterson; Trinitas Hospital in Elizabeth; St. Francis Medical Center in Trenton and John F. Kennedy Medical Center in Edison. The hospitals and the University jointly attest to the successful completion of the residency training through issuance of a certificate.

Continuing professional development is a program designed to provide updating of the most useful recent advances in the diagnosis and management of medical and physical disorders as they are encountered by primary healthcare providers and practicing specialists. The University and the participating hospitals offer these updates in the form of conferences, seminars, courses, workshops and mini-residency experiences.

The School offers dual degree (undergraduate-to-graduate) programs in athletic training, occupational therapy, physical therapy, physician assistant, and speech-language pathology in collaboration with the College of Arts and Science (Department of Biological Sciences/Department of Social and Behavioral Sciences) and the College of Education and Human Services (Program in Special Education/Elementary Education). Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation in their major no later than August 15th prior to their junior year. Eligible students seeking to transfer into any of the SHMS dual degree programs will be considered on a space-available basis. For detailed information about these programs, please consult the pages that follow in this section of the catalogue as well as the sections pertaining to the departments noted above.

At the graduate level, the School offers several innovative graduate programs in the health sciences. These programs are designed to provide individuals with an enhanced knowledge base through a flexible and diverse curriculum. Two post-professional graduate programs in the health sciences are offered: M.S. and Ph.D. in Health Sciences. The School offers programs leading to the degrees Doctor of Philosophy in Health Sciences with specializations in health professions leadership, movement science and speech-language pathology; Master of Science in Health Sciences with specializations in movement science, health professions leadership and athletic training. Graduate courses may be offered at off-campus sites.

The School of Health and Medical Sciences offers a Master of Science in Occupational Therapy program designed to prepare knowledgeable, caring healthcare practitioners who can provide a broad range of patient care services, conduct clinical research and carry out administrative responsibilities in all occupational therapy practice areas.

The Master of Science in Physician Assistant program prepares post-baccalaureate students to perform as entry-level physician assistants in the broad healthcare arena. The School offers a Master of Science in Speech-Language Pathology. The program prepares practitioners with comprehensive knowledge and the clinical skills to work in all health care and school-based settings where speech-language pathologists practice.

The School offers the only Master of Science in Athletic Training in New Jersey, and is one of less than two dozen entry-level master’s programs in the country. The program prepares students to practice as entry-level athletic training practitioners who provide a wide range of patient care services.

The School offers a Doctor of Physical Therapy program. The program is intended to prepare physical therapists to assume leadership roles in rehabilitation services, prevention and health maintenance programs, and professional and community organizations.

Class Attendance and Academic Integrity

Attendance at each class meeting is expected. Instructors may take class attendance into account when determining grades. All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal. Work submitted in courses must be the product of the efforts of the student presenting it, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another’s work as one’s own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor’s, and it may extend to a failing grade for the course.
Department of Speech-Language Pathology
McQuaide Hall
(973) 275-2825
shms.shu.edu/graduateprograms/mslp.html
Chair: Deborah Welling, AuD, CCC-A/FAA

Preparatory Undergraduate Course Sequence in Speech-Language Pathology

The Department of Speech-Language Pathology offers six undergraduate preparatory courses in speech-language pathology to individuals who hold a baccalaureate degree in a field other than speech-language pathology, communication disorders, or speech and hearing science. It is not a degree granting program. Successful completion of these courses in speech-language pathology does not, in any way, guarantee admission to the Master of Science in Speech-Language Pathology program at Seton Hall University. Students interested in taking their preparatory course work at Seton Hall University must complete a separate graduate admission application. Undergraduate preparatory courses in speech-language pathology are offered once per year and include:

- GMSL 5000 Introduction to Speech and Hearing Science (3 credits)
- GMSL 5001 Phonetics (3 credits)
- GMSL 5002 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
- GMSL 5003 Introduction to Language Development (3 credits)
- GMSL 5004 Introduction to Audiology (3 credits)
- GMSL 5007 Introduction to Communication Disorders (3 credits)

Dual Degree Programs

Dual degree programs offer students acceptance into a course of study beginning in the freshman year as an undergraduate and culminating with a graduate degree. In fact, dual degree students receive a baccalaureate degree at the end of three or four years (depending on the health sciences program) and a graduate degree is granted two, three or four years later. If the required GPA is maintained as an undergraduate, students are guaranteed admission into the final years of professional study.

The School of Health and Medical Sciences, in collaboration with other schools and colleges at the University, offer the following dual degree programs:

Department of Athletic Training
3+2 Dual Degree Program
- Bachelor of Science in Biology and Master of Science in Athletic Training
- Bachelor of Arts in Social and Behavioral Sciences and Master of Science in Athletic Training
For Biology/Athletic Training Program description, see page 113.
For Social and Behavioral Science/Athletic Training Program description, see page 217.

Department of Physical Therapy
3+4 Dual Degree Program
- Bachelor of Science in Biology and Doctor of Physical Therapy
See page 109 for program description.

Department of Physician Assistant
3+3 Dual Degree Program
- Bachelor of Science in Biology and Master of Science in Physician Assistant
See page 111 for program description.

Department of Speech-Language Pathology
4+2 Dual Degree Program
- Bachelor of Science in Special Education/Elementary Education and Master of Science in Speech-Language Pathology
See page 266 for program description.

Course Descriptions

ATFY 4007 (GMAT 7007) Research Project I
Students develop a clinically focused research proposal for submission to the University Institutional Review Board. Students work in small classroom groups with a faculty adviser. Prerequisite: A T FY 4907 (GMAT 6907). 1 credit

ATFY 4010 (GMAT 6010) Athletic Training Principles I
This is an introductory course orienting the entry-level athletic training student to the profession of athletic training and discusses the various responsibilities of a certified athletic trainer. Other topics discussed include the recognition of environmental illnesses and emergency situations including the evaluation and management of acute cervical spine-related injuries. This course includes a lab component in which students learn and practice different taping and wrapping techniques, and fabricating protective padding. Students also learn to properly apply different sports equipment. 3 credits

ATFY 4011 (GMAT 6011) Athletic Training Principles II
This is a continuation of GMAT 6010 and includes discussion of common and acute pathologies of the upper and lower extremity. Mechanism of injury, signs, and symptoms, and on-field injury management is discussed in lecture and practiced in lab. Students demonstrate...
the appropriate care for these acute conditions as well as demonstrate preventative and protective methods. Prerequisite: ATFY 6010 (GMAT 6010). 3 credits

ATFY 4107 (GMAT 7107) Research Project II
In this course the student finalizes and implements the research proposal designed in Research Project I. Emphasis is on statistical procedures, data collection, data analysis and interpretation. Students work in small classroom groups with a faculty adviser. Prerequisite: ATFY 4007 (GMAT 7007). 1 credit

ATFY 4400 (GMAT 7400) Clinical Practicum I
This is the first of four clinical and seminar experiences. The students continue to develop clinical proficiency through the performance of selected clinical skills. With the clinical instructor’s direct supervision and instruction, the students begin to integrate the examination, evaluation, assessment, and intervention skills learned thus far in the curriculum. The seminar component will engage students in clinical problem-centered discussion providing integration of concepts of evaluation and management of musculoskeletal problems of the extremities and proper medical documentation. Prerequisite: ATFY 4011 (GMAT 6011). 2 credits

ATFY 4907 (GMAT 6907) Research Methods
Introduces and provides students a working knowledge of the research process with an emphasis on formulating a research question and research design. The goal is to help students prepare a research proposal for a research topic. 3 credits

GMED 4001 (GMED 6001) Functional Human Anatomy
A clinically oriented human gross anatomy course in which the structure and function of the human body is presented. All systems of the body are studied with special emphasis given to skeletal, muscular, and nervous systems as it relates to clinical practice. 3 credits

GMED 4004 (GMED 6004) Biomedical Ethics
A study of the application of human and professional values, judgment, and choices to selected ethical dilemmas that arise in practice. Emphasis on various traditional and contemporary approaches to normative ethics within decision-making models applicable to resolving professional dilemmas in the delivery of health care. 2 credits

GMED 4009 (GMED 6009) Surface Anatomy and Palpation
This course introduces the student to the application of physical examination. Emphasis is placed on the study of superficial anatomical landmarks and tissues. Attention is paid to manual identification of selected musculoskeletal structures in the human mechanical system. 1 credit

GMED 4012 (GMED 6012) Kinesiology
This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis is on the study of the development and function of bone, muscle, and ligaments in contributing to normal motion. Attention is paid to synovial joints as key linkage in the human mechanical system. 3 credits

GMED 4013 (GMED 6013) Therapeutic Modalities
This course emphasizes the use of heat, cold, compression, traction and electrotherapeutic techniques in the management of patients with impairments and functional limitations due to a variety of orthopedic, neurological and medical conditions. 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. 3 credits

GMED 4022 (GMED 6022) Basic Rehabilitation Procedures
Provides the student with an introduction to the principles of patient care. Topics include: Patient interviewing, documentation, monitoring of vital signs, positioning, transfers and the use of assistive equipment for ADL activities. Students will also be introduced to physical examination skills including: goniometry, range of motion, manual muscle testing, reflex testing and sensory testing. 3 credits

GMED 4101 (GMED 6101) Human Physiology
Analysis of the patterns of deviation from normal function and adaptive/restorative function available in the presence of disease or trauma primarily affecting the skeletal, connective tissue, muscular, integumentary and nervous systems. Information will be presented at the tissue, organ and system level. Discussion will address changes in response to disease or trauma over the entire lifespan. 3 credits

GMED 4102 (GMED 6102) Neuroscience
This course will cover the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord. The major sensory, motor, and cognitive systems are also covered. Introduction to the major syndromes associated with vascular accidents, trauma or diseases of the CNS. 3 credits

GMED 4104 (GMED 6104) Exercise Physiology and Nutrition
This course integrates principles of nutrition and application to exercise. It examines the dietary practices used in pursuit of weight maintenance, health, and fitness. Also, presents the responses of the human body to normal and pathological processes. Emphasis is placed on the study of muscle physiology, metabolism, cardiovascular and respiratory adaptation, aging, thermoregulation, strength training, and exercise prescription. Application of evaluation procedures is provided thru the use of selected human performance instruments. 4 credits

GMED 4108 (GMED 6108) Motor Control Principles
Analysis of current theories of motor control and motor learning in the areas of neuroscience, kinesiology and psychology with application to resolution of problems related to neuromuscular development and dysfunction. 2 credits
GMSL 5000 Introduction to Speech and Hearing Science
Basic foundation in the anatomy and physiology of the auditory mechanism, basic acoustic principles, physics of sound and speech perception. 3 credits

GMSL 5001 Phonetics
Introduction to the field of phonetics, including general phonetics, acoustic phonetics and phonetic transcription (International Phonetic Alphabet). Provides basic understanding of the production and acoustic characteristics of the consonants and vowels of American English. Addresses segmental and suprasegmental properties of spoken language. 3 credits

GMSL 5002 Anatomy and Physiology of the Speech and Hearing Mechanism
Basic foundation of anatomy and physiology of the speech, swallowing and hearing mechanisms and related systems in the context of application to clinical practice. 3 credits

GMSL 5003 Introduction to Language Development
Basic foundation of language development, the processes underlying language development and related theoretical foundations. Language development is presented within the broader context of child development, with an emphasis on the early years. 3 credits

GMSL 5004 Introduction to Audiology
Overview of the important concepts and principle tests used in clinical audiology. Common pathologies of the auditory system and associated audiometric data are also emphasized. 3 credits

GMSL 5007 Introduction to Communication Disorders
This course provides the student with an introduction to the various disorders of the speech and language mechanisms that speech-language pathologists assess and treat. 3 credits

OTFY 4110 (GMOT 6110) Functional Human Anatomy
Basic functional human anatomy course with emphasis on skeletal, muscular, connective tissue and nervous systems. Information presented at the tissue, organ and system levels. Visualization of the human body is presented using both models and interactive computer software that present gross dissection, tissue samples and clinical imaging. Discussion of normal structure changes over the entire life span. 3 credits

OTFY 4111 (GMOT 7111) Clinical Integration Seminar I
Clinical Integration supports the concurrent fieldwork experience in psychosocial rehabilitation. The seminar employs the use of Problem Based Learning (PBL) to develop skills in problem identification, critical thinking and clinical reasoning using clinical experiences and case studies. The Occupational Therapy Practice Framework is used as a tool to assist students in assembling case information. 1 credit each

OTFY 4120 (GMOT 6120) Human Physiology
This course is designed to provide the occupational therapy graduate student with a thorough understanding of basic human physiology. The student should be able to understand and explain, concisely and thoroughly, major physiological processes within the human body, as well as apply their learned knowledge of physiology to case analysis. For OT students. 4 credits

OTFY 4130 (GMOT 6130) Kinesiology
This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis on the study of development and function of bone, muscle and ligaments in contributing to normal motion. Attention is paid to synovial joints as key linkage in the human mechanical system and how their movements are created and governed. The laboratory component of this course reviews the theory and application of goniometry, manual muscle testing and physical evaluation. Activity analysis, documentation and goal setting are included. 3 credits

OTFY 4140 (GMOT 6140) Neuroscience
This course will cover the basic structure, organization and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or disease of the various parts of the CNS. 3 credits

OTFY 4210 (GMOT 6210) Clinical Medicine in Occupational Therapy I
This is the first of a two-course sequence that explores alterations in body function and system or organ failure that can occur as the result of disease or illness. This course will address dysfunctions, illnesses or injuries that impact occupational performance. Medications used in the treatment of these illnesses or dysfunctions will be incorporated throughout the semester. The language of medicine will be integrated throughout the course using both oral and written communication. Cultural differences and gender, ethnic, and economic disparities in health care will be identified. 3 credits

OTFY 4320 (GMOT 6320) Development Across the Life Span I
This is the first of two courses that explore development and change across the lifespan. Major theories of developmental psychology are reviewed with application to student observations of infants, children, adolescents, adults, and the elderly. Consideration is given to the balance of constitutional/biological and contextual influences on the emergence of milestones and occupational choices. 2 credits

OTFY 4330 (GMOT 6330) Development Across the Life Span II
This is the second in a sequence of two courses (OTFY 4320, 4330 and GMOT 6320, 6330) which explore human development throughout the lifespan. The class begins with a discussion of the demographics of theories about aging, and psychosocial development of the adolescent, adult, and older adult. Culture, gender, ethnicity, generation and personality are discussed as they influence development over time. Following this, four major time periods are explored in depth including adolescence, transition to
adulthood, middle age, and the older adult. Dementia, death, dying and the bereavement process are discussed. For each time period, roles, occupations, challenges, and changes in physical, sensory and cognitive factors are studied. Students explore typical contexts for living, working, and leisure for the adolescent, adult and aging adult. Students gain further insight into each stage of development through projects including a personal interview and contextual visit, cinema, or book review. Each student prepares a paper on a topical issue of choice for one of the major time periods. Each class is conducted with a review of relevant reading, student experiences and reflections, and relevance to occupational therapy practice. 2 credits

**OTFY 4412 (GMOT 6412) Intro to Theory and Practice I/Level I Fieldwork**

Introduces the profession of OT including history, philosophy, theoretical foundations and principles of occupation. Explores the scope of practice including the range of disabilities served and assessment and treatment strategies. Explores professional issues of patient care, code of ethics, professional relationships and professional organizations. 3 credits

**OTFY 4415 (GMOT 6415) Seminar in Activity Analysis in Occupational Therapy**

This lab introduces students to activities and the use of occupations. Students are expected to use the language of the Occupational Therapy Practice Framework and the principles of activity analysis during lab activities. All activities are analyzed as a part of lab tasks. Students are expected to actively participate in all lab activities, and able to articulate how these skills relate not only to adaptation but also to the tasks in clients’ everyday lives. 1 credit

**OTFY 4417 (GMOT 6417) Seminar in Occupational Therapy Practice Skills**

The content lab introduces students to basic healthcare tasks as well as tasks that occupational therapists perform as part of service delivery. Activities include but are not limited to taking vital signs, basic wheelchair parts adjustment, infection control, and use of adaptive equipment in ADLs. Students are required to demonstrate competence in assigned activities. 1 credit

**OTFY 4510 (GMOT 6510) Psychosocial Studies and Group Process in Occupational Therapy**

This course is designed to explore occupation-based practice for persons requiring psychosocial rehabilitation across a variety of occupational therapy settings. Mental illness or dysfunction is associated with diminishment or loss of ability to perform valued occupations, fulfill valued socio-cultural roles, and participate meaningfully in life contexts. Students develop theoretical knowledge and practical skills in approaches to client-centered practice that focus on the person from childhood through old age, his or her occupations, and access to participation in life context. Individual and group approaches to evaluation, intervention are included. Students exercise skills in observation, evaluation, intervention, and documentation of needs and services. They also develop their knowledge of mental health promotion and illness prevention for people with psychosocial dysfunction and for the well community. The development of clinical reasoning is fostered through a variety of academic and clinical experiences, including Level I fieldwork in a mental health setting. Identification of clients’ needs for living and working successfully in their local communities leads students to investigate community resources that address those needs and may suggest new arenas and avenues of support for occupational therapy practice to address needs that remain unmet. 4 credits

**PAFY 4001 (GMPA 6001) Human Anatomy**

The course provides instruction to significant aspects of human anatomy with respect to physician assistant practice. Lecture instruction as well as proseduction in cadaver lab are methods used to convey material. Clinical application of anatomic structure and function are emphasized. 4 credits

**PAFY 4104 (GMPA 6104) Psychiatry**

An overview of psychiatric concepts and an introductory approach to the evaluation of patients with emotional problems, in preparation for clinical rotations. Includes the various psychiatric syndromes, in terms of causal factors, clinical presentation, diagnosis, treatment and outcome. The impact that psychological problems have on the total health care of the patient will be emphasized. 2 credits

**PAFY 4107 (GMPA 6107) Pathophysiology**

The fundamentals of the morphopathological changes found in the different organs of the body in order to interpret the various disease states affecting the human body. Gross and microscopic specimens are used to provide a clear understanding of the disease processes. 3 credits

**PAFY 4108 (GMPA 6108) Health Maintenance and Education**

Prepares students to provide preventive health care through the understanding of human development as it relates to illness and health maintenance. Students will receive in-depth instruction in the principles of health maintenance from the Physician Assistant perspective. 2 credits

**PAFY 4109 (GMPA 6109) Pharmacology**

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. Physical manifestations of drug abuse and accidental poisoning also will be discussed. 2 credits

**PAFY 4110 (GMPA 6110) Clinical Therapeutics**

Demonstrates the practical application of the pharmaceutical science as utilized for the formulation of drug therapy decisions. The course will assist the physician assistant student to develop management plans for initiating routine drug therapy, writing prescriptions, monitoring drug therapy, and providing emergency drug therapy. 2 credits
PAFY 4111 (GMPA 6111) Human Physiology
This course provides an in-depth exploration of the physiologic aspects of homeostasis. Topics include the cell, musculoskeletal, cardiorespiratory, digestive, renal, endocrine, and reproductive systems. Correlation to the clinical aspect of disease is emphasized. Open to physician assistant majors only. 3 credits

PAFY 4203 (GMPA 6203) Introduction to Clinical Medicine I
Introduction to interviewing techniques and principles, psychosocial development and behavior, and the effective relationship between the physician assistant, other health professionals and the patient. Techniques of physical examination and use of examining equipment are introduced. Students are assigned to preceptors for the purpose of taking complete histories and performing complete physical examination on patients. 4 credits

PAFY 4204 (GMPA 6204) Clinical and Diagnostic Methods
The required didactic component in radiology, electrocardiogram (ECG), and clinical laboratory testing. Basic principles of radiology, ECG interpretation, laboratory studies and their correlations between disease process are discussed. Students are exposed to essential clinical procedures during lab sessions such as phlebotomy, injections, intravenous catheter placement, 12-lead ECG, and other procedures pertinent to PA practice. 4 credits

PAFY 4205 (GMPA 6205) Introduction to Clinical Medicine II
The problem-oriented medical record format, techniques of physical diagnosis and use of examining equipment. Systems-based approach to signs and symptoms of diseases commonly seen in primary care are discussed. Students are assigned to preceptors for the purpose of further understanding of the patient-health care provider relationship and communication with other health care providers. Narrative case presentation, using the problem-oriented medical record format. 4 credits

PTFY 4030 (GDPT 6030) Clinical Skills I
This course will promote skills acquisition in basic elements of patient services. Emphasis is placed on basic physical handling skills, health care record information collection and documentation, general screening for all systems, and essential of patient-practitioner interaction. 2 credits

PTFY 4031 (GDPT 6031) Clinical Skills II
The course promotes skills acquisition in basic elements of patient services. Emphasis is placed on basic handling skills, health care record information collection and documentation, general screening for all systems, and essentials of patient-practitioner interaction. The course will prepare the student to integrate elements from examination procedures into basic treatment approaches. 3 credits

PTFY 4123 (GDPT 6123) Physical Therapy Roles in Health Care
Introduction to knowledge, skills and values underlying physical therapist roles within the healthcare system of the United States. Discussion of professional roles in relationship to clients and other providers, sources of information supporting clinical practice in physical therapy, and relationship of therapists to professional organizations. Introduction to regulatory mechanisms involving healthcare institutions and the practice of physical therapy. Introduction to mechanisms of communication and information documentation within the healthcare system. 2 credits
Caroline Di Donato Schwartz College of Nursing Building
(973) 761-9306
(973) 761-9285
nursing.shu.edu

Dean: Phyllis Shanley Hansell, Ed.D., R.N., F.A.A.N.
Associate Dean for Student Affairs, Learning Outcomes and Assessment: Linda Ulak, Ed.D., R.N.
Associate Dean for Academic Affairs, Faculty Development and Research: T.B.D.
Associate Dean for Administration and External Affairs: Marion Cone Lapchak, Ph.D., R.N.
Director of Strategic Alliances, Marketing and Enrollment Management: T.B.D.

Department of Adult Health Nursing
Faculty: Boreale; Cassidy; Collins; D’Antonio; Gervase; Hart; Ho-Shing; Huryk; Mauro; Porta; Rossignol; Russo (Chair); Seides; Serrano; Carolina; Ulak; Wright

Department of Family Health Nursing
Faculty: Dellert; DeVito; Essoka (Chair); Foley; Hansell; Lothian; Mesler; Nash-Luckenback; Petersen; Zhang

Department of Behavioral Sciences, Community and Health Systems
Faculty: Blozen; Essoka (Chair); Fortier; Gelmann; Galehouse; Halley-Boyce; Johnson; Olsen; Ropis; Rowbotham; Rubino; Scharf; Sirota; Sternas; Sturm

Accreditation
For further information contact:
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, D.C. 20036-1120
(202) 887-6791
New Jersey Board of Nursing
124 Halsey Street
Newark, New Jersey
(973) 792-4253

Programs of Study
The College of Nursing offers programs of study leading to the degree Bachelor of Science in Nursing and is accredited by the Commission on Collegiate Nursing Education, and is approved by the New Jersey Board of Nursing. Seton Hall University also is accredited by the Middle States Commission on Higher Education. The programs combine a liberal arts education with basic preparation in professional nursing. Registered nurse
baccalaureate graduates are prepared to practice nursing in a variety of settings, which may include ambulatory care, acute care hospitals, long-term care facilities, hospices and schools, among others. In addition, the baccalaureate degree in nursing prepares graduates to continue education on a graduate level.

College of Nursing Mission Statement

The College of Nursing’s mission is to educate generalists and specialists in nursing at the undergraduate and graduate levels. Undergraduate and graduate curricula exist within a university community that embraces a student body enriched by cultural, ethnic, and racial diversity where religious and ethical commitment and academic freedom are valued. The College of Nursing aims to cultivate values in its students and graduates that enable a commitment to lifelong learning, service and leadership for the greater god of the global society.

Undergraduate Philosophy

Education is a dynamic process that directs and facilitates learning. Learning is the active, continuous process of acquiring knowledge and skill that brings about actual or potential changes in behavior. Acquired through lifelong endeavor, new learning builds on previous levels of knowledge and experience and is a function of motivation and readiness. Learning is facilitated when activities are goal-directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate, and evaluate learning while encouraging self-direction and development of intellectual curiosity, creativity, and independent thinking. Learning is best achieved in an atmosphere where individual dignity is respected and a commitment to excellence exists. The development of cognitive skills that include critical thinking, analysis, and synthesis is a vital process necessary for professional nursing practice. The curriculum builds upon a liberal education and incorporates creative teaching strategies.

Adapted from University of Southern Indiana School of Nursing & Health Professions. (1995). Evansville, IN: Author.

Undergraduate Program Outcomes

At the conclusion of the program, the student will:
1. communicate actively and clearly;
2. think critically and creatively in solving problems and making decisions;
3. design and provide care based on “best evidence”; and
4. act as a servant leader in a global society.

Admission Requirements

In addition to the general University requirements for admission, the College of Nursing requires that applicants complete one unit in biology and one unit in chemistry. Students who do not meet the nursing requirement but meet the University admission requirement will be assigned to pre-nursing status. Students must attain a minimum of a 3.0 cumulative GPA before requesting a change in major to nursing. Pre-nursing students cannot enroll in any clinical nursing course (NUTC). This policy pertains to traditionally admitted students as well as transfer students.

Transfer Requirement

Students must have a 3.2 GPA or higher to be accepted into the College of Nursing.

Licensure

The State Board of Nursing has the responsibility to determine who is eligible to take the registered nurse licensure examination (NCLEX-RN). Graduation from the nursing program satisfies one of the eligibility requirements. There are other eligibility criteria as well. Since eligibility criteria may vary, applicants should check with the Board of Nursing of the state in which they plan to take the examination to determine the eligibility criteria.

Clinical Requirements

Prior to enrollment, accepted students need to complete JCAHO and OSHA requirements for immunization, medical history, and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals). This also includes a criminal background check through the agency required by the College of Nursing. Clinical agencies vary in their requirements for participation and these may be in addition to the regular requirements. All requirements must be submitted by the established due date. For clarification, please see the Blackboard undergraduate Website. Requirements are also included in the student handbook.

Health Examinations

Students are not eligible to participate in clinical nursing experiences unless the annual Clinical Nursing Student Health Form is completed. This form, giving specific requirements, is available from the Blackboard organization site for undergraduate majors.

Liability Insurance

Students taking clinical nursing courses must obtain professional liability and malpractice insurance in the amounts of $2,000,000 per claim/$4,000,000 aggregate is required for all students. Application forms and additional information can be obtained from the Blackboard organization site for undergraduate majors.

Uniform and Equipment Policy

A uniform and equipment policy for clinical practice is in effect in the College of Nursing. Appropriate attire is included in this policy, which must be adhered to by students of professional nursing. Please refer to the Undergraduate Nursing Student Handbook for details.
Honor Society
Gamma Nu Chapter of the international nursing honor society Sigma Theta Tau International, Inc. inducts members annually. Students who achieve an overall cumulative GPA of at least 3.0 and rank within the upper third in their respective programs upon completion of half of the nursing courses are eligible for membership.

Fees
Fees are associated with certain courses for ATI testing, PDA, Lab equipment, and criminal background check.

Cooperating Community Agencies
Students obtain their clinical experience in a variety of settings. There are more than 40 hospitals, nursing homes and community health agencies that cooperate with the College of Nursing.

Requirements for Progression
To enroll in the first clinical nursing course, NUTC 2011 Health Assessment, students must be a nursing major, meet curricular prerequisites and have a minimum GPA of a 2.0 and at least a “C” in the following courses: BIOL 1102, BIOL 1103, and CHEM 1301. BIOL 2111 is a prerequisite or corequisite for NUTC 2111. Additionally, students must complete all nursing courses in one semester with grades of at least “C” in each course in order to proceed to the next semester.

Any student who achieves less than a “C” grade in nursing or science courses must repeat the course. Students also are expected to exhibit personality values and emotional characteristics consistent with a developing professional nurse role. If, after consultation and work with approved counselors, students do not meet these criteria to the satisfaction of their professors, they will not be permitted to continue in the nursing program.

Retention and progression in the nursing program also is determined by the student’s ability to meet successfully the requirements identified in the policy statements titled “Academic Standards for the College of Nursing” in the Undergraduate Student Handbook.

Students are placed on Risk of Probation, or College Dismissal for failing to meet the academic standards of the College of Nursing. A first letter grade of below a “C” in Nursing courses or Anatomy and Physiology 1 or 2 or Microbiology, results in Risk of Probation. A second grade of below a “C” in Nursing courses, Anatomy and Physiology or Microbiology in the same or subsequent semesters results in College Dismissal.

When a student attains the status of College Dismissal, the status may be appealed to the Nursing Appeals Committee at nursing.shu.edu/appeal_form.htm or from the College of Nursing home page (click on Student Academic Forms) if extenuating circumstances are present. Please see the College of Nursing home page for details on requirements for the appeal.

In order to take any clinical nursing course (NUTC), the student must be a nursing major.

If a nursing student withdraws from the same science course or nursing course more than once, the student will lose his or her matriculation status for the degree in nursing.

Traditional Program
Nursing courses are introduced in the freshman year along with the liberal arts and sciences. This approach is used to enhance the students’ exposure to the profession of nursing. This future-oriented curriculum highlights wellness and health promotion as well as disease management. Student experiences include caring for clients in a variety of settings, including acute care, hospice care, community-based agencies and day care. These exciting experiences all begin in the sophomore year.

B.S.N. Degree Requirements
The curriculum requires 122 credits for graduation and the successful completion of a comprehensive nursing exam. Professional requirements include 71 nursing credits.

Freshman

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1102</td>
<td>Anatomy and Physiology I 4</td>
</tr>
<tr>
<td>CORE 1101</td>
<td>Journey of Transformation 3</td>
</tr>
<tr>
<td>ENGL 1201</td>
<td>Core English I 3</td>
</tr>
<tr>
<td>NUTH 1001</td>
<td>Group Dynamics 2</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology 3</td>
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<td>CORE 1001</td>
<td>University Life 1</td>
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<tr>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>BIOL 1103</td>
<td>Anatomy and Physiology II 4</td>
</tr>
<tr>
<td>ENGL 1202</td>
<td>Core English II 3</td>
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<td>NUTH 1002</td>
<td>Individual and Family Development Across the Lifespan 3</td>
</tr>
<tr>
<td>SOCI 1101</td>
<td>Understanding Society 3</td>
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<tr>
<td>MATH 1203</td>
<td>Statistical Models for Social Sciences 3</td>
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Sophomore

<table>
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<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 1301</td>
<td>Elements of Organic Chemistry and Biochemistry 5</td>
</tr>
<tr>
<td>CORE 2101</td>
<td>Christianity and Culture in Dialogue 3</td>
</tr>
<tr>
<td>NUTH 2001</td>
<td>Introduction to Professional Nursing 2</td>
</tr>
<tr>
<td>NUTH 1003</td>
<td>Culture and Health 3</td>
</tr>
<tr>
<td>NUTH 1004</td>
<td>Dying with Dignity 2</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2111</td>
<td>Introduction to Microbiology 4</td>
</tr>
<tr>
<td>NUTC 2011</td>
<td>Health Assessment 3</td>
</tr>
<tr>
<td>NUTH 2012</td>
<td>Heath Promotion 2</td>
</tr>
<tr>
<td>NUTH 2002</td>
<td>Legal Aspects of Nursing 1</td>
</tr>
<tr>
<td>NUTH 2003</td>
<td>Pathophysiology 3</td>
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</tbody>
</table>
### Junior

#### Fall Semester
- NUTC 3113  Adult Nursing I  5
- NUTH 3010  Pharmacological Therapies  3
- NUTH 3002  Gerontological Nursing  2
- Ethics  3
- NUTH 3020  Engaging the World: Intellectual Thought and Contemporary Health Care Issues

or
- CORE 3101  Engaging the World  3

#### Spring Semester
- NUTC 3914  Maternal Newborn Nursing  5
- NUTC 3915  Dimensions of Psychosocial Nursing  5
- NUTH 3003  Research in Nursing  3
- NUTH 3004  The Business of Healthcare  3

### Senior

#### Fall Semester
- NUTC 3916  Child and Family Nursing  5
- NUTC 3917  Acute Adult Nursing  5
- Elective  3
- Language 1  3

#### Spring Semester
- NUTC 4118  Community Health Perspectives  5
- NUTC 4019  Synthesis Practicum  3
- NUTH 4001  Leadership, Management and Trends in Nursing  3
- Language 2  3

### Note: Spring semester junior year and fall semester senior year are interchangeable.

The following two year curriculum plan is to be followed by students admitted into the pre-nursing major who need developmental Math/English. Upon successful completion of this plan and meeting all the nursing requirements, students are admitted into the nursing major.

### PRE-NURSING (PRNU) with Developmental Math and English

These students must attend summer school.

#### Freshman year
- Fall:  CORE 1001  ENGL 1202
- Spring:  CORE 1001  ENGL 1202

#### Sophomore year
- Fall:  NUTH 1002  MATH 0012
- Spring:  PSYC 1101  NUTH 1001

#### Summer:  BIOL 1102, BIOL 1103

### PRE-NURSING (PRNU) with Developmental English

These students must attend summer school.

#### Freshman year
- Fall:  CORE 1001  ENGL 1202
- Spring:  CORE 1001  ENGL 1202

#### Sophomore year
- Fall:  MATH 0012  NUTH 1001
- Spring:  NUTH 1001  NUTH 1001

#### Summer:  BIOL 1102, BIOL 1103
Sophomore year

Fall: Core 2101  Biology 2111
Chemistry 1301  Nutrition 2003
Nutrition 1004  Nutrition 2011
Nutrition 2001  Nutrition 2012
Psychology 1101

Spring: Core 2101  Biology 2111
Chemistry 1301  Nutrition 2003
Nutrition 1004  Nutrition 2011
Nutrition 2001  Nutrition 2012
Psychology 1101

BIOL 1102 and 1103 must be completed with a grade of “C” or higher prior to NUTH 2003, NUTC 2011 and NUTH 2012. All nursing courses must be completed with a grade of “C” or higher. These nursing courses must be completed sequentially.

Second Degree Students

Admission to the program is limited to students holding a baccalaureate or higher degree. All prerequisites must be completed with a grade of “C” or higher for acceptance. A minimum GPA of 3.0 is required.

Students must complete courses in Anatomy and Physiology I and II, Bio/Organic Chemistry, Microbiology, Statistics, Developmental Psychology and Ethics prior to starting this program. The program requires the completion of 61 nursing credits. The accelerated program requires 14 months to complete while the traditional second degree program takes 2 full academic years.

Accelerated Program/Second Degree

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUTH 2001</td>
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<tr>
<td>NUTH 2003</td>
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<td>NUTC 2011</td>
<td>3</td>
</tr>
<tr>
<td>NUTH 3010</td>
<td>3</td>
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<tr>
<td>NUTC 3113</td>
<td>5</td>
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</table>
| Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>NUTH 1003</td>
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<td>NUTH 3002</td>
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<td>NUTH 1004</td>
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<td>NUTC 3914</td>
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| Third Semester

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| Fourth Semester

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<td>NUTH 4001</td>
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<td>NUTH 2002</td>
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Program for Registered Nurses

Registered nurses also must complete liberal arts curriculum requirements. Credits from other colleges for non-nursing courses will be evaluated for acceptance according to University policies.

R.N./B.S.N. NURN

<table>
<thead>
<tr>
<th>Area Courses</th>
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<tbody>
<tr>
<td>Natural Sciences</td>
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<td>Anatomy and Physiology</td>
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<td>Microbiology</td>
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<td>Social Sciences</td>
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<td>Psychology</td>
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<td>Liberal Arts</td>
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<td>English</td>
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<td>Ethics</td>
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<td>Statistics</td>
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<td>Other Electives</td>
<td>(any multiples or combination) 15</td>
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<td>Anthropology</td>
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<td>Art</td>
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<td>Political Science</td>
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<td>Religion</td>
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<tr>
<td>Free Electives to meet graduation requirements</td>
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</tr>
</tbody>
</table>

NURS 1001 Group Dynamics                          | 2       |
NUTH 1003 Culture and Health                      | 3       |
NUTH 2012 Health Promotion                        | 2       |
NUTH 3004 The Business of Healthcare              | 3       |
NUTC 2011 Health Assessment                       | 3       |
NUTH 3002 Gerontological Nursing                  | 2       |
NURS 3001 Professional Nursing I                  | 6       |
NUTH 3003 Research in Nursing                     | 3       |
NURS 4017 Community Health Perspectives           | 5       |
NURS 4020 Professional Nursing II                 | 6       |
NCLEX-RN                                          | 32      |

SETON HALL UNIVERSITY
Undergraduate Catalogue 2009-10
R.N./B.S.N./Second Degree

If the R.N. already has a non-nursing baccalaureate degree, the following are required:

- Anatomy and Physiology 12
- Chemistry/Microbiology 12
- Statistics 3
- Ethics 3
- Developmental or Child Psychology 3
- Sociology or Anthropology 3
- NCLEX Successful completion 32

The R.N. to B.S.N. Program offers students an incentive to continue their studies in the college’s graduate programs by allowing them to take graduate courses (6 credits) while completing the baccalaureate degree.

Bachelor of Science in Nursing for R.N.s (R.N. to B.S.N.) - Online

Academic Director: Catherine Cassidy, Ph.D., A.P.N.-C

The online R.N. to B.S.N. Program is designed for registered nurses, graduates of an associate degree or diploma nursing program, who are seeking to obtain a baccalaureate degree in nursing (B.S.N.). The program requires 123 credit-hours for graduation. All nursing courses are offered online.

The online R.N. to B.S.N. Program has both theory and clinical components. Theory course work is completed in the online format and the clinical component is completed within the student’s geographical location. Clinical placements are individualized and congruent with course objectives, student interests and career goals.

For information about this program, visit the Division of Continuing Education an Professional Studies Web site at ceps.shu.edu or contact Felella K. Millman, M.S.N., R.N., assistant academic director, at (973) 275-2118 or e-mail felella.millman@shu.edu, or contact Susan Bolton, assistant program director, at (973) 275-2359 or e-mail susan.bolton@shu.edu

Accreditation

The online R.N. to B.S.N. Program is administered through the Seton Hall University College of Nursing. The College is accredited by the Commission on Collegiate Nursing Education (CCNE). The undergraduate programs are also accredited by the New Jersey Board of Nursing.

Strategies that Support Learning

The online R.N. to B.S.N. Program is identical to the on-campus program and the other distant learning sites throughout New Jersey. While the online R.N. to B.S.N. and the on-campus course objectives are the same, the instructional delivery methodologies in the online degree program differ.

Instructional delivery is primarily Web-based in password-protected environment. Coursework is supplemented through a learning package that may include audio, video or other media.

Admission Requirements

- Completed application with the non-refundable application fee
- Proof of successful completion of an associate degree or diploma nursing program
- All official college transcripts
- High school transcript
- GPA of 2.5 or equivalent
- Two letters of recommendation from academic and professional supervisors
- Resume or curriculum vitae

Program Design and Curriculum

The entire program requires 123 credits for graduation.

- 32 credits for nursing courses
- 56 credits for liberal arts and science courses
- 32 credits granted towards the R.N. licensure;
- 3 credits for Health Assessment

Transfer credits can be applied to all college level course work with a grade of “C” or better. Some liberal arts and science courses required in the program are offered online through the College of Arts and Sciences.

Students are required to attend two on campus residencies. Prior to the start of the first course, students come to the Seton Hall University campus in South Orange, New Jersey for an orientation. Students meet with the program director, faculty, staff and student colleagues. Orientation includes a tour of the campus, a library orientation, and hands-on experience with multimedia technology that will be utilized in coursework. The second residency is scheduled mid-way through the program.

Students will be responsible for locating clinical placement sites and preceptors. Preceptors must at least have a baccalaureate degree in nursing Students’ faculty mentor will review and approve clinical sites and preceptors that are compatible with students’ learning needs. The following
are required prior to starting clinical: proof of current RN licensure, proof of current malpractice liability insurance, proof of current CPR (AHA), completed College of Nursing certification of physical health forms with the required titers, and proof of current PPD. A background check is required upon admission to the program.

**Nursing Courses**

- **NUTH 1001**  Group Dynamics
- **NUTH 1003**  Culture and Health
- **NUTH 2012**  Health Promotion Across the Lifespan
- **NUTH 3002**  Gerontological Nursing
- **NUTH 3003**  Research in Nursing
- **NUTH 3004**  Economic Concepts for the Professional Nurse
- **NURN 3001**  Professional Nursing I (Theory and Clinical)
- **NURN 4017**  Community Health Perspectives (Theory and Clinical)
- **NURN 4020**  Professional Nursing II (Theory and Clinical)

**Course Descriptions**

**NUCL 4210 Nurse Summer Training Program Clinical Elective**

The Nurse Summer Training Program (NSTP) Clinical Elective provides Army ROTC nurse cadets with clinical experience in a hospital setting while introducing them to the duties, roles, responsibilities and expectations of an Army Nurse Corps Officer. The nurse cadet will exercise leadership skills in a hospital environment by planning, organizing, decision making, implementing and being accountable for the outcome of nursing care. Prerequisites: ROTC Basic Course; Advanced Camp; completion of all junior level nursing courses. 3 credits

**NURN 3001 Professional Nursing I**

This course introduces the registered nurse student to the philosophy of nursing and the baccalaureate curriculum. The interrelationships between nursing theory, practice, education and research are discussed as foundations for understanding nursing theorists, the nursing process, and the impact of nursing research on practice. The major focus is on the use of the nursing process with individuals and families. Current and emerging roles and responsibilities of the professional nurse are compared and contrasted with other nursing roles as well as with other health professionals. 6 credits

**NURN 4017 Community Health Perspectives**

Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models. 5 credits

**NURN 4020 Professional Nursing II**

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general, and nursing, in particular, are analyzed. 6 credits

**NUTC 2011 Health Assessment**

This course will introduce the student to the theoretical bases necessary in order to perform a comprehensive health assessment which involves obtaining and analyzing data describing a person’s state of wellness, strengths relative to health promotion, and responses to actual and/or potential health deviations or clinical problems. The relationship of health assessment to the role and responsibilities of the professional nurse in the application of the nursing process will be explored. This course will focus on the theory and practice of health assessment skills, identification of deviations from the norm, and accurate documentation of findings. Emphasis is placed on the integration and application of these skills through the use of critical thinking. Prerequisite: anatomy and physiology, and chemistry completion. Prerequisite or corequisite: NUTH 1002. 3 credits

**NUTC 3113 Adult Nursing I**

This course will provide the student with the knowledge base to assess a client’s ability to function independently, intervene to maximize function, help the client to identify coping patterns and establish realistic outcomes. Clients with chronic disease states are examined. The nursing process is viewed as the framework to guide the students to think critically when interacting with clients in need of assistance to maintain or improve their level of health. The beginning student will be provided with a method for learning how to apply nursing theory. Clinical experiences will be provided in a variety of settings which provide opportunities for the beginning student to initiate specific nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. Pre or corequisite: NUTH 3010; prerequisite NUTH 2003, NUTC 2011, NUTH 2012. 5 credits

**NUTC 3914 Maternal Newborn Nursing**

This course focuses on providing the student with the theoretical knowledge and clinical experiences needed to provide care to the childbearing family. Concepts learned in previous courses will be built upon as the students design plans of care based upon theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial growth and development of the pregnant woman, fetus, newborn and family. Political, cultural, economic and ethical issues related to the childbearing family will be explored. Clinical experiences take place in a variety of settings. Prerequisites: NUTC 3113. 5 credits
NUTC 3915 Dimensions of Psychosocial Nursing
The major focus of this course is the development of an effective theoretical basis for nursing practice with clients with psychosocial alterations in the clinical setting. The major concepts of person, society, culture, nursing and health are amplified by way of specific emphasis upon psychosocial considerations. Prerequisites: NUTC 3113. 5 credits

NUTC 3916 Child and Family Nursing
This course provides students with a didactic framework and clinical experiences for evaluating developmental health care needs unique to children from birth through young adulthood with emphasis on the family context. The student will acquire the knowledge and clinical skills necessary to assess and provide safe and effective nursing care for children and adolescents experiencing episodic, acute or chronic illness. Clinical experiences are in a variety of settings and focus on the principles of family-centered care. Prerequisites: NUTC 3113. 5 credits

NUTC 3917 Acute Adult Nursing
This course will provide the student with the knowledge base to assess the client’s ability to function independently, intervene to maximize function, to help the client identify realistic outcomes and coping with altered function with acute disease states. The nursing process is viewed as the framework to guide the students to think critically when interacting with acute care clients. Clinical experiences will be provided in a variety of settings which will enhance opportunities for the student to initiate acute nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. Prerequisites: NUTC 3113. 5 credits

NUTC 4118 Community Health Perspectives
Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models. Prerequisites: NUTC 3914, NUTC 3915 NUTC 3916, NUTC 3917. 5 credits

NUTC 4019 Synthesis Practicum
This is a capstone clinical course for students in the traditional, accelerated, and second degree programs and serves as a transition between the role of nursing student and the role of the professional nurse. The major purpose is to increase independence in providing nursing care to groups of individuals in an acute care setting under the direct supervision of a faculty member. Students continue to implement the nursing process while caring for groups of individuals; however, the focus in this course is on the organization, delegation and supervision of care given as well as evaluation of the outcomes of care. Prerequisites: NUTC 3914, NUTC 3915 NUTC 3916, NUTC 3917. 3 credits

NUTH 1001 Group Dynamics
This course is designed to assist students to apply psychological, cultural and behavioral concepts to the study of group interaction. Principles of dealing with small groups in a variety of sociocultural settings are examined in order to maximize students’ ability to comprehend the interactive factors that influence group behaviors and to become effective group participants. 2 credits

NUTH 1002 Individual and Family Development Across the Lifespan
This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, as well as usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues and their impact on health phenomena of interest to nursing. 3 credits

NUTH 1003 Culture and Health
This course will focus on some of the major cultures of the world that are represented within our regional healthcare systems. Discussions and readings will include patterns of beliefs, values, behaviors and religious practices across cultures as well as examining health practices and healing behaviors of specific cultures. Culture specific strategies will be reviewed for teachings and interventions for health promotion and disease management and healthcare systems will be examined in light of meeting culture-specific needs. This course aims to increase cultural awareness, cultural sensitivity and cultural competency among healthcare students. 3 credits

NUTH 1004 Dying with Dignity
Nurses spend more time with patients and families facing the end of life than any other health professional. Nurses are intimately involved in all aspects of end of life care and they address the myriad of needs facing individuals at this time of life. Expert nursing care has the potential to greatly reduce the burden and distress of those facing life’s end and the ability to offer support for the many physical, psychological, social and spiritual needs of patients and their families. End of life care is not confined only to specific illnesses (i.e., cancer or AIDS), but rather it is essential across all life-threatening illnesses and in cases of sudden death. 2 credits

NUTH 1112 Spirituality: Living Our Connectedness
This course is designed to present spirituality as a concept that lies beyond religious boundaries. As caregivers, nurses share both the privilege, and responsibility of awakening within themselves, the ability to be compassionate and competent caregivers. As the learning journey progresses, students will have the opportunity to explore cultural sensitivity, and the ways our differing belief systems, both religious, and otherwise, impact patient care. The importance of not only faith, but of forgiveness and hope, will be incorporated. 1 credit
NUTH 1992-1994 Independent Study in Nursing
Opportunity to study an area or problem in nursing in greater depth and to develop the ability for self-directed learning. Departmental permission required.
NUTH 1992 - 1 credit
NUTH 1993 - 2 credits
NUTH 1994 - 3 credits

NUTH 2001 Introduction to Professional Nursing
This course is designed to introduce the student to the art and science of nursing, as well as, the philosophy of the College of Nursing. The historical development of nursing and nursing education is discussed. Person, environment and health are examined as central concepts in nursing theories as well as the interrelationships between nursing theory, practice, research and education. Students are introduced to the nursing process as a means for designing and delivering nursing care. Selected ethical issues and trends will be discussed as they relate to current nursing practice. 2 credits

NUTH 2002 Legal Aspects of Nursing
This course reviews the rights, privileges and obligations of nurses in their relationship to each other, their employers, their patients, and all providers of health care. Emphasis is placed on developing the ability of the nurse to recognize and apply relevant legal concepts to insure his/her legal safety while providing optimal patient care. 1 credit

NUTH 2003 Pathophysiology
This course focuses on human response patterns, common to all ages, to internal and external stresses that result in physiological alterations. Subsequent nursing courses will focus upon nuring care component, integrating the student’s knowledge of these physiological alterations. This theory course is based upon physiological alterations and thus permits intensive study of concepts that will act as advanced organizers to change generalizations into usable scientific knowledge applicable to nursing. Prerequisites: anatomy and physiology, and chemistry completion. Pre or corequisite: microbiology. 3 credits

NUTH 2012 Health Promotion
The focus of this course is health promotion and wellness for individuals across the life span. Students will acquire knowledge of strategies to promote healthy lifestyles and prevent injury and disease in individuals at all stages of life. Content focuses on health needs throughout the lifespan, risk assessment and screening, and health promotion resources. 2 credits

NUTH 3002 Gerontological Nursing
This course will focus on the aging process from both biological and social perspectives. Discussions will include patterns of normal aging as well as common pathological conditions and health problems faced by the elderly. Health promotion, health maintenance, and restorative nursing are emphasized as well as adaptations in self-care required as a result of age-related changes and chronic illness. 2 credits

NUTH 3003 Research In Nursing
This course introduces the undergraduate nursing student to the research process and ethical issues related to nursing research. The student will acquire skills necessary to read, interpret, evaluate and critically analyze nursing research studies in view of their use in nursing practice. Prerequisite: MATH 1203 and NUTC 3113. 3 credits

NUTH 3004 The Business of Healthcare
This course will introduce basic concepts of business, financial management and economics. Emphasis is on the interactions between management, financing, regulation, competition and organizational innovations of healthcare. 3 credits

NUTH 3010 Pharmacological Therapies
Focus on pharmacological therapy and the role of the nurse in drug management with consideration to social, economic and the technological changes in administering medications safely. Categories of drugs, including prototypes, related to each body system/drug function are studied. Emphasis is on developing the knowledge base and critical thinking abilities necessary to care for clients receiving medication therapy. Prerequisite: NUTH 2003. 3 credits

NUTH 3020 (CORE 3101) Engaging the World: Catholicism Intellectual Thought and Contemporary Health care Issues
This course focuses on a discussion of major themes and precepts in Catholic and other intellectual and religious traditions and their application to contemporary health care issues. Emphasis is on how Catholic and other religious and cultural traditions affect and influence people facing various transformative health care issues in their lives. 3 credits

NUTH 4001 Leadership, Management and Trends in Nursing
This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice and in nursing are analyzed within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general. Prerequisites: NUTC 3914, NUTC 3915, NUTC 3916, NUTC 3917, and NUTH 3020 or CORE 3101. 3 credits
Immaculate Conception Seminary School of Theology

The order of knowledge and the order of love are complementary. — Pope John Paul II

Lewis Hall
(973) 761-9575, (973) 275-2473
theology.shu.edu

Rector and Dean: Monsignor Robert F. Coleman, J.C.D.

Associate Deans and Co-Directors of the Institute for Christian Spirituality:

Assistant Dean of Undergraduate Programs:
Rev. Douglas J. Milewski, S.T.D.


Adjunct Faculty: Rev. Donald Blumenfeld, Ph.D.; Monsignor James M. Cafone, S.T.D.; David R. Foster, Ph.D.; Ines Murzaku, Ph.D.; Deacon Paschal Quagliana, M.A.; Monsignor Joseph R. Reilly, Ph.D.

Immaculate Conception Seminary School of Theology (ICSST) was founded in 1861 at Seton Hall and remained part of the University until 1926 when it moved to separate facilities in Darlington, near Mahwah, N.J. In 1984, ICSST re-affiliated with the University. In 2007, the School launched a new Bachelor of Arts degree in Catholic Theology, available to the University’s entire undergraduate population.

The Bachelor of Arts in Catholic Theology enables a student to engage his or her world from a rich theological and spiritual perspective that enhances any career or vocational path. Students participating in the program experience the profound intellectual heritage of Catholicism as a living faith that has laid the foundations for much of world civilization and which provides compelling spiritual and moral perspectives and guidelines for the modern age.

The program addresses the interests and needs of a wide range of students, following two basic directions of study. The first of these program options is designed to satisfy all undergraduate education requirements for religious order and college seminarians preparing for priesthood formation at the major seminary level following graduation. The content of this course of study explores intensely the interaction of
Faith and Reason at the root of Catholic thought, and follows the academic requirements stipulated by the Program for Priestly Formation, 5th ed. mandated by the United States Conference of Catholic Bishops in June, 2005. This option is open to any student; however, it is mandatory for all undergraduate seminarians.

The second program option allows a student to pursue a more focused study of one of four particular fields of Theology: Sacred Scripture, Moral Theology, Spiritual Theology and Systematic Theology.

With this Bachelor of Arts in Catholic Theology, Seton Hall offers its students a unique opportunity to understand better Catholicism’s traditions and place in contemporary thought and society, as has been called for by the Second Vatican Council and articulated throughout the pontificates of Popes John Paul II and Benedict XVI.

Accreditation
ICSST is accredited by the following organizations: Association of Theological Schools in the United States and Canada; Middles States Association of Colleges and Schools.

Bachelor of Arts in Catholic Theology (B.A.)

Students pursuing the bachelor’s degree program choose one of two program options: (1) an intense exploration of the interaction of Faith and Reason that is at the root of Catholic thought, following the academic requirements set out in the Program for Priestly Formation, 5th ed. or (2) a particular concentration in a specific field of Theology.

All students must also fulfill the University Core Curriculum requirements, fulfill the Core Curriculum requirements of the School of Theology, maintain at least a 2.0 GPA, and complete 120 total credits along with the particular program option requirements of the bachelor’s degree.

University Required Core
ENGL 1201/1202 Core English I & II
CORE 1001 University Life
CORE 1101 The Journey of Transformation
CORE 2101 Christianity in Dialogue
Total University Core credits: 13

School of Theology Required Core
Aesthetics/Creativity – 3 credits from the following:
CAST 2011 Catholicism and Art
CAST 2015/ENGL 3015 Catholicism and Literature
Or another course from the Departments of English, Art and Music, chosen in consultation with the student’s academic adviser.

Humanities – 9 credits from the following:
HIST 1201/1202 Western Civilization I and II or
HIST 1301/1302 American History I and II
Plus an additional course from the Departments of English, Asian Studies, Classical Studies or Africana Studies, chosen in consultation with the student’s academic adviser.

Language – 6 credits from the following:
GREK 2205/2206 Intermediate Greek I and II or
GREK 2207/2208 New Testament Greek I and II or
LATN 2101/2102 Intermediate Latin I and II

Philosophy – 6 credits from the following:
PLTL 1214 Philosophy of Person
PLTL 1416 Philosophy of God
PHIL 3950 Faith and Reason

Rhetoric/Oral Communication - 3 credits
COST 1600 Oral Communication

Science and Math – 6 credits
One Math course and one Science course with lab/without lab chosen in consultation with the student’s academic adviser.

Social Sciences – 6 credits from the following
PSYC 1101 Introduction to Psychology
SOCI 1101 Introduction to Sociology
ANTH 1202 Introduction to Cultural Anthropology
POLS 1211 American Politics

Total ICSST Core credits: 39

Major Requirements
Program Option I. Students seeking to explore the interaction of Faith and Reason at the foundations of Catholic thought are required to fulfill the following course of study. N.B. This program is open to all students, but is mandatory for undergraduate seminarians, as stipulated by the Program for Priestly Formation 5th ed. (June, 2005).

Philosophical Theology – 30 credits
PLTL 1111 History of Philosophy I
PLTL 1112 History of Philosophy II
PLTL 1113 History of Philosophy III
PLTL 1242 Philosophical Logic
PLTL 2218 Philosophy of Being
PLTL 2223 Philosophy of Nature
PLTL 2241 Philosophical Ethics
PLTL 2243 Theory of Knowledge
PLTL 3214 Philosophy of Person
PLTL 3416 Philosophy of God
### Foundational Theology – 15 credits

**THEO 1102**  
The Bible: Word of God and Book of the Church

**THEO 1203**  
New Life in Christ: Introduction to Roman Catholic Moral Theology

**THEO 1404**  
Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions

**THEO 1501**  
To Know God: Introduction to Roman Catholic Doctrine

**THEO 1502**  
The Church’s Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

### Advanced Level Theology – 12 credits

Under normal circumstances, students also choose four advanced level theology courses in consultation with their academic adviser.

**Total Program Option I credits: 57**

**Program Option II.** Students seeking a particular concentration in a specific field of Catholic Theology are required to fulfill the following course of study.

### Foundational Theology – 15 credits

**THEO 1102**  
The Bible: Word of God and Book of the Church

**THEO 1203**  
New Life in Christ: Introduction to Roman Catholic Moral Theology

**THEO 1404**  
Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions

**THEO 1501**  
To Know God: Introduction to Roman Catholic Doctrine

**THEO 1502**  
The Church’s Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

### Advanced Level Theology – 21 credits

Courses/credits are chosen according to the following distribution: Two required courses (6 credits) from the chosen area of concentration:

- Sacred Scripture
- Moral Theology
- Spiritual Theology
- Systematic Theology

Two elective courses (6 credits) in the chosen area of concentration

Two elective courses (6 credits) outside the chosen area of concentration

Senior Seminar (3 credits)

**Total Program Option II credits: 36**

### Minor in Catholic Theology

Students who wish to complete a Minor in Catholic Theology are required to fulfill the following course of study.

### Foundational Theology – 9 credits

Three courses from the following:

**THEO 1102**  
The Bible: Word of God and Book of the Church

**THEO 1203**  
New Life in Christ: Introduction to Roman Catholic Moral Theology

**THEO 1404**  
Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions

**THEO 1501**  
To Know God: Introduction to Roman Catholic Doctrine

**THEO 1502**  
The Church’s Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

### Advanced Level Theology – 9 credits

Any three advanced level theology courses, following from the chosen foundational courses, may apply.

**Total Minor in Catholic Theology credits: 18**

### Course Descriptions

#### Introductory

**PLTL 1111 History of Philosophy I**  
An initiation into philosophical thinking focusing on ancient and medieval philosophy. Special attention to the influences of Greek philosophy and the Gospel on each other. Includes: pre-Socratics; Socrates; Plato; Aristotle; Stoicism; Epicureanism; Neoplatonism; Augustine; Boethius; Bonaventure; and Aquinas. 3 credits

**PLTL 1112 History of Philosophy II**  
An examination of four themes in modern and contemporary philosophy, starting with Ockham and Bacon through Descartes, Locke, the Empiricists, Enlightenment and contemporaries: the body-mind problem; success of the natural sciences; expansion of liberty and equality; the question of God. 3 credits

**PLTL 1113 History of Philosophy III**  
Beginning with the end of the 19th century through the end of the 20th century, an analysis of the development of three major schools of contemporary philosophy – phenomenology, existentialism, and analytic philosophy – and the last philosophical developments, such as postmodernism. Special emphasis will be given to Christian philosophers and the revival of Thomism. 3 credits

**PLTL 1242 Philosophical Logic**  
A study of the *ens rationis* including: the nature of concept, judgment and inductive-deductive argument, basic notions of theory of language, theory of definitions, informal fallacies, syllogistic (Aristotelian) logic, propositional and predicate logic. The major emphasis will be given to the use of logic in philosophy and theology. 3 credits
PLTL 2218 Philosophy of Being
A classical description of being in terms of essence of being; substance and accidents; transcendental characteristics of being; the laws of being such as the four causes. Alternative metaphysical systems as related to theology. (Formerly PLTL 1218) 3 credits

PLTL 2223 Philosophy of Nature
A study of ens mobile including the analysis of movement and nature, the first division of being into substance and accidents, and the second division of being into matter and form in the Aristotelian-Thomistic tradition. Special analysis will be given to Aristotle’s physics and Aquinas’ commentaries on Aristotle’s books on nature. (Formerly PLTL 1223) 3 credits

PLTL 2241 Philosophical Ethics
A study of ens qua bonum. The question of the moral nature of human action, what makes actions good and bad, and how this is knowable. Different ethical systems are examined along with the metaphysics they presuppose. Representative authors studied include Aristotle, Aquinas, Kant and Mill. Four areas will be covered: the analysis of human action, natural law, moral conscience and theory of virtue. (Formerly PLTL 1243) 3 credits

PLTL 2243 Theory of Knowledge
A study of ens qua verum, including a consideration of the ontological nature of human knowledge as knowledge, followed by an historical survey of epistemological theory with special emphasis on the rise of critical philosophy in the modern period. Special emphasis will be given to topics such as the notion of truth, certainty, evidence, the problem of skepticism, idealism, and realism. (Formerly PLTL 1243) 3 credits

PLTL 3214 Philosophy of Person
Basic issues of human reality and philosophical anthropology, including: fact of being; relation of body and soul; cognition; spirituality; relation of self to society; religion; and death. St. Thomas’ realist metaphysics, contemporary existentialism and phenomenological methodology are employed to discuss the spirituality of the soul. The role of imagination and subconsciousness, the meaning of male and female and the role of the person in society. (Formerly PLTL 1243) 3 credits

PLTL 3416 Philosophy of God
That part of metaphysics dealing with Being that is first absolutely. First principles and natural knowledge; arguments for the existence of God; ways to God, including the Thomistic approach; pantheism; Divine attributes. (Formerly PLTL 1416) 3 credits

THEO 1102 The Bible: Word of God and Book of the Church
The course introduces students to the many ways Catholics have read and interpreted Sacred Scripture. Focusing on key Old Testament and New Testament passages, the course surveys historical-critical, narrative and canonical approaches as well as methods grounded in liturgy and lectio divina, highlighting the advantages and challenges of each. 3 credits

THEO 1203 New Life in Christ: Introduction to Roman Catholic Moral Theology
The course examines the basic themes in Roman Catholic moral theology in light of the renewal of the discipline by the Second Vatican Council, The Catechism of the Catholic Church, the legacy of teachings from Pope John Paul II and the integrating work of major Catholic theologians. 3 credits

THEO 1404 Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
The course considers the centrality in the Catholic tradition of: a spiritual life rooted in personal prayer; the Church’s various traditions of prayer and spirituality (e.g. Benedictine, Dominican, Franciscan, Carmelite, and Jesuit); and prayer as a basis of both radical personal transformation and modes of communal Christian life, e.g. monasticism, religious life and ecclesial movements. 3 credits

THEO 1501 To Know God: Introduction to Roman Catholic Doctrine
The course explores the primary ways Catholicism believes God in Jesus Christ reveals Himself to humanity: through Sacred Scripture, Tradition and Magisterium; communal life and worship; personal prayer, moral development and spiritual growth; and the on-going engagement of all these elements with human learning, reason and history. 3 credits

THEO 1502 The Church’s Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments
The course considers the worship and sacraments of the Catholic Church as necessary expressions and celebrations of the presence of Jesus Christ’s Incarnation and Paschal Mystery, how these encounters with Christ have shaped Catholic doctrine, and the role of liturgy and sacraments in human transformation to fulfillment in God. 3 credits

Advanced Sacred Scripture

THEO 2111 Theology of the Old Testament
The course aims to clarify how and why the Hebrew Scriptures became the Old Testament of the Catholic Church. The course will examine the various ways these Scriptures constitute the Word of God that is still normative for Catholic theology, worship, and living. Required for Sacred Scripture concentration. 3 credits

THEO 2112 Theology of the New Testament
The course examines how the experience of Jesus Christ, especially in His death and resurrection, forced His followers to interpret Him and the heritage of the Old Testament in a new light, how these insights opened new directions for Jesus’ disciples beyond Judaism while also preserving the Old Testament as indispensable for comprehending God’s revelation through the Paschal Mystery. Required for Sacred Scripture concentration. 3 credits

THEO 2113 The Apocryphal Bible
The course explores those texts from the wide range of Jewish and Christian writings that appeared c.100B.C. – 400A.D. making claims to Scriptural status but ultimately rejected by each religious community. The origins and theology of these writings as well as their impact on Christian thought and culture will be considered. 3 credits
Theological underpinnings of social justice are explored through active service in the field, classroom discussion and personal reflection, leading to a personal engagement of the work of justice and solidarity with the disadvantaged in the light of Gospel and the Church’s tradition. The course involves a weekly classroom meeting and a weekly 2-hour field assignment. 3 credits

THEO 2412 The Cross, Suffering and Discipleship
The course examines the role of Christ’s Paschal Mystery in someone’s progress to holiness and union with God; how the Cross offers a redemptive value to suffering and death; how the Cross also affirms the value of life and draws one more deeply into a life of love. Based on a wide range of sources, focus will be placed on such pre-eminent teachers as Saints Teresa of Avila, John of the Cross, Therese of Lisieux, and Edith Stein. Required for Spiritual Theology concentration. 3 credits

THEO 2413 Monasticism
The course investigates Eastern and Western Christian monasticism from its origins in fourth-century Egypt to the medieval mendicant orders. Particular attention is given to examining the various forms of monastic life, its rules and ideals, devotions and ways to sanctity, and how the monastic movement has both challenged and sustained the Church and society. 3 credits

Advanced Systematic Theology
THEO 2511 Jesus Christ and the Triune God
An exploration of how the experience of Jesus Christ led to a radical reconsideration of the Monotheistic belief of His followers, resulting in Christianity’s unique understanding of God – Trinitarian Monotheism; how Christians struggled with this articulation through the first five centuries; and how this still shapes the contemporary Christian world. Required for Systematic Theology concentration. 3 credits

THEO 2512 Jesus Christ and the Mystery of the Church
An exploration of how Christian reflection on the person and mission of Jesus Christ led to an understanding of His community of followers, whereby the Church becomes an object of faith; and how this Christological reflection is the basis of the Church’s self-understanding even in its concrete historical, cultural and institutional manifestations. Required for Systematic Theology concentration. 3 credits

THEO 2513 Apologetics
How Christians have defended and proposed their faith from New Testament times to today is examined. Emphasis is given to the various methods of apologetics that have developed as part of the Church’s engagement of the modern world’s profoundly religious questions about humanity and society. 3 credits

THEO 2514 The Fathers of the Church
The course introduces students to the writers and theologians of the Church’s first seven centuries who laid the common foundations for Christianity’s understanding of God, Jesus Christ, the Church, the Bible and the essentials of Christian living. Special attention will be paid to the most pre-eminent of the Fathers and samples of their writings. 3 credits

THEO 2515 The Teachings of John Paul II
The extensive legacy of teachings from Pope John Paul II is examined, especially his emphasis on Jesus Christ as the basis for personal fulfillment, social responsibility and human culture. His contributions to a renewed sense of Christian mission following Vatican II and for the III Millennium are also examined. 3 credits

THEO 2516 The Theology of Benedict XVI
The rich theological enquiries of Joseph Ratzinger/Pope Benedict XVI as both a theologian and pontiff of the Vatican II Church form the basis of this course, in particular how his earlier academic contributions have related to his magisterial, papal teachings and responsibilities. 3 credits
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 across the nation and around the world. 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 (2009-2010 Graduate Catalogue, page 76)
- Master of Healthcare Administration (2009-2010 Graduate Catalogue, page 97)

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 (2009-2010 Graduate Catalogue, page 168)
- Master of Arts with a major in School Counseling / Ed.S. in Mental Health Counseling (page 168)
- Master of Arts in Education Leadership, Management and Policy (2009-2010 Graduate Catalogue, page 183)
- Master of Arts in Human Resources Training and Development for Law Enforcement Officers (2009-2010 Graduate Catalogue, page 185)

The following programs are offered through the College of Nursing.
- Master of Science in Nursing - Nurse Practitioner Program and Health Systems Administration Program (2009-2010 Graduate Catalogue, page 254)
- Bachelor of Science in Nursing for Registered Nurses (Please see page 287 in this catalogue.)

Tuition

Tuition for the online degree programs includes all fees (except for the application fee), and room and board for the three residency weekends (note the residency period for the Counseling program). Travel expenses, books and materials, computer equipment, software and student ISP costs are not included. A deposit of $500 is required on admission to the program. This NONREFUNDABLE deposit guarantees space in the program, and is credited towards the total cost of the program. Reduced tuition cost per student can be offered to organizations sponsoring a full learning team of students as part of a customized curriculum. Please contact the program director for tuition information.

Financial Aid

Financial aid payment plans are available for students interested in paying their tuition on a monthly basis or those interested in a loan program. Students must file the FAFSA on the Web as a first step in applying for a Stafford Loan. Complete tuition and financial aid information can be found on the Division of Continuing Education and Professional Studies Website, ceps.shu.edu

Online Degree Program Application

The application for online degree programs offered through the Division of Continuing Education and Professional Studies may be found on the Division’s Website, ceps.shu.edu Click on the name of the degree program for more information and to access the application.
Contact Information

Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079

Academic Resource Center, Ruth Sharkey
Arts and Sciences Hall
(973) 761-9108
Director: Peter Hynes

Academic Services
Presidents Hall
(973) 761-9363
Manager: Ann Sarno

Academic Success Center
Mooney Hall
(973) 275-2387
Director: Bernadette Manno

Academy for Urban School Transformation
Jubilee Hall
(973) 275-2854
Director: Charles P. Mitchel

Accounting and Taxation, Department of
Jubilee Hall
(973) 761-9429
Chair: Reed W. Easton

Administration, Office of the Executive Vice President
Presidents Hall
(973) 275-2830
Executive Vice President for Administration:
Reverend Paul A. Holmes, S.T.D.

Admissions, Graduate
Office of Graduate Admissions
Presidents Hall
(973) 275-2892
Director: Sarah M. Kozay
See also page 31 of the 2009-2010 Graduate Catalogue.

Admissions, Undergraduate
Bayley Hall
(973) 313-6146
Assistant Vice President for Admissions: Peter Nacy

Adult Health Nursing, Department of
Schwartz College of Nursing Building
(973) 761-9275
Chair: Phyllis Russo

Affirmative Action
Martin House
(973) 761-9284
Contact: Thomas Del Core

Africana Studies, Department of
Arts and Sciences Hall
(973) 761-9415
Chair: Simone A. James Alexander

Alberto Italian Studies Institute, Charles and Joan
Walsh Library
(973) 275-2928
Director: Gabriella Romani

Alumni Mentoring
Bayley Hall
(973) 761-9355
Director: Jacqueline Chaffin

Alumni Relations, Department of
Ring Building
(973) 378-9847
Associate Vice President: Matthew Borowick

American Humanics
Jubilee Hall
(973) 275-2874
Director: Roseanne Mirabella

Anthropology, Department of Sociology and
Jubilee Hall
(973) 761-9383
Chair: Anthony Haynor

Applied Catalysis, Center for
McNulty Hall
(973) 761-9033
Executive Director: Robert L. Augustine
Technical Director: Setrak K. Tanielyan

Archives, University
Walsh Library
(973) 761-9476
Archivist: Alan B. Delozier

Art, Music and Design, Department of
Art Center and Corrigan Hall
(973) 761-9459 Art, Art Center
(973) 761-9417 Music, Corrigan Hall
Chair: Susan Leshnoff

Arts and Sciences, College of
Fahy Hall
(973) 761-9022
Dean: Joseph R. Marbach
Associate Dean for Undergraduate Student Services and
Enrollment Management: Christopher A. Kaiser

Arts Council, Seton Hall
Fahy Hall
(973) 313-6338
Director: Susan Kilduff
Asian Studies, Department of
Fahy Hall
(973) 761-9464
Chair: Edwin Pak-Wah Leung

Asian Studies, M.A. in
Fahy Hall
(973) 761-9465
Director of Graduate Studies: Shigeru Osuka

Athletic Communications, Office of
Richie Regan Recreation and Athletic Center
(973) 761-9493

Athletic Training, Department of
McQuaid Hall
(973) 275-2826
Chair: Carolyn Goeckel

Athletics and Recreational Services, Department of
Richie Regan Recreation and Athletic Center
(973) 761-9498
Director: Joseph Quinlan

Behavioral Sciences, Community and Health Systems, Department of
Schwartz College of Nursing Building
(973) 761-9742
Chair: Gloria Essoka

Bilingual Program
Jubilee Hall
(973) 761-9617
Director: Juan Cobarrubias

Biochemistry, Department of Chemistry and
McNulty Hall
(973) 761-9414
Chair: Stephen Kelty

Biological Sciences, Department of
McNulty Hall
(973) 761-9044
Chair: Carolyn S. Bentivegna

Biological Sciences, Graduate Programs in
McNulty Hall
(973) 761-9044
Director of Graduate Studies: Carroll D. Rawn

Board Affairs, Office of
Presidents Hall
(973) 761-9203
Secretary Designee to the Board of Regents:
Reverend C. Anthony Ziccardi

Budget Office
Bayley Hall
(973) 313-6231
Associate Vice President: Jeffrey Leuenberger

Bursar/Student Accounts
Bayley Hall
(800) 222-7183
Bursar: Mary Paternoster

Business Administration, Master of
Jubilee Hall
(973) 761-9222

Business Affairs and Auxiliary Services
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Director: Dan Taylor

Campus I.D. Office
Duffy Hall
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Director: Mary V. Goff

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Boland Hall
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Director: Reverend James F. Spera

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1-800-THE-HALL (843-4255)

Career Center
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Director: Jacqueline Chaffin

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Director: Monsignor Kevin M. Hanbury

Catholic Studies, Center for
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(973) 275-2175
Director: Monsignor Richard Liddy

Center for Health and Pharmaceutical Law and Policy
Seton Hall Law School
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Director: Kathleen Boozang

Center for Public Service
Jubilee Hall
(973) 761-9501
Director: Naomi Wish

Center for Women’s Studies, Elizabeth Ann Seton
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Director: Marta Deyrup
Chemistry and Biochemistry, Department of
McNulty Hall
(973) 761-9414
Chair: Stephen Kelty

Chemistry, Ph.D. and M.S. in
McNulty Hall
(973) 761-9414
Director of Graduate Studies: Cecilia Marzabadi

Circulation Desk
Walsh Library
(973) 761-9435

Classical Studies, Department of
Fahy Hall
(973) 761-9458
Chair: Frederick J. Booth

College Seminary Program
Marshall Hall, Suite 14
(973) 761-9420
Rector: Monsignor Joseph R. Reilly

Communication, Department of
Fahy Hall
(973) 761-9474
Chair: Peter Reader

Communication, Graduate Programs in
Fahy Hall
(973) 761-9490
Director of Graduate Studies: Richard Dool

Community Development, Department of
Bishop Dougherty University Center
(973) 761-9076
Associate Vice President for Student Affairs and Dean of Students: Karen Van Norman

Community Research and Engagement, Center for
Jubilee Hall
(973) 761-9384
Director: Roseanne Mirabella

Compliance Office
Presidents Hall
(973) 313-6132
Compliance Officer: Lori A. Brown

Computer Science, Department of Mathematics and
McNulty Hall
(973) 761-9466
Chair: Joan F. Guetti

Computing and Decision Sciences, Department of
Jubilee Hall
(973) 761-9250
Chair: David A. Rosenthal

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(973) 313-6360
1-888-227-2782
Dean: Philip S. DiSalvio

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Controller: John Passaro

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Director: Shirley Matthews

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Director: Joel B. Sperber

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(973) 378-2643
Associate Vice President: Pamela Ferguson

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Coordinator: Wendiann Sethi

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Duffy Hall
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Director: Matthew Tominey

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Chair: John J. Dall Jr.

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(973) 761-9025
Dean: Joseph V. DePierro

Education, Graduate Administrative Services
Jubilee Hall
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Associate Dean: Manina Urgolo Huckvale

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Chair: Michael J. Osnato

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Educational Partners in Catholic Schools (EPICS)
Jubilee Hall
(973) 275-2854
Co-Director: Monsignor Kevin M. Hanbury, Administration
Co-Director: Mary F. Ruzicka, Academics

Educational Studies, Department of
Jubilee Hall
(973) 761-9394
Chair: William McCartan

Educational Talent Search Project
Presidents Hall
(973) 761-9230
Associate Dean: Erwin Ponder

Elizabeth Ann Seton Center for Women's Studies
Walsh Library
(973) 275-2223
Director: Marta Deyrup

English, Department of
Fahy Hall
(973) 761-9388
Chair: Mary McAleer Balkun

English, M.A. in
Fahy Hall
(973) 275-5889
Director of Graduate Studies: Angela Weisl

English as a Second Language Program
Jubilee Hall
(973) 761-9394
Director: William McCartan

Enrollment Services
Bayley Hall
1-800-THE-HALL (843-4255), (973) 761-9332
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Director: Judith C. Stark

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Associate Vice President: John Signorello

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Facilities Office
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Director: Steve Kurtyka

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(973) 761-9742
Chair: Gloria Essoka

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(973) 761-9011
Vice President: Dennis J. Garbini

Finance and Technology
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(973) 761-9080
Assistant Vice President: David Middleton

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Chair: Eleanor Xu

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Bayley Hall
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Associate Vice President: Craig Becker

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(973) 761-9740
Dean: Tracy Gottlieb

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Vice President and General Counsel: Catherine A. Kiernan

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(973) 761-9471
Director: Emma G. Quartaro

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Seton Hall Law School
(973) 642-8380
Academic Director: David Opderbeck

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Ring Building
(973) 378-9847
Associate Vice President: Matthew Borowick

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Education and Human Services
Jubilee Hall
(973) 761-9393
Director: Rosemary W. Skeele
Grants Accounting Office
Bayley Hall
(973) 761-9324
Contact: Kathy Decker

Grants and Research Services, Office of Presidents Hall
(973) 313-6314
Director: Robert De Martino
IRB Director: Mary Ruzicka

Health and Medical Sciences, School of McQuaid Hall
(973) 275-2800
Dean: Brian B. Shulman

Health Law and Policy Program
Seton Hall University School of Law
One Newark Center, Newark, NJ 07102
(973) 642-8871
Director: Carl Coleman

Health Professions Advisement
Arts and Sciences Hall
(973) 761-9487
Director: Roberta Moldow

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(973) 275-2076
Chair: Genevieve Pinto-Zipp

Health Services
303 Centre Street
(973) 761-9175
Director: Joan Osthues

Healthcare Administration, Department of Public and Jubilee Hall
(973) 761-9510
Chair: Matthew Hale

Help Desk, Technology
Corrigan Hall
(973) 275-2222
Manager: Michael Hajduk

History, Department of Fahy Hall
(973) 275-2984
Chair: Nathaniel Knight

History, M.A. in Fahy Hall
(973) 275-2984
Director of Graduate Studies: Dermot Quinn

Honors Program
Fahy Hall
(973) 275-2011
Director: Peter G. Ahr

Housing and Residence Life, Department of Duffy Hall, Room 68
(973) 761-9172
Director: Tara Hart

Human Resources, Department of Martin House
366 South Orange Avenue
South Orange, NJ 07079
(973) 761-9621
Associate Vice President: Susan Basso

Immaculate Conception Seminary Library Lewis Hall
(973) 761-9584
Director: Reverend Lawrence B. Porter

Immaculate Conception Seminary School of Theology Lewis Hall
(973) 761-9575
Rector and Dean: Monsignor Robert F. Coleman

Information Technology, Department of Walsh Library
(973) 761-7386
Chief Information Officer: Stephen G. Landry

Information Technology Services Corrigan Hall
(973) 275-2490
Executive Director: Bernd Walter

Institute for Christian Spirituality
Lewis Hall
(973) 761-9576, (973) 761-9353
Co-Directors: Dianne M. Traflet and Monsignor Joseph R. Chapel

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: Janet Marstine

Institute of NeuroImmune Pharmacology
McNulty Hall
(973) 275-2340
Director: Sulie L. Chang

Institute on Work Presidents Hall
(973) 313-6103

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(973) 761-9393
Director: Rosemary W. Skeele
Internal Audit
Presidents Hall
(973) 275-2036
Executive Director: William Ferrone

International Business, Institute for
Jubilee Hall
(973) 275-2957
Director: Larry McCarthy

International Institute for Clergy Formation
Marshall Hall
(973) 761-9739
Director: Monsignor Joseph R. Reilly

International Programs, Office of
Fahy Hall
(973) 761-9081
Director: Maria José Soares

Internships
Bayley Hall
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Director: Jacqueline Chaffin
Associate Director: Reesa Greenwald

Jewish-Christian Studies, Department of
Fahy Hall
(973) 761-9751
Chair: Reverend Lawrence E. Frizzell

Judaeo-Christian Studies, Institute of
Fahy Hall
(973) 761-9751
Director: Reverend Lawrence E. Frizzell

Language Resource Center
Fahy Hall
(973) 761-9457
Director: Wendy Sue Williams

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: Ileana Rodriguez

Law, School of
One Newark Center
Newark, NJ 07102
(973) 642-8747 (Admissions), (973) 642-8750
Dean: Patrick E. Hobbs

Leadership Development, Center for
Jubilee Hall
(973) 275-2528
Director: Michael M. Reuter

Learning Resources and Computer Lab, Nursing
Schwartz Hall
(973) 761-9293
Director: Mary Ann Scharf

Legal Studies, Department of
Jubilee Hall
(973) 761-9516
Chair: John H. Shannon

Legal Studies, in Business, Minor in
Jubilee Hall
(973) 275-2544
Adviser: Susan A. O’Sullivan-Gavin

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
McNulty Hall
(973) 761-9466
Chair: Joan F. Guetti

Mission and Ministry, Office of
Presidents Hall
(973) 313-6187
Executive Director: Monsignor C. Anthony Ziccardi

Modern Languages, Department of
Fahy Hall
(973) 761-9464
Chair: Daniel Zalacaín

Multicultural Program
Fahy Hall
(973) 275-2792
Director: Christopher Sharrett

Museum Professions, M.A. in
Art Center
(973) 761-7966
Director of Graduate Studies: Petra Chu

Music and Design, Department of Art
Art Center and Corrigan Hall
(973) 761-9459 Art, Art Center
(973) 761-9417 Music, Corrigan Hall
Chair: Susan Leshnoff
Networking and Telecommunications
Corrigan Hall
(973) 761-9214
Director: Douglas Mullarkey

New Jersey State Police Graduate Studies Program
Jubilee Hall
(973) 761-9223
Director: Monsignor Christopher Hynes

Nonprofit Organization Management, M.P.A. in
Jubilee Hall
(973) 761-9510
Chair: Matthew Hale

Nonprofit Sector Resource Institute
Jubilee Hall
(973) 761-9734
Director: Barkley Calkins

Nursing, College of
Caroline DiDonato Schwartz College of Nursing Building
(973) 761-9306, (973) 761-9014
Dean: Phyllis Shanley Hansell

Occupational Therapy Program
McQuaid Hall
(973) 761-7145
Chair: Ruth Segal

Parking Services
Duffy Hall
(973) 761-9329
Manager: Ann Szipszky

Payroll
Bayley Hall
(973) 761-9364
Manager: Nina Champion

PC Support Services
Corrigan Hall
(973) 761-9551
Director: John Fernandes

Peer Health Education
University Center
(973) 275-2802

Philosophy, Department of
Fahy Hall
(973) 761-9480
Chair: Yvonne Unna

Physical Therapy
McQuaid Hall
(973) 275-2051
Chair: Doreen Stiskal, PT

Physician Assistant Program
McQuaid Hall
(973) 275-2596
Chair: Carol Biscardi

Physics, Department of
McNulty Hall
(973) 761-9050
Chair: M. Alper Sahiner

Pirate Blue Athletic Fund
Ring Building
(973) 378-2681
Director: Bryan Felt

Political Science, Department of
Jubilee Hall
(973) 761-9383
Chair: Jeffrey Togman

Pre-Law Advisement
Jubilee Hall
(973) 761-9383
Adviser: Robert Michael Pallitto

Pre-Medical/Pre-Dental Plus Program
Arts and Sciences Hall
(973) 761-9648
Director: Hasani Carter

President, Office of the
Presidents Hall
(973) 761-9620
President: Monsignor Robert Sheeran

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. Skeele

Professional Psychology and Family Therapy, Department of
Jubilee Hall
(973) 761-9450
Chair: Laura Palmer

Project Acceleration
Fahy Hall
(973) 761-9224
Coordinator: Peter Hynes
Provost, Office of the
Presidents Hall
(973) 761-9655
Provost: A. Gabriel Esteban

Psychology, Department of
Jubilee Hall
(973) 761-9484
Chair: Susan A. Nolan

Psychology, M.S. in Experimental
Jubilee Hall
(973) 275-2708
Director of Graduate Studies: Janine P. Buckner

Public and Healthcare Administration, Department of
Jubilee Hall
(973) 761-9510
Chair: Matthew Hale

Public Relations and Marketing, Department of
Ring Building
(973) 378-2688
Associate Vice President: Thomas White

Public Safety and Security, Department of
Security Building
(973) 761-9328
Assistant Vice President: Patrick P. Linfante

Public Service, Center for
Jubilee Hall
(973) 761-9501
Director: Naomi Wish

Recreational Services
Richie Regan Recreation and Athletic Center
(973) 761-9722

Reference Desk
Walsh Library
(973) 761-9437
Coordinator: Richard E. Stern

Registrar
Bayley Hall
(973) 761-9374
Registrar: Mary Ellen Farrell

Religious Studies, Department of
Fahy Hall
(973) 761-9331
Chair: Charles Carter

ROTC/Military Science
Mooney Hall
(973) 761-9446
Chair: LTC John R. Haubert IV

Russian and East European Studies Program
Fahy Hall
(973) 761-9386
Director: Maxim Matusevich

Ruth Sharkey Academic Resource Center
Arts and Sciences Hall
(973) 761-9108
Director: Peter Hynes

School Library Media Specialist Certificate Program
Jubilee Hall
(973) 761-9393
Director: Rosemary W. Skeele

Securities Trading and Analysis, Center for
Jubilee Hall
(973) 761-7786
Directors: Anthony Loviscek, Elven Riley and Scott Rothbort

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
Mooney Hall
(973) 275-2159
Director: Robin Cunningham

Setonian, The
Bishop Dougherty University Center
(973) 761-9083

Sister Rose Thering Endowment for Jewish-Christian and Holocaust Studies
Fahy Hall
(973) 761-9006
Administrator: Marilyn Zirl

Social and Behavioral Sciences Program
Jubilee Hall
(973) 275-5814
Director: Philip M. Kayal

Social Work, Department of
Arts and Sciences Hall
(973) 761-9470
Chair: Richard Blake

Sociology and Anthropology, Department of
Jubilee Hall
(973) 761-9383
Chair: Anthony Haynor

Special Collections Center
Walsh Library
(973) 761-9476
Archivist: Alan B. Delozier
Speech-Language Pathology, Department of
McQuaid Hall
(973) 275-2825
Acting Chair: Deborah Welling

Sport Management, Center for
Jubilee Hall
(973) 761-9707
Director: Ann M. Mayo

Stillman School of Business
Jubilee Hall
(973) 761-9222
Dean: Karen E. Boroff

Student Affairs, Division of
Bishop Dougherty University Center
(973) 761-9075
Vice President: Laura A. Wankel
Associate Vice President: Reverend Robert S. Meyer

Student Financial Aid
Bayley Hall
1-800-222-7183
Director: La Saundra Floyd-Craig

Student Support Services
Presidents Hall
(973) 275-9230
TRIO Director: Cassandra Davis

Summer Session
Presidents Hall
(973) 761-9363

Teaching, Learning and Technology Center
Walsh Library
(973) 275-2929
Director: Paul Fisher

Theology, Undergraduate Programs in
Lewis Hall
(973) 761-9574, (973) 275-2473
Assistant Dean: Reverend Douglas J. Milewski

Ticket Office, Athletic
Walsh Gymnasium
(973) 275-4255

Ticket Office, Theatre-in-the-Round
Bishop Dougherty University Center
(973) 761-9098

TRIO Program
Mooney Hall
(973) 761-7161
Director: Cassandra Davis

University Advancement, Office of
Ring Building
(973) 378-9801
Vice President: Joseph G. Sandman

University Honors Program
Fahy Hall
(973) 275-2011
Director: Peter G. Ahr

University Libraries
Walsh Library
(973) 761-9435
Dean: Chrysanthy M. Grieco

Upward Bound
Mooney Hall
(973) 761-9419
TRIO Director: Cassandra Davis

Valente Italian Studies Library
Walsh Library
(973) 761-9435

Vocation and Servant Leadership, Center for
Presidents Hall
(973) 313-6042
Director: David Foster

Walsh Library Gallery
Walsh Library
(973) 275-2033
Director: Jeanne Brasile

Whitehead School of Diplomacy and International Relations
McQuaid Hall
(973) 275-2515
Dean: Ambassador John K. Menzies

Women and Gender Studies Program
Walsh Library
(973) 275-2223
Director: Marta Deyrup

Women’s Center
Bishop Dougherty University Center
(973) 275-2566

Writing Center
Arts and Sciences Hall
(973) 761-7501
Director: Kelly A. Shea

WSOU-FM Radio Station
Richie Regan Recreation and Athletic Center
(973) 761-9546
Listener Request Line: (973) 761-9768
General Manager: Mark Maben
Directions to the University

By Taxi

From Newark Airport. Terminal A, B or C: Taxis are available 24/7 and feature flat rates to the University.

By Bus

From New York Port Authority. Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

From Newark. Take South Orange Avenue bus #31 Maplewood from Penn Station along Market Street to South Orange Avenue to the University.

From Irvington Terminal. Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

From Bloomfield Center. Take NJ Transit bus #92 to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Orange, East Orange Grove Street Area. Take NJ Transit bus #90 to South Orange Avenue. Walk approximately 3/5 mile to the University.

From Orange, East Orange Main Street and Day Street Area. Take NJ Transit bus #92 along Scotland Road to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Jersey City. Take PATH train or NJ Transit bus #1 to Penn Station. Transfer to South Orange Avenue bus #31 Maplewood to the University. Or take PATH train to Hoboken, transfer to NJ Transit, Morris and Essex Lines, train to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Springfield, Chatham, Morristown. Take NJ Transit bus #70 to the Maplewood Loop (Millburn Avenue and Valley Street). Transfer to South Orange Avenue bus #31 at Valley Street to the University.

By Car

From 280 East. Take Exit 11 (Center Street, Orange.) Turn right onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 280 West. Take Exit 11B. (Day Street/Essex Avenue, Orange.) Off-ramp becomes Freeway Drive West. Make a left at the second light onto South Day Street (Joyce Carnegie Place). Make a left at the next light onto Freeway Drive East. Turn right at the next light onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 78 East (Local). Take Exit 49B (Maplewood). Stay to the right off the exit. Make the second right, which is a jug handle, and cross over Springfield Avenue onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

From 78 West (Local). Take Exit 50B (Millburn), and turn right onto Vauxhall Road. Go three lights and bear right onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

From The Garden State Parkway (North or South). Take the Garden State Parkway to Exit 145. Follow directions for 280 West.

From The New Jersey Turnpike. Take the New Jersey Turnpike to Exit 15W. Follow directions for 280 West.

From Connecticut. Take Route 84 West into New York State until 84 ends. Take 684 South toward White Plains/Tappan Zee Bridge. Take 287 West over Tappan Zee Bridge. Take Exit 14A (Garden State Parkway South) to Exit 145. Follow directions for 280 West.

From New York City. Go through either the Lincoln or Holland tunnel. From the Lincoln Tunnel, take the New Jersey Turnpike South to Exit 15W. From Holland Tunnel, take the New Jersey Turnpike North to Exit 15W. Follow directions for 280 West.

From Pennsylvania. Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Tumpike 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.
University Buildings

### Alfieri Hall
Alfieri Hall, completed in 1984, contains classrooms for the School of Theology, offices of the Educational Opportunity Program, and the Computer Training Center. The Department of Graduate Programs in Health Sciences is located on the lower level.

### Alumni Hall
Alumni Hall was planned as a 25th anniversary gift to commemorate the opening of Seton Hall College in Madison in 1856. The needed funds were not raised in 1881, but the fund drive continued, and the building was dedicated in 1886 to commemorate the opening and first graduation in South Orange in 1861. Alumni Hall houses the chapel for Immaculate Conception Seminary School of Theology as well as the School’s administrative offices.

### Art Center
Originally a carriage house, built between 1890 and 1895, and now a registered national landmark, this red brick Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University’s Art Center. It houses an art gallery, studios, classrooms and offices of the Department of Art, Music and Design.

### Arts and Sciences Hall
Opened in 1973, the building houses the Ruth Sharkey Academic Resource Center, lecture halls, seminar rooms, conference rooms, classrooms, and offices for College of Arts and Sciences faculty and administrative personnel.

### Bayley Hall
Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Elizabeth Seton, Bayley Hall is used for business and administrative purposes, and houses Enrollment Services.

### Bishop Dougherty University Center
Named for Bishop John J. Dougherty, president of Seton Hall from 1960-70, the University Center contains meeting rooms, dining areas, lounges, an art gallery and Theatre-in-the-Round. It houses an art gallery, studios, classrooms and offices of the Department of Art, Music and Design.

### Chapel of the Immaculate Conception
The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and was renovated and restored in 2008. Open every day, the chapel serves as a place of meditation and prayer for all members of the University community. Several Masses are offered on weekdays and on Sundays.

### Corrigan Hall
Named after Bishop Michael A. Corrigan and Reverend James H. Corrigan, brothers who served as second and third presidents of Seton Hall, this building contains offices, the facilities for Computing Services, classrooms, music studios, and labs.

### Duffy Hall
Classrooms, offices, the Bookstore, Parking, Campus ID, Disability Support Services, and the Department of Housing and Residence Life, are located in this building.

### Fahy Hall
Opened in 1968, this building houses many departments of the College of Arts and Sciences, as well as the dean of this College. In addition to classrooms and faculty offices, it contains communication laboratories, the language resource center, and a television studio.

### Jubilee Hall
With six stories and more than 126,000 square feet of academic space, this structure provides a home for the Stillman School of Business, the College of Education and Human Services, the New Jersey Center for Civic and Law-Related Education and the Departments of Political Science, Psychology, Public and Healthcare Administration, and Sociology and Anthropology. It contains 156 faculty and administrative offices and 30 teaching spaces, from seminar rooms that seat eight people to an auditorium seating 390. It also features a central, three-story skylit atrium where students and faculty can congregate informally. A major feature of the building is the technological capabilities it brings to the teaching and learning processes. These include fixed and flexible seating classrooms with the most contemporary information and distance-learning technologies that facilitate the transmission of lectures all over the world; laboratories with one-way observation mirrors; and classrooms with terminals for portable computers.

### Lewis Hall/Immaculate Conception Seminary School of Theology
Lewis Hall/Immaculate Conception Seminary School of Theology was completed in 1984. Faculty and student residences, classrooms, a dining hall, lounges and the Seminary Library are housed in this building.

### 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. The upper level links to Mooney Hall by means of a flying bridge.

### 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.

### McNulty Hall (Science and Technology Center)
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.

### McQuaid Hall
Named after Bishop Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. The Whitehead School of Diplomacy and International Relations is located on a major section of the first floor of this building. The School of Health and Medical Sciences is located on the second floor and part of the first floor.
Mooney Hall. Named for Monsignor James Mooney, president of Seton Hall from 1907-22, the building houses Freshman Studies, the Academic Success Center, Seton Summer Scholars, ROTC/Military Science, Special Academic Services, Counseling Services, the Print Shop, classrooms and offices.

Presidents Hall. Visually the “centerpiece” of campus, Presidents Hall dates back to 1867. It houses administrative offices, including those of the president, provost, executive vice president, general counsel, and planning.

Residence Halls. Seton Hall has housing capacity for approximately 2,100 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.

Seton Hall Law School Building. Seton Hall Law School opened its doors to its first class on the old site of John Marshall Law School, located at 40 Journal Square, Jersey City, in 1951. Twenty years later, in 1971, the School relocated to 1111 Raymond Boulevard, Newark. Outgrowing its space, the Law School moved to its current location at One Newark Center, Newark, in 1992. The Law School entrance leads to a striking, five-story, glass-encased atrium. Offices, classrooms, a moot courtroom and library are interconnected by balconies overlooking the atrium. The School’s location, just one block from Newark Penn Station, allows easy access to Manhattan and other destinations.

Stafford Hall. Located behind Presidents Hall, Stafford Hall was originally called the College Building and was home to many classes in the late 1800’s. It was designed by Jeremiah O’Rourke, who also designed Presidents Hall and the Chapel. Currently, the building is used as a classroom for studio art courses.

Richie Regan Recreation and Athletic Center and Walsh Gymnasium. A student-oriented, multipurpose facility that serves the recreation, physical education and intercollegiate needs of the University community, the Richie Regan Recreation and Athletic Center contains the Richard and Sheila Regan Field House, an eight-lane, 25-yard pool, a fitness/weight training room, a dance studio, racquetball courts, saunas and locker rooms. Adjacent to the Richie Regan Recreation and Athletic Center, is Walsh Gymnasium, a 2,000-seat arena built in 1939 and named for Newark Arch-bishop Thomas Walsh. Walsh Gymnasium is the site of practice and competition for many intercollegiate teams. The state-of-the-art WSOU-FM facility also is located here. Outdoor facilities include Owen T. Carroll Field and Ivy Hill Park, 19 acres of practice and intramural fields adjacent to the campus.

Walsh Library. Seton Hall’s Walsh Library was completed in spring 1994. Located opposite the Richie Regan Recreation and Athletic Center, the four-story, 155,000 square-foot structure is nearly three times the size of its predecessor, McLaughlin Library, and accommodates twice as many users at any given time. The library is named in honor of Board of Regents chairman and University benefactor Frank E. Walsh and his wife, Mary D. Walsh.

Walsh Library facilities include quiet, convenient reading rooms, group study rooms, study carrels and scholar’s studies; compact shelving and a flexible floor plan; state-of-the-art systems to protect, preserve and provide access to valuable resources; an exhibit and art gallery; the Valente Italian Studies Library; the Alberto Italian Studies Institute; and a central location for all library services, including Information Commons, the Special Collections Center, The Teaching, Learning and Technology Center, Walsh Library Gallery, and University Archives.
Faculty Emeriti

**David T. Abalos**  
Ph.D., Princeton Theological Seminary  
Religious Studies and Sociology

**Richard P. Adinaro**  
Ph.D., Fordham University  
Political Science

**John J. Anderson**  
Ph.D., Fordham University  
Philosophy

**Henry Arnold**  
Ph.D., New School for Social Research  
Finance

**Robert Augustine**  
Ph.D., Columbia University  
Chemistry and Biochemistry

**Elizabeth E. Azzara**  
M.L.S, Rutgers, The State University  
Library

**Reverend John M. Ballweg**  
M.A., The Catholic University of America  
Religious Studies

**Mary Rose Barral**  
Ph.D., Fordham University  
Philosophy

**Elizabeth Beck**  
Ph.D., Fordham University  
Education

**Barry B. Blakeley**  
Ph.D., University of Michigan  
Asian Studies

**Francine Bortzel**  
M.S., University of Notre Dame  
Mathematics

**John Botti**  
J.D., Fordham University  
Business Law

**Mary Boutilier**  
Ph.D., Georgetown University  
Political Science

**George P. Browne**  
Ph.D., The Catholic University of America  
History

**Mary Kay Burns**  
M.L.S., Drexel University  
M.A., Kean University  
Library

**Edward T. Byrnes**  
Ph.D., New York University  
English

**Barbara Cate**  
M.A., Columbia University  
Art History

**Reverend Alfred V. Celiano**  
Ph.D., Fordham University  
Chemistry and Biochemistry

**Francesca Guerrero Champion, R.N.**  
M.A., New York University  
Nursing

**Frederic Ming Chang**  
M.M., Indiana University  
Music

**Mary Louise Clarken**  
M.L.S., Rutgers, The State University  
Library

**Richard J. Connors**  
Ph.D., Columbia University  
Political Science

**Gerald J. Dalcourt**  
Ph.D., University of Montreal  
Philosophy

**DeCosta Dawson**  
M.A., M.Ed., Teachers College, Columbia University  
Education

**Nicholas DeProspo**  
Ph.D., New York University  
Biological Sciences

**Reverend William Driscoll**  
Ph.D., Fordham University  
History

**William J. Dunham**  
M.A., New York University  
Political Science

**Rose Gallo**  
Ph.D., Rutgers, The State University  
English

**Gerald Garafola**  
J.D., Seton Hall University  
Public Administration

**Michael C. Garifine, CPA**  
M.B.A., Rutgers, The State University  
Accounting

**Maria Gushanas**  
M.A., Seton Hall University  
Mathematics
Albert B. Hakim  
Ph.D., University of Ottawa  
Psychology  

Edwin J. Havas  
Diploma, Newark School of Fine Arts  
Art  

Emil Hensler Jr., CPA, RMA  
M.B.A., Seton Hall University  
Accounting  

Robert A. Herrera  
Ph.D., New School of Social Research  
Philosophy  

Irving Horowitz  
M.A., Seton Hall University  
Computing and Decision Sciences  

Linda Hsu  
Ph.D., University of Michigan  
Biological Sciences  

Daniel H. Huchital  
Ph.D., Stanford University  
Chemistry and Biochemistry  

Robert Hurley  
Ph.D., New York University  
Professional Psychology  

Ruth R. Hutchison, R.N.  
D.P.H., Columbia University  
Nursing  

Vasanti A. Jategaonkar  
Ph.D., Cornell University  
Computing and Decision Sciences  

Alexander Jovicevich  
Doctorate d’Université, University of Paris  
Modern Languages  

Jerome D. Kaplan  
Ed.D., Teachers College, Columbia University  
Education  

Frank F. Katz  
Ph.D., University of Pennsylvania  
Biological Sciences  

Carole Kendig  
Ph.D., McMaster University  
Psychology  

Tadashi Kikuoka  
Ph.D., Hosei University  
Asian Studies  

Al Paul Klose  
Ph.D., Northwestern University  
Communication  

Stanley Z. Kramer  
Ph.D., University of Pennsylvania  
Biological Sciences  

M. Elizabeth LeBlanc  
Ed.D., Rutgers, The State University  
Education  

Reverend Peter F. Lennon  
Ph.D., Duquesne University  
Psychology  

Edwin R. Lewinson  
Ph.D., Columbia University  
History  

George Lindemer  
Ph.D., Fordham University  
Education  

Robert Linnon  
Ph.D., Ohio State University  
Education  

Shu-Hsien Ma  
M.A., Seton Hall University  
Asian Studies  

Laurence MacPhee  
Ph.D., Rutgers, The State University  
English  

Robert Manley  
Ph.D., State University of New York at Albany  
J.D., Cornell University  
Political Science  

Joseph A. Mauriello, CPA  
Ph.D., New York University  
Accounting  

Lloyd McBride  
B.A., Seton Hall University  
Communication  

Kathleen McCoy  
Ph.D., Florida State University  
English  

Eugene T. McGuinness  
Ph.D., Rutgers, The State University  
Chemistry and Biochemistry  

Donald J. McKenna  
Ph.D., Temple University  
Communication  

Julia A. Miller  
Ed.D., Rutgers, The State University  
African-American Studies
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree or Certification</th>
<th>University/Institution</th>
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</thead>
<tbody>
<tr>
<td>Edgar Mills</td>
<td>Ph.D., New York University</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Reverend John F. Morley</td>
<td>Ph.D., New York University</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>W. Scott Morton</td>
<td>Ph.D., University of Edinburgh</td>
<td>History</td>
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<tr>
<td>Reverend Laurence T. Murphy</td>
<td>Ph.D., University of Notre Dame</td>
<td>Philosophy</td>
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<tr>
<td>Reverend Richard M. Nardone</td>
<td>Ph.D., University of St. Michael’s College</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>James B. O’Connor</td>
<td>Ed.D., New York University</td>
<td>Professional Psychology</td>
</tr>
<tr>
<td>Ernest V. Orsi</td>
<td>Ph.D., St. Louis University</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Lilian Palumbo, R.N.</td>
<td>Ph.D., Walden University</td>
<td>Nursing</td>
</tr>
<tr>
<td>James R. Paris</td>
<td>M.A., New York University</td>
<td>English</td>
</tr>
<tr>
<td>Charlotte F. Peck</td>
<td>M.L.S., University of Pittsburgh</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Gerald Pire</td>
<td>M.A., Marquette University</td>
<td>Library</td>
</tr>
<tr>
<td>Elvira Prisco</td>
<td>Litt.D., University of Naples</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>William J. Radtke</td>
<td>M.A., University of Detroit</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Gilbert L. Rathbun</td>
<td>M.F.A., The Catholic University of America</td>
<td>Communication</td>
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<tr>
<td>Albert Reiners</td>
<td>Ph.D., Fordham University</td>
<td>Education</td>
</tr>
<tr>
<td>David M. Rogers</td>
<td>Ph.D., Wayne State University</td>
<td>English</td>
</tr>
<tr>
<td>Oreste R. Rondinella</td>
<td>Ph.D., Fordham University</td>
<td>Education</td>
</tr>
<tr>
<td>Peter Rosenblum</td>
<td>M.A., Kean University</td>
<td>Communication</td>
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<tr>
<td>Carolyn Rummel, R.N.</td>
<td>Ph.D., New York University</td>
<td>Nursing</td>
</tr>
<tr>
<td>John J. Saccoman</td>
<td>Ph.D., New York University</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>Lucinda F. San Giovanni</td>
<td>Ph.D., Rutgers, The State University</td>
<td>Sociology and Anthropology</td>
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<tr>
<td>Gabriel Sarkanch</td>
<td>M.A., Seton Hall University</td>
<td>Modern Languages</td>
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<tr>
<td>Nathan Schleifer</td>
<td>Ph.D., Belfer Graduate School, Yeshiva University</td>
<td>Physics</td>
</tr>
<tr>
<td>Alfred J. Schmidt</td>
<td>M.B.A., Seton Hall University</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>Bernhard W. Scholz</td>
<td>Ph.D., University of Wurzburg</td>
<td>History</td>
</tr>
<tr>
<td>Reverend Henry Schreitmueller</td>
<td>Ed.D., Lehigh University</td>
<td>Professional Psychology</td>
</tr>
<tr>
<td>John J. Shannon</td>
<td>Ed.D., Rutgers, The State University</td>
<td>Psychology</td>
</tr>
<tr>
<td>Edward R. Shapiro</td>
<td>Ph.D., Harvard University</td>
<td>History</td>
</tr>
<tr>
<td>Hirsch Lazaar Silverman</td>
<td>Ph.D., Yeshiva University</td>
<td>Professional Psychology</td>
</tr>
<tr>
<td>Peter E. Stamer</td>
<td>Ph.D., Stevens Institute of Technology</td>
<td>Physics</td>
</tr>
<tr>
<td>Phyllis H. Stock</td>
<td>Ph.D., Yale University</td>
<td>History</td>
</tr>
</tbody>
</table>
William Stoever  
Ph.D., New York University  
J.D., Harvard University  
Management

William C. Struning  
Ph.D., New York University  
Computing and Decision Sciences

John D. Sweeney  
M.A., Loyola University  
English

Brigitte M. Sys  
M.A., Seton Hall University  
Diplome de l’Ecole Normale de Notre Dame aux Epines Eekloo/Gand, Belgium  
Modern Languages

Ernest Tamburri  
Ed.D., New York University  
Professional Psychology

Frank D. Tinari  
Ph.D., Fordham University  
Economics

Monsignor James C. Turro  
Ph.D., New York University  
Theology

Adelaide Walker  
M.A., Columbia University  
Education

Ralph C. Walz  
Ph.D., New York University  
History

Reverend George White  
M.Ed., Rutgers, The State University  
Education

Robert W. Wilde  
Ph.D., New York University  
Marketing

Teresa S. Yang  
M.L.S., George Peabody College  
M.A., Seton Hall University  
Library

Winston L. Y. Yang  
Ph.D., Stanford University  
Asian Studies

Charles C. Yen  
M.L.S., Peabody Library Scholar  
M.A., Seton Hall University  
M.Phil., New York University  
Librarian

Eileen Amy York, R.N.  
M.A., Teachers College, Columbia University  
Nursing

John Young  
Ph.D., Johns Hopkins University  
Asian Studies

William Ziegler  
M.B.A, Seton Hall University  
Marketing

Ihor Zielyk  
Ph.D., Columbia University  
Sociology

University Faculty

Wagdy Abdallah  
Ph.D., North Texas State University  
Professor of Accounting

Abuhuziefa Abubakr  
M.D., Medical College-Khartoum University, Sudan  
Assistant Professor of Neurology

Issam Aburaiya  
Ph.D., Hebrew University, Jerusalem  
Assistant Professor of Religious Studies

Charles Achilles  
Ed.D., University of Rochester  
Professor of Education Leadership, Management and Policy

Ghayasuddin Ahmad  
Ph.D., State University of New York at Buffalo  
Associate Professor of Biological Sciences

Peter G. Ahr  
Ph.D., The University of St. Michael’s College  
Associate Professor of Religious Studies

Kwame Akonor  
Ph.D., City University of New York  
Assistant Professor of Political Science

Mary P. Alexander, PT, PCS  
DPT, Seton Hall University  
Assistant Professor of Physical Therapy

Paula Becker Alexander  
J.D., New York University  
Ph.D., Rutgers, The State University  
Associate Professor of Management

Simone A. James Alexander  
Ph.D., Rutgers University  
Associate Professor of Africana Studies

Diana Alvarez-Amell  
Ph.D., Cornell University  
Associate Professor of Modern Languages
Amar Dev Amar  
Ph.D., The City University of New York  
Professor of Management

Henry J. Amoroso  
J.D., Delaware Law School of Widener University  
Associate Professor of Legal Studies

Mildred Antenor  
M.A., Rutgers, The State University  
Instructor of English

Nelida Arancibia  
M.A., M.S.W., Rutgers, The State University  
Faculty Associate of Social Work

Lonnie Athens  
D. Crim., University of California, Berkeley  
Professor of Criminal Justice

Baher Azmy  
J.D., New York University  
Clinical Professor of Law

Venugopal Balasubramanian, CCC-SLP  
Ph.D., State University of New York at Buffalo  
Associate Professor of Speech-Language Pathology

Mary M. Balkun  
Ph.D., New York University  
Professor of English

Margarita Balmaceda  
Ph.D., Princeton University  
Associate Professor of Diplomacy and International Relations

Xue-Ming Bao  
M.L.S., Ed.D., Northern Illinois University  
M.Ed., University of Victoria, British Columbia  
Librarian/Associate Professor

Assefaw Bariagaber  
Ph.D., Southern Illinois University  
Professor of Diplomacy and International Relations

David W. Barnes  
J.D., University of Pennsylvania  
Distinguished Research Professor of Law

Theresa E. Bartolotta  
Ph.D., Seton Hall University  
Associate Professor of Health Sciences

Leslie Bayer  
M.A., St. John’s University  
Instructor of English

Ben K. Beitin  
Ph.D., Virginia Polytechnic Institute and State University  
Assistant Professor of Professional Psychology and Family Therapy

David Bénéteau  
Ph.D., University of California, Berkeley  
Associate Professor of Modern Languages

Carolyn S. Bentivegna  
Ph.D., Rutgers, The State University  
Associate Professor of Biological Sciences

Gaia Bernstein  
J.S.D., New York University School of Law  
Professor of Law

Reverend Antonio I. Bico  
S.T.D., Liturgical Institute at St. Mary of the Lake University  
Assistant Professor of Systematic Theology

Tracey L. Billado  
Ph.D., Emory University  
Assistant Professor of History

Carol A. Biscardi, PA-C  
M.S., St. John's University  
Assistant Professor of Physician Assistant

Allan D. Blake  
Ph.D., University of Cambridge  
Associate Professor of Biological Sciences

Richard Blake  
Ph.D., Rutgers, The State University  
Professor of Social Work

Beth Bloom  
M.L.S., M.A., Rutgers, The State University  
Librarian/Associate Professor

Barbara B. Blozen, R.N.  
M.A., New York University  
Instructor of Nursing

Frederick J. Booth  
Ph.D., Rutgers, The State University  
Associate Professor of Classical Studies

Kathleen M. Boozang  
LL.M., Yale Law School  
Associate Dean for Academic Advancement and Professor of Law

Kathleen Boreale, R.N.  
M.S., Rutgers, The State University  
Faculty Associate

Karen E. Boroff  
Ph.D., Columbia University  
Professor of Management

Reverend David M. Bossman  
Ph.D., St. Louis University  
Professor of Jewish-Christian Studies
Faculty

Gary J. Bouchard, PA-C  
Ph.D., Seton Hall University  
Associate Professor of Physician Assistant

Reverend Jerome Bracken  
Ph.D., Fordham University  
Associate Professor of Christian Ethics

Margaret Brady-Amoon  
M.S., Long Island University  
Assistant Professor of Professional Psychology and Family Therapy

Rabbi Alan Brill  
Ph.D., Fordham University  
Associate Professor of Jewish-Christian Studies

Deborah A. Brown  
Ph.D., Drew University  
Associate Professor of Asian Studies

Janine P. Buckner  
Ph.D., Emory University  
Associate Professor of Psychology

Leslie A. Bunnage  
Ph.D., University of California, Irvine  
Assistant Professor of Sociology

John K. Burk  
Ph.D., University of Edinburgh  
Assistant Professor of Religious Studies

Kenneth R. Burke  
Ph.D., New York University  
Associate Professor of Mathematics and Computer Science

Greer Burroughs  
M.A., Montclair State University  
Assistant Professor of Educational Studies

Gregory Burton  
Ph.D., University of Connecticut  
Professor of Psychology

Lee Cabell  
Ed.D., University of Kentucky  
Associate Professor of Health Sciences

Monsignor James M. Cafone  
S.T.D., The Catholic University of America  
Assistant Professor of Religious Studies

Terrence F. Cahill  
Ed.D., George Washington University  
Associate Professor of Health Sciences

Nina Capone, CCC-SLP  
Ph.D., Northwestern University  
Associate Professor of Speech-Language Pathology

Raymond Louis Capra  
M.A., University of North Carolina  
Instructor of Classical Studies

Dorothy Smith Carolina, R.N., A.P.R.N.  
M.S., Columbia University  
Instructor of Nursing

Martha C. Carpentier  
Ph.D., Fordham University  
Professor of English

C. Lynn Carr  
Ph.D., Rutgers, The State University  
Associate Professor of Sociology

Vivienne B. Carr  
Ph.D., Seton Hall University  
Assistant Professor of Educational Studies

Charles Carter  
Ph.D., Duke University  
Professor of Religious Studies

Catherine Cassidy, R.N.  
Ph.D., New York University  
Associate Professor of Nursing

Paul Cavanagh  
Ph.D., Columbia University  
Assistant Professor of Public and Healthcare Administration

Sulie Lin Chang  
Ph.D., Ohio State University  
Professor of Biological Sciences

Monsignor Joseph R. Chapel  
S.T.D., Accademia Alfonsiana, Lateran University, Rome  
Associate Professor of Christian Ethics

Dongdong Chen  
Ph.D., McGill University  
Assistant Professor of Asian Studies

Rong Chen  
Ph.D., University of Michigan  
Assistant Professor of Education Leadership, Management and Policy

Ki Joo Choi  
Ph.D., Boston College  
Assistant Professor of Religious Studies

Tin-Chun Chu  
Ph.D., University of Medicine and Dentistry of New Jersey  
Assistant Professor of Biological Sciences

Petra ten-Doesschate Chu  
Ph.D., Columbia University  
Professor of Art History
Reverend Christopher M. Ciccarino  
S.S.L., Pontifical Biblical Institute, Rome  
S.T.D., Pontifical Gregorian University, Rome  
Assistant Professor of Biblical Studies

MaryAnn Clark  
Ed.D., University of Houston  
Professor of Health Sciences

Juan G. Cobarrubias  
D.Phil., University of Buenos Aires  
Professor of Educational Studies

Anthony J. Colella  
Ph.D., Fordham University  
Professor of Education Leadership, Management and Policy

Carl H. Coleman  
J.D., Harvard University  
Professor of Law

Monsignor Robert F. Coleman  
J.C.D., Gregorian University  
Associate Professor of Pastoral Theology

Joan H. Coll  
Ph.D., Fordham University  
Professor of Management

Catherine Noble Colucci, OTR  
M.A., New York University  
Assistant Professor of Occupational Therapy

William J. Connell  
Ph.D., University of California, Berkeley  
Professor of History

Costel Constantin  
Ph.D., Ohio University  
Assistant Professor of Physics

Colleen M. Conway  
Ph.D., Emory University  
Professor of Religious Studies

John Kip Cornwell  
J.D., Yale Law School  
Professor of Law

Reverend Gabriel B. Costa  
Ph.D., Stevens Institute of Technology  
Associate Professor of Mathematics and Computer Science

Mark B. Couch  
Ph.D., Columbia University  
Assistant Professor of Philosophy

Rebecca Cox  
Ph.D., University of California, Berkeley  
Assistant Professor of Education Leadership, Management and Policy

John J. Dall Jr.  
Ph.D., University of Pennsylvania  
Professor of Economics

James Daly  
Ed.D., Rutgers, The State University  
Professor of Educational Studies

Linda D’Antonio, R.N.  
M.S.N., Rutgers, The State University  
Faculty Associate of Nursing

Gita DasBender  
Ph.D., New York University  
Senior Faculty Associate in English

Vikram Dayalu  
Ph.D., East Carolina University  
Associate Professor of Speech-Language Pathology

Vincent A. DeBari  
Ph.D., Rutgers, The State University  
Professor of Internal Medicine

Jane Dellert, R.N.  
Ph.D., Rutgers, The State University  
Assistant Professor of Nursing

Alan B. Delozier  
M.L.S., Rutgers, The State University  
M.A., Villanova University  
Librarian/Associate Professor

Deborah DeLuca  
J.D., Seton Hall University  
Assistant Professor of Health Sciences

Irene De Masi, PT  
DPT, University of Medicine and Dentistry of New Jersey  
Assistant Professor of Physical Therapy

Mark P. Denbeaux  
J.D., New York University  
Professor of Law

Anthony DePalma  
B.A., Seton Hall University  
Writer-in-Residence, Communication

Josephine DeVito, R.N.  
Ph.D., New York University  
Assistant Professor of Nursing

Roberta Devlin-Scherer  
Ed.D., Temple University  
Professor of Educational Studies

Marta Mestrovic Deyrup  
Ph.D., Columbia University  
M.L.S., Rutgers, The State University  
Librarian/Associate Professor
Sister Melanie Di Pietro  
J.D., Duquesne University  
J.C.D., University of St. Thomas, Rome  
Distinguished Professor in Residence  
Seton Hall University Law School  

Philip S. DiSalvio  
Ed.D., Harvard University  
Associate Professor of Public and Healthcare Administration  

Mary Lou Donovan-Collins, R.N.  
M.S., Rush University  
Instructor of Nursing  

R. Richard Dool  
D.M., University of Maryland  
Assistant Professor of Communication  

Reed W. Easton, C.P.A.  
J.D., College of William and Mary  
LL.M., New York University  
Associate Professor of Accounting and Taxation  

Martin S. Edwards  
Ph.D., Rutgers, The State University  
Assistant Professor of Diplomacy and International Relations  

Nancy Enright  
Ph.D., Drew University  
Associate Professor of English  

Sheldon Epstein  
Ph.D., New York University  
Professor of Computing and Decision Sciences  

Matthew Escobar  
Ph.D., Princeton University  
Associate Professor of Modern Languages  

Gloria Essoka, R.N.  
Ph.D., New York University  
Distinguished Visiting Professor of Nursing  

Alexander Fadeev  
Ph.D., Moscow State University  
Associate Professor of Chemistry and Biochemistry  

Charles E. Falk  
LL.M., New York University  
Executive in Residence of Taxation  

Robert Faraci, OTR/L  
Ph.D., Massachusetts Institute of Technology  
Associate Professor of Occupational Therapy  

Margaret Farrelly  
Ph.D., Seton Hall University  
Assistant Professor of Professional Psychology and Family Therapy  

Sharon Favaro  
M.L.S., Rutgers, The State University  
Librarian/Instructor  

Pledger Fedora  
Ph.D., University of North Carolina at Chapel Hill  
Assistant Professor of Education  

Rabbi Asher Finkel  
Ph.D., University of Tübingen  
Professor of Jewish-Christian Studies  

Martin Finkelstein  
Ph.D., State University of New York at Buffalo  
Professor of Education Leadership, Management and Policy  

Rebecca H. Fisher  
Ph.D., University of Massachusetts at Amherst  
Assistant Professor of Psychology  

Patrick Fisher  
Ph.D., Washington State University  
Associate Professor of Political Science  

Marie C. Foley, R.N.  
Ph.D., New York University  
Associate Professor of Nursing  

Pamela Foley  
Ph.D., Seton Hall University  
Associate Professor of Professional Psychology and Family Therapy  

Jo Renee Formicola  
Ph.D., Drew University  
Professor of Political Science  

Mary Fortier, R.N.  
M.S.N., New York University  
Instructor of Nursing  

Timothy P. Fortin  
Ph.D., Pontifical University of the Holy Cross  
Assistant Professor of Philosophical Theology  

Zeni V. Fox  
Ph.D., Fordham University  
Professor of Pastoral Theology  

Abraham N. Fried  
M.B.A., The City University of New York, Baruch College  
Assistant Professor of Accounting  

Reverend Lawrence E. Frizzell  
D.Phil., Oxford University  
Associate Professor of Jewish-Christian Studies  

Reverend Pablo T. Gadenz  
S.S.L. Pontifical Biblical Institute, Rome  
S.T.D., Pontifical Gregorian University, Rome  
Assistant Professor of Biblical Studies  

Pamela Galehouse, R.N.  
Ph.D., New York University  
Associate Professor of Nursing
David Gelb  
Ph.D., New York University  
Associate Professor of Accounting

Gloria Gelmann, R.N.  
Ed.D., Teachers College, Columbia University  
Ph.D., Seton Hall University  
Associate Professor of Nursing

Richard Gentile  
B.A., Queens College  
Instructor of Marketing

Madeline Gervase, R.N., C.C.R.N., F.N.P.  
M.S.N., Wager College  
Assistant Professor of Nursing

Karen B. Gevirtz  
Ph.D., Emory University  
Assistant Professor of English

Allen Gibson  
Ph.D., Virginia Polytechnic Institute  
Instructor of Computing and Decision Sciences

Margaret Gilhooley  
J.D., Columbia University  
Professor of Law

Martin Gizzi  
M.D., Ph.D., University of Miami  
Professor of Neuroscience

Natalie P. Glass, CCC-SLP  
M.S., Seton Hal University  
Department of Speech-Language Pathology

Gregory Y. Glazov  
D.Phil., Oxford University  
Associate Professor of Biblical Studies

Diana Glendinning  
Ph.D., University of Florida  
Associate Professor of Physical Therapy

Marian G. Glenn  
Ph.D., Tufts University  
Professor of Biological Sciences

Carolyn Goeckel, ATC  
M.A., Western Michigan University  
Assistant Professor of Athletic Training

Kelly Goedert  
Ph.D., University of Virginia  
Assistant Professor of Psychology

Omer Gokcekus  
Ph.D., Duke University  
Professor of Diplomacy and International Relations

Guy J. Golan  
Ph.D., University of Florida  
Assistant Professor of Communication

Benjamin Goldfrank  
Ph.D., University of California, Berkeley  
Assistant Professor of Diplomacy and International Relations

Jeffrey Gray  
Ph.D., University of California, Riverside  
Professor of English

Larry A. Greene  
Ph.D., Columbia University  
Professor of History

Kate Greenwood  
J.D., Georgetown University Law Center  
Faculty Researcher  
Seton Hall University Law School

Raji Grewal  
M.D., University of Alberta, Edmonton  
Associate Professor of Neuroscience

Chrysanthy M. Grieco  
Ph.D., Drew University  
Associate Professor of English

Reverend John S. Grimm  
J.D., Widener School of Law  
S.T.L., Dominican House of Studies, Washington DC  
Assistant Professor of Christian Ethics

Daniel Gross  
Ph.D., University of Notre Dame  
Professor of Mathematics and Computer Science

Reverend Thomas C. Guarino  
Ph.D., The Catholic University of America  
Professor of Systematic Theology

Esther E. Guerin  
Ph.D., University of Wyoming  
Professor of Mathematics and Computer Science

Joan F. Guetti  
Ph.D., Rutgers, The State University  
Associate Professor of Mathematics and Computer Sciences

Daniel Gutmore  
Ph.D., New York University  
Faculty Associate of Education

Matthew Hale  
Ph.D., University of Southern California  
Associate Professor of Public and Healthcare Administration
Irm Haleem  
Ph.D., Boston University  
Assistant Professor of Political Science

Jamesetta Halley-Boyce, R.N., F.A.C.H.E.  
Ph.D., Walden University  
Associate Professor of Nursing

William H. Haney  
M.F.A., University of Georgia  
Associate Professor of Art

Christopher J. Hanifin, PA-C  
M.S., Seton Hall University  
Instructor of Physician Assistant

Phillip Hanna  
M.D., Northwestern University Medical School  
Assistant Professor of Neuroscience

Phyllis Shanley Hansell, R.N., F.A.A.N.  
Ed.D., Columbia University  
Professor of Nursing

James Hanson  
Ph.D., California Institute of Technology  
Professor of Chemistry and Biochemistry

Subramanian Hariharan  
M.D., University of Kerala, T.D. Medical College  
Clinical Associate Professor of Neuroscience

John J. Harrington Jr., C.L.U.  
Ph.D., New York University  
Professor of Finance

Maura Harrington  
M.A., Seton Hall University  
Instructor of English

Susan J. Hart, R.N.  
M.S.N., Seton Hall University  
Faculty Associate of Nursing

Bruce W. Hartman  
Ph.D., Indiana University  
Professor of Professional Psychology and Family Therapy

Anthony L. Haynor  
Ph.D., Rutgers, The State University  
Associate Professor of Sociology

Yinan He  
Ph.D., Massachusetts Institute of Technology  
Assistant Professor of Diplomacy and International Relations

Jürgen W. Heinrichs  
Ph.D., Yale University  
Associate Professor of Art History

Theresa F. Henry, C.P.A.  
Ph.D., New York University  
Assistant Professor of Accounting

Anne M. Hewitt  
Ph.D., Temple University  
Associate Professor of Public and Healthcare Administration

John F. Hicks  
LL.M., University of Illinois  
Visiting Professor of Law

Jeanette T. Hile  
M.A., Montclair State University  
Professor of Music

Vicci Hill-Lombardi, ATC  
Ed.D., Columbia University  
Associate Professor of Athletic Training

Alisa Hindin  
Ed.D., Boston University  
Assistant Professor of Educational Studies

William James H. Hoffer  
J.D., Harvard University  
Ph.D., Johns Hopkins University  
Associate Professor of History

E. Kenneth Hoffman  
Ph.D., New York University  
Professor of Communication

Mark P. Holtzman  
Ph.D., University of Texas at Austin  
Associate Professor of Accounting

Donna Ho-Shing, R.N.  
M.S.N., William Paterson University  
Instructor of Nursing

Hengameh Hosseini  
Ph.D., Marywood University  
Assistant Professor of Public and Healthcare Administration

John R. Hovancik  
Ph.D., Purdue University  
Associate Professor of Psychology

Yanzhong Huang  
Ph.D., University of Chicago  
Associate Professor of Diplomacy and International Relations

Amy J. Silvestri Hunter  
Ph.D., University of Vermont  
Associate Professor of Psychology

Richard J. Hunter, Jr.  
J.D., University of Notre Dame  
Professor of Legal Studies

Margaret Hurtyk, R.N.  
M.S.N., Rutgers, The State University  
Assistant Professor of Nursing
Jerome Huyler  
Ph.D., New School for Social Research  
Assistant Professor of Classical Studies

Andrew Ikpoh  
Ph.D., Columbia University  
Associate Professor of Economics

Nancy Isenberg  
M.D., M.P.H., Columbia University, College of Physicians and Surgeons  
Assistant Professor of Neuroscience

Jennifer Itzkowitz  
Ph.D., University of Florida  
Assistant Professor of Finance

John V. Jacobi  
J.D., Harvard Law School  
Professor of Law

Gady Jacoby  
Ph.D., York University  
Associate Professor of Finance

E. Judson Jennings  
J.D., Georgetown University  
Professor of Law

Kristen N. Johnson  
J.D., University of Michigan Law School  
Associate Professor of Law

Portia Johnson, R.N.  
Ed.D., Columbia University  
Assistant Professor of Nursing

Leah Johnson-Rowbotham, R.N.  
M.S.N., Rutgers, The State University  
Faculty Associate of Nursing

Eric M. Johnston  
Ph.D., The Catholic University of America  
Assistant Professor of Theology

Edmund Jones  
Ph.D., New York University  
Associate Professor of English

Amadu Jacky Kaba  
Ph.D., Seton Hall University  
Assistant Professor of Sociology

Nathan W. Kahl  
Ph.D., Stevens Institute of Technology  
Assistant Professor of Mathematics and Computer Science

Sulekha Kalyan  
M.A., Kurukshetra University  
M.L.S., State University of New York at Buffalo  
Librarian/Associate Professor

Chander Kant  
Ph.D., Southern Methodist University  
Associate Professor of Economics

Daniel Katz  
Ph.D., Michigan State University  
Assistant Professor of Educational Studies

Thomas W. Kavanagh  
Ph.D., University of New Mexico  
Assistant Professor of Anthropology

Philip M. Kayal  
Ph.D., Fordham University  
Professor of Sociology

Yuri Kazakevich  
Ph.D., Moscow State University  
Professor of Chemistry and Biochemistry

Stephen P. Kelty  
Ph.D., Harvard University  
Professor of Chemistry and Biochemistry

Maura Kenny  
M.S., Simmons College  
M.A., University of Toronto  
M.A., Middlebury College  
Librarian/Assistant Professor

Leena A. Khandwala  
J.D., Fordham University School of Law  
Clinical Fellow  
Seton Hall University Law School

Eunyoung Kim  
Ph.D., University of Illinois  
Assistant Professor of Education Leadership, Management and Policy

Moon W. Kim  
Ph.D., Polytechnic Institute of Brooklyn  
Associate Professor of Mathematics and Computer Science

Sedong Kim  
Ph.D., University of California, Berkeley  
Associate Professor of Physics

James J. Kimble  
Ph.D., University of Maryland  
Assistant Professor of Communication

Christopher Kinslow  
M.B.A., Columbia University  
Instructor of Finance

Angela V. Klaus  
Ph.D., Rutgers, The State University  
Assistant Professor of Biological Sciences

Nathaniel Knight  
Ph.D., Columbia University  
Associate Professor of History
322 Faculty

Jane Ko  
Ph.D., University of Minnesota  
Associate Professor of Biological Sciences

Brigitte Koenig  
Ph.D., University of California, Berkeley  
Associate Professor of History

Phillip Kramer  
M.D., University of Connecticut School of Medicine  
Associate Professor of Neuroscience

Jon Kraszewski  
Ph.D., Indiana University  
Assistant Professor of Communication

Eliot Krause  
Ph.D., Purdue University  
Assistant Professor of Biological Sciences

Gary Kritz  
Ph.D., Indiana University  
Associate Professor of Marketing

Christine A. Krus  
M.S., Pratt Institute  
Assistant Professor of Art

Raymond Ku  
J.D., New York University  
Associate Professor of Law

Patricia P. Kuchon  
Ph.D., City University of New York  
Associate Professor of Communication

Anna Kuchta  
M.A., New York University  
Senior Faculty Associate of Modern Languages

Ellen LaForge  
M.F.A., Rutgers, The State University  
Assistant Professor of Communication

Sean E. Lake  
B.A., Boston University  
Instructor of Classical Studies

Joseph Landolfi  
D.O., University of Medicine and Dentistry of New Jersey  
Assistant Professor of Neurology

Harold M. Launer  
Ph.D., Southern Illinois University  
Associate Professor of Criminal Justice

Chinh Q. Le  
J.D., University of Virginia Law School  
Practitioner in Residence  
Seton Hall University Law School

Daniel J. Leab  
Ph.D., Columbia University  
Professor of History

Anthony E. Lee  
M.L.S., Columbia University  
M.A., Seton Hall University  
M.A., Seton Hall University  
M.A./A.B.D., Princeton University  
Librarian/Assistant Professor

Christopher A. Lee  
M.L.S., Rutgers, The State University  
Librarian/Instructor

Gemma Lee  
Ph.D., Vanderbilt University  
Assistant Professor of Finance

Sandra S. Lee  
Ph.D., New School for Social Research  
Professor of Professional Psychology and Family Therapy

Susan Leshnoff  
Ed.D., Columbia University  
Associate Professor of Art

Edwin Pak-Wah Leung  
Ph.D., University of California, Santa Barbara  
Professor of Asian Studies

Dena Levine  
D.M.A., State University of New York, Stony Brook  
Associate Professor of Music

Jeffrey C. Levy  
Ph.D., Adelphi University  
Associate Professor of Psychology

Monsignor Richard Liddy  
S.T.L., Ph.D., Pontifical Gregorian University  
Professor of Religious Studies

R. Erik Lillquist  
J.D., University of Virginia  
Associate Dean, Finance and Administration, and Professor of Law

Michael Linderman  
Ph.D., University of Pennsylvania  
Assistant Professor of Asian Studies

James R. Lindroth  
Ph.D., New York University  
Professor of English

Marianne E. Lloyd  
Ph.D., Binghamton University  
Assistant Professor of Psychology
Martha M. Loesch  
M.S., Pratt Institute  
M.Ed., Seton Hall University  
Librarian/Instructor

Jorge Lopez-Cortina  
Ph.D., Georgetown University  
Assistant Professor of Modern Languages

Judith A. Lothian, R.N.  
Ph.D., New York University  
Associate Professor of Nursing

Anthony L. Loviscek  
Ph.D., West Virginia University  
Associate Professor of Finance

Arlene Lowe  
M.F.A., Pratt Institute  
Associate Professor of Art

Héctor R. Lozada  
Ph.D., University of Kentucky  
Associate Professor of Marketing

Maxine N. Lurie  
Ph.D., University of Wisconsin  
Professor of History

Fredline A.O. M’Cormack-Hale  
Ph.D., University of Florida  
Assistant Professor of Diplomacy and International Relations

Christen Madrazo  
M.A., Seton Hall University  
Instructor of English

Catherine Maher, PT, GCS  
DPT, Seton Hall University  
Assistant Professor of Physical Therapy

Monsignor Dennis Mahon  
Ph.D., Syracuse University  
Associate Professor of Communication

Solangel Maldonado  
J.D., Columbia University  
Assistant Professor of Law

Joseph T. Maloy  
Ph.D., University of Texas at Austin  
Associate Professor of Chemistry and Biochemistry

Ellen D. Mandel, PA-C, RD  
D.M.H., Drew University  
Associate Professor of Physician Assistant

Joseph R. Marbach  
Ph.D., Temple University  
Professor of Political Science

Thomas J. Marlowe  
Ph.D., Rutgers, The State University  
Professor of Mathematics and Computer Science

Janet Marstine  
Ph.D., University of Pittsburgh  
Assistant Professor of Art History and Museum Professions

Joseph Martinelli  
Ed.D., Seton Hall University  
Faculty Associate of Educational Studies

Cecelia Marzabadi  
Ph.D., University of Missouri-St. Louis  
Associate Professor of Chemistry and Biochemistry

Thomas Massarelli  
Ph.D., Seton Hall University  
Faculty Associate of Professional Psychology and Family Therapy

Robert F. Massey  
Ph.D., City University of New York  
Professor of Professional Psychology and Family Therapy

John T. Masterson  
Ph.D., Polytechnic Institute of New York  
Associate Professor of Mathematics and Computer Science

Wesley T. Matsui  
Ph.D., Temple University  
Assistant Professor of Professional Psychology and Family Therapy

Maxim Matusevich  
Ph.D., University of Illinois  
Associate Professor of History

Ann Marie Mauro, R.N.  
Ph.D., New York University  
Assistant Professor of Nursing

Grace M. May  
Ph.D., University of Pennsylvania  
Associate Professor of Educational Studies

Vanessa H. May  
Ph.D., University of Virginia  
Assistant Professor of History

Robert A. Mayhew  
Ph.D., Georgetown University  
Professor of Philosophy

Ann M. Mayo  
Ph.D., Ohio State University  
Faculty Associate of Management

Monsignor Gerard H. McCarren  
S.T.D., The Catholic University of America  
Associate Professor of Theology
William McCartan  
Ed.D., Rutgers, The State University  
Assistant Professor of Educational Studies

Laurence M. McCarthy  
Ph.D., Ohio State University  
Associate Professor of Management

James P. McCartin  
Ph.D., University of Notre Dame  
Assistant Professor of History

Elizabeth McCrea  
Ph.D., Rutgers, The State University  
Assistant Professor of Management

Mary Anne McDermott, R.N.  
Ph.D., New York University  
Associate Professor of Nursing

Andrew L. McDonough  
Ed.D., Teacher’s College, Columbia University  
Professor of Health Sciences

Lauren Mary McFadden  
Ed.D., Seton Hall University  
Assistant Professor of Educational Studies

James P. McGlone  
Ph.D., New York University  
Professor of Communication

Kerry Smith McNeill  
M.S., Stevens Institute of Technology  
Faculty Associate of Mathematics and Computer Science

Vicente Medina  
Ph.D., University of Miami  
Associate Professor of Philosophy

Murat C. Menguc  
Ph.D., University of Cambridge  
Assistant Professor of History

Thomas J. Mernar  
Ph.D., University of Southern California  
Assistant Professor of Occupational Therapy

Donna Mesler, R.N.  
M.S.N., Seton Hall University  
Faculty Associate of Nursing

David P. Mest  
Ph.D., University of Texas at Austin  
Faculty Associate of Accounting

Reverend Douglas J. Milewski  
S.T.D., Institutum Patristicum Augustinianum, Rome  
Associate Professor of Theology

John Minacapelli  
M.S., Notre Dame University  
M.A., Seton Hall University  
Senior Faculty Associate of Mathematics and Computer Science

Manfred Minimair  
Ph.D., North Carolina State University  
Associate Professor of Mathematics and Computer Science

Roseanne Mirabella  
Ph.D., New York University  
Associate Professor of Political Science

Charles P. Mitchel  
Ed.D., Fairleigh Dickinson University  
Associate Professor of Education Leadership, Management and Policy

Lourdes Zaragoza Mitchel  
Ed.D., Seton Hall University  
Associate Professor of Educational Studies

John J. Mitchell Jr.  
Ph.D., University of St. Michael’s College  
Professor of Biomedical Ethics

Roberta Lynn Moldow  
Ph.D., Mount Sinai School of Medicine  
The City University of New York  
Professor of Biological Sciences

Mark C. Molesky  
Ph.D., Harvard University  
Assistant Professor of History

Joseph L. Monaco, PA-C  
M.S.J., Seton Hall University  
Assistant Professor of Physician Assistant

Marco T. Morazan  
Ph.D., City University of New York  
Associate Professor of Mathematics and Computer Science

Philip Moremen  
J.D., University of California, Los Angeles  
Ph.D., Tufts University  
Associate Professor of Diplomacy and International Relations

Jeffrey L. Morrow  
Ph.D., University of Dayton  
Assistant Professor of Theology

W. King Mott  
Ph.D., Louisiana State University  
Associate Professor of Political Science

Mary F. Mueller  
Ed.D., Rutgers, The State University  
Assistant Professor of Educational Studies
Anne Mullen-Hohl  
Ph.D., Columbia University  
Associate Professor of Modern Languages

Ann Marie Murphy  
Ph.D., Columbia University  
Assistant Professor of Diplomacy and International Relations

Wyatt Rorer Murphy Jr.  
Ph.D., University of North Carolina at Chapel Hill  
Professor of Chemistry and Biochemistry

Athar Murtuza, C.M.A.  
Ph.D., Washington State University  
Associate Professor of Accounting

Ines Murzaku  
Ph.D., Pontificum Instititum Orientale  
Associate Professor of Religious Studies

Preeti Nair, PT  
Ph.D., University of Florida  
Department of Physical Therapy

Denise Nash-Luckenback, R.N.  
M.S.N., Rutgers, The State University  
Instructor of Nursing

Charlotte Nichols  
Ph.D., New York University, Institute of Fine Arts  
Associate Professor of Art History

Susan A. Nolan  
Ph.D., Northwestern University  
Associate Professor of Psychology

Amy Nyberg  
Ph.D., University of Wisconsin, Madison  
Associate Professor of Communication

Nathan Oates  
Ph.D., University of Missouri, Columbia  
Assistant Professor of English

Julie O’Connell  
M.A.T., Brown University  
Instructor of English

David O’Connor  
Ph.D., Marquette University  
Professor of Philosophy

Reverend Mark F. O’Malley  
H.E.L., Pontifical Gregorian University  
Assistant Professor of Church History

Susan A. O’Sullivan-Gavin  
J.D., Seton Hall University  
Senior Faculty Associate of Legal Studies

Catherine M. Olsen, R.N.  
Ph.D., Kent State University  
Assistant Professor of Nursing

Valerie Olson, PT  
Ph.D., Seton Hall University  
Associate Professor of Health Sciences

Agnes P. Olszewski  
Ph.D., University of Warsaw  
Associate Professor of Marketing

David Oponderbck  
LL.M., New York University School of Law  
Associate Professor of Law

Penina Orenstein  
Ph.D., Middlesex University, London, UK  
Assistant Professor of Computing and Decision Sciences

Michael J. Osnato  
Ed.D., Columbia University  
Associate Professor of Education Leadership, Management and Policy

Shigeru Osuka  
Ed.D., University of Hawaii  
Associate Professor of Asian Studies

John Paitakes  
Ph.D., Union Institute  
Senior Faculty Associate of Public and Healthcare Administration

Joseph Palenski  
Ph.D., New York University  
Professor of Criminal Justice

Robert M. Pallitto  
Ph.D., The New School  
J.D., University of Michigan Law School  
Assistant Professor of Political Science

Laura K. Palmer  
Ph.D., University of Houston  
Associate Professor of Professional Psychology and Family Therapy

Melinda Papaccio  
M.A., Seton Hall University  
Instructor of English

Raju Parasher  
Ed.D., Teacher’s College, Columbia University  
Associate Professor of Health Sciences

Frank Pasquale  
J.D., Yale University  
Professor of Law

Leslie P. Pastor  
Ph.D., Columbia University  
Associate Professor of Modern Languages

Eric W. Pennington  
Ph.D., University of Cincinnati  
Assistant Professor of Modern Languages
Marietta Esposito Peskin
Ed.D., Rutgers, The State University
Associate Professor of Educational Studies

Brenda Petersen, R.N.
M.S.N., Seton Hall University
Faculty Associate of Nursing

H. James Phillips, PT, ATC, OCS
Ph.D., Seton Hall University
Associate Professor of Physical Therapy

Meryl M. Picard, OTR
M.S.W., New York University
Assistant Professor of Occupational Therapy

Genevieve Pinto-Zipp, PT
Ed.D., Columbia University
Associate Professor of Health Science

Stephen F. Pirog
Ph.D., Temple University
Associate Professor of Marketing

Evelyn Plummer
Ed.D., Columbia University
Associate Professor of Communication

Bridget A. Porta, R.N.
M.S., Rutgers, The State University
Instructor of Nursing

Reverend Lawrence B. Porter
Ph.D., Vanderbilt University
Professor of Systematic Theology

Kim Poulsen, PT
DPT, Seton Hall University
Assistant Professor of Physical Therapy

José M. Prieto
Ph.D., Universidad Nacional Autónoma de México
Assistant Professor of Modern Languages

Anne Marie Pumfery
Ph.D., University of Wisconsin-Madison
Assistant Professor of Biological Sciences

Gregory Przybyleski
M.D., Jefferson Medical College
Professor of Neurology

Emma G. Quartaro
D.S.W., Columbia University
Professor of Social Work

Dermot A. Quinn
D.Phil., Oxford University
Professor of History

Cherubim Quizon
Ph.D., State University of New York, Stony Brook
Associate Professor of Anthropology

Jon P. Radwan
Ph.D., The Pennsylvania State University
Associate Professor of Communication

Reverend John J. Ranieri
Ph.D., Boston College
Associate Professor of Philosophy

Carroll D. Rawn
Ph.D., University of Kentucky
Associate Professor of Biological Sciences

Peter Reader
M.F.A., University of Wisconsin
Associate Professor of Communication

Patricia Remshifski, CCC-SLP
M.S., Bloomsburg University
Assistant Professor of Speech-Language Pathology

Kathleen D. Rennie
Ph.D., Seton Hall University
Senior Faculty Associate of Communication

Michael M. Reuter
M.B.A., Fairleigh Dickinson University
Instructor of Management

Joseph P. Rice
Ph.D., The Catholic University of America
Assistant Professor of Modern Languages

Elven Riley
B.S., Ohio University
Executive in Residence of Finance

D. Michael Risinger
J.D., Harvard University
Professor of Law

Alice Ristroph
J.D., Harvard University
LL.M., Columbia University
Associate Professor of Law

Victoria Rivera-Cordero
Ph.D., Princeton University
Assistant Professor of Modern Languages

Denise Rizzolo, PA-C
Ph.D., Seton Hall University
Assistant Professor of Physician Assistant

Carlos A. Rodriguez
Ph.D., University of Wisconsin, Madison
Professor of Modern Languages

June Rohrbach
M.Ed., North Carolina State University
Senior Faculty Associate of Mathematics and Computer Science
Gabriella Romani  
Ph.D., University of Pennsylvania  
Assistant Professor of Modern Languages

Thomas R. Rondinella  
M.F.A., New York University  
Associate Professor of Communication

Patricia E. Ropis, R.N.  
M.S.N., Kean University  
Instructor of Nursing

Lisa Rose-Wiles  
Ph.D., Washington University, St. Louis  
Librarian/Assistant Professor

Michael Rosenberg  
M.D., Baylor College of Medicine  
Professor of Neuroscience

David Rosenthal  
Ph.D., University of Pennsylvania  
Associate Professor of Computing and Decision Sciences

Marycarol Rossignol, R.N.  
Ph.D., Widener University  
Associate Professor of Nursing

Scott Rothbort  
M.B.A., New York University  
Instructor of Finance

Kurt W. Rotthoff  
Ph.D., Clemson University  
Assistant Professor of Finance

Jean Rubino, R.N., A.P.R.N., B.C  
Ed.D., Teachers College, Columbia University  
Assistant Professor of Nursing

Gerald Ruscingno  
D.C., New York Chiropractic College  
Senior Faculty Associate of Biological Sciences

Jesse Russell  
Ph.D., University of California, Santa Barbara  
Assistant Professor of Diplomacy and International Relations

Reverend John F. Russell, O. Carm.  
S.T.D., Lateran University  
Professor of Systematic Theology

Concetta Russo  
Ed.D., Dowling College  
Assistant Professor of Educational Studies

Phyllis Russo, R.N.  
Ed.D., Seton Hall University  
Associate Professor of Nursing

Mary F. Ruzicka  
Ph.D., Fordham University  
Professor of Educational Studies

Thomas Rzeznik  
Ph.D., University of Notre Dame  
Assistant Professor of History

John T. Saccoman  
Ph.D., Stevens Institute of Technology  
Professor of Mathematics and Computer Science

Anthony Sadler  
Ph.D., University of Wisconsin, Madison  
Assistant Professor of Management

Mehmet Alper Sahiner  
Ph.D., Rutgers, The State University  
Associate Professor of Physics

William W. Sales Jr.  
Ph.D., Columbia University  
Associate Professor of Africana Studies

Arundhati Sanyal  
Ph.D., City University of New York  
Senior Faculty Associate of English

Brenda Saunders-Hampden  
J.D., Seton Hall Law School  
Associate Professor of Law

Peter Savastano  
Ph.D., Drew University  
Assistant Professor of Anthropology

Mary Ann Meredith Scharf, R.N.  
Ed.D., Teachers College, Columbia University  
Associate Professor of Nursing

Susan Scherreik  
M.B.A., Columbia University  
Visiting Professor of Management

Lauren Schiller  
M.F.A., University of Wisconsin-Madison  
Associate Professor of Art

Lewis Z. Schlosser  
Ph.D., University of Maryland  
Associate Professor of Professional Psychology and Family Therapy

Laura A. Schoppmann  
Ph.D., Stevens Institute of Technology  
Associate Professor of Mathematics and Computer Science

Kirsten Schultz  
Ph.D., New York University  
Assistant Professor of History

Owen Schur  
Ph.D., Yale University  
Associate Professor of English
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Sciglitano</td>
<td>Ph.D., Fordham University Associate Professor of Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Mona Sedrak, PA-C</td>
<td>Ph.D., Walden University Associate Professor of Physician Assistant</td>
<td></td>
</tr>
<tr>
<td>Ruth Segal, OTR</td>
<td>Ph.D., University of Southern California Professor of Occupational Therapy</td>
<td></td>
</tr>
<tr>
<td>Richard Seides, R.N., A.P.R.N.</td>
<td>M.S.N., University of Medicine and Dentistry of New Jersey Assistant Professor of Nursing</td>
<td></td>
</tr>
<tr>
<td>John Sensakovic</td>
<td>M.D., Ph.D., University of Medicine and Dentistry of New Jersey Professor of Medicine</td>
<td></td>
</tr>
<tr>
<td>Maria Serrano, R.N.</td>
<td>M.A., New York University Faculty Associate of Nursing</td>
<td></td>
</tr>
<tr>
<td>Taruni Seth</td>
<td>Ph.D., Panjab University Assistant Professor of Mathematics and Computer Science and Physics</td>
<td></td>
</tr>
<tr>
<td>Wendiann Seth</td>
<td>M.A., State University of New York at Buffalo M.S., Seton Hall University Senior Faculty Associate of Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>John H. Shannon</td>
<td>J.D., M.B.A., Seton Hall University Associate Professor of Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Robert E. Shapiro</td>
<td>J.D., Harvard University LL.M., New York University Associate Professor of Taxation</td>
<td></td>
</tr>
<tr>
<td>Christopher Sharrett</td>
<td>Ph.D., New York University Professor of Communication</td>
<td></td>
</tr>
<tr>
<td>Kelly A. Shea</td>
<td>Ph.D., University of Pennsylvania Associate Professor of English</td>
<td></td>
</tr>
<tr>
<td>Sung J. Shim</td>
<td>Ph.D., Rensselaer Polytechnic Institute Associate Professor of Computing and Decision Sciences</td>
<td></td>
</tr>
<tr>
<td>Mitra Shojania-Feizabadi</td>
<td>Ph.D., Virginia Polytechnic University Assistant Professor of Physics</td>
<td></td>
</tr>
<tr>
<td>Brian B. Shulman</td>
<td>Ph.D., Bowling Green State University Professor of Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>Andrew Simon</td>
<td>Ph.D., Rutgers, The State University Associate Professor of Psychology</td>
<td></td>
</tr>
<tr>
<td>Alex Simonon</td>
<td>Ph.D., Columbia University J.D., New York University Visiting Associate Professor of Marketing</td>
<td></td>
</tr>
<tr>
<td>Theodora Sirota, R.N.</td>
<td>Ph.D., New York University Associate Professor of Nursing</td>
<td></td>
</tr>
<tr>
<td>Rosemary W. Skeele</td>
<td>Ed.D., New York University Professor of Educational Studies</td>
<td></td>
</tr>
<tr>
<td>Courtney B. Smith</td>
<td>Ph.D., Ohio State University Associate Professor of Diplomacy and International Relations</td>
<td></td>
</tr>
<tr>
<td>John E. Smith</td>
<td>Ed.D., Lehigh University Assistant Professor of Professional Psychology and Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Richard D. Smith</td>
<td>J.D., Fordham University Visiting Professor of Finance and Legal Studies</td>
<td></td>
</tr>
<tr>
<td>William A. Smith Jr.</td>
<td>Ph.D., St. John’s University Professor of Philosophy</td>
<td></td>
</tr>
<tr>
<td>Nicholas H. Snow</td>
<td>Ph.D., Virginia Polytechnic Institute and State University Professor of Chemistry and Biochemistry</td>
<td></td>
</tr>
<tr>
<td>John R. Sowa Jr.</td>
<td>Ph.D., Iowa State University Associate Professor of Chemistry and Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Joel B. Sperber</td>
<td>Ed.D., Yeshiva University Senior Faculty Associate of English</td>
<td></td>
</tr>
<tr>
<td>Judith C. Stark</td>
<td>Ph.D., New School for Social Research Professor of Philosophy</td>
<td></td>
</tr>
<tr>
<td>Leigh Stelzer</td>
<td>Ph.D., University of Michigan Associate Professor of Management</td>
<td></td>
</tr>
<tr>
<td>Richard E. Stern</td>
<td>Ph.D., Rutgers, The State University Librarian/Associate Professor</td>
<td></td>
</tr>
</tbody>
</table>
Kathleen A. Sternas, R.N.
Ph.D., Case Western Reserve University
Associate Professor of Nursing

Joseph Stetar
Ph.D., State University of New York
Professor of Education Leadership,
Management and Policy

Doreen Stiskal, PT
Ph.D., Seton Hall University
Associate Professor of Health Sciences

Joyce Strawser
Ph.D., Louisiana State University
Associate Professor of Accounting

Barbara Strobert
Ed.D., Teacher’s College, Columbia University
Assistant Professor of Education Leadership,
Management and Policy

Bonnie A. Sturm, R.N.
Ed.D., Columbia University
Assistant Professor of Nursing

Charles A. Sullivan
LL.B., Harvard University
Professor of Law

Yui Suzuki
Ph.D., University of Michigan
Assistant Professor of Diplomacy and International Relations

Mark Svenvold
M.F.A., University of Iowa
Assistant Professor of English

Darren L. Sweeper
M.A., M.L.S., Rutgers, The State University
Librarian/Assistant Professor

Sister Anita Talar, R.S.M.
M.L.S., Rutgers, The State University
M.A., Georgian Court College
Librarian/Professor

Edward G. Tall
Ph.D., State University of New York at Stony Brook
Faculty Associate of Biological Sciences

Hongfei Tang
Ph.D., Purdue University
Assistant Professor of Finance

Michael A. Taylor
Ph.D., Ohio State University
Assistant Professor of Political Science

Susan Teague
Ph.D., University of Georgia
Associate Professor of Psychology

Cheryl Thompson-Sard
Ph.D., Adelphi University
Associate Professor of Professional Psychology and Family Therapy

Patrice Thoms-Cappello
Ph.D., Drew University
Senior Faculty Associate of English

Gloria Thurmond
D.Min., Drew University
Faculty Associate of Music

Christopher H. Tienken
Ed.D., Seton Hall University
Assistant Professor of Education Leadership,
Management and Policy

Jeffrey Togman
Ph.D., New York University
Associate Professor of Political Science

Elizabeth Torcivia, OTR
Ph.D., Seton Hall University
Associate Professor of Occupational Therapy

Dianne M. Traflet
J.D., Seton Hall University School of Law
S.T.D., Pontifical University of St. Thomas Aquinas
Assistant Professor of Pastoral Theology

Mary E. Ubinger-Murray, ATC
M.A., University of North Carolina, Chapel Hill
Assistant Professor of Athletic Training

Linda Ulak, R.N.
Ed.D., Seton Hall University
Associate Professor of Nursing

Yvonne Unna
Ph.D., Boston University
Associate Professor of Philosophy

Michael E. Valdez
Ph.D., University of Hawaii
Assistant Professor of Management

Victor Velarde
Ph.D., University of Madrid
Assistant Professor of Philosophical Theology

Michael Vigorito
Ph.D., University of Massachusetts, Amherst
Associate Professor of Psychology

Viswa K. Viswanathan
Ph.D., The Indian Institute of Management
Associate Professor of Computing and Decision Sciences

Bert Wachsmuth
Ph.D., Indiana University
Associate Professor of Mathematics and Computer Science
Elaine Walker  
Ph.D., Howard University  
Professor of Education Leadership, Management and Policy

Arthur Walters  
M.D., Wayne State University Medical School  
Professor of Neuroscience

Zheng Wang  
Ph.D., George Mason University  
Assistant Professor of Diplomacy and International Relations

John Wargacki  
Ph.D., New York University  
Associate Professor of English

Robert F. Waters, Jr.  
Ph.D., University of Maryland  
Assistant Professor of Music

Gisela Webb  
Ph.D., Temple University  
Professor of Religious Studies

Yufeng Wei  
Ph.D., Columbia University  
Assistant Professor of Chemistry and Biochemistry

Angela Jane Weisl  
Ph.D., Columbia University  
Professor of English

Rob R. Weitz  
Ph.D., University of Massachusetts  
Associate Professor of Computing and Decision Sciences

Deborah Welling, CCC-A/FAAA  
AuD, University of Florida  
Associate Professor of Speech-Language Pathology

Yonah Wilamowsky  
Ph.D., New York University  
Professor of Computing and Decision Sciences

Elizabeth Anne Wilson  
J.D., Harvard Law School  
Ph.D., University of Pennsylvania  
Assistant Professor of Diplomacy and International Relations

Leigh Winser  
Ph.D., Columbia University  
Professor of English

Joseph Z. Wisenblit  
Ph.D., The City University of New York  
Associate Professor of Marketing

Naomi Wish  
Ph.D., Rutgers, The State University  
Professor of Public and Healthcare Administration

Monsignor Robert J. Wister  
D. Eccl. Hist., Pontifical Gregorian University  
Associate Professor of Church History

Joyce Wright, R.N.  
Ph.D., Widener University  
Assistant Professor of Nursing

Luzhou Xing  
Ph.D., Beijing Normal University  
Assistant Professor of Biological Sciences

Xiaoqing Eleanor Xu, C.F.A.  
Ph.D., Syracuse University  
Professor of Finance

Deirdre Yates  
M.F.A., The Catholic University of America  
Professor of Communication

Jason Z. Yin  
M.B.A., Ph.D., New York University  
Professor of Management

Yeomin Yoon  
Ph.D., Byrn Mawr College, University of Pennsylvania  
Professor of Finance

Christopher Young  
M.B.A., Rutgers, The State University  
Instructor of Economics

Michael Yurko  
Ph.D., Indiana University  
Assistant Professor of Physics

Paula R. Zaccone  
Ed.D., Rutgers, The State University  
Professor of Educational Studies

Abe Joseph Zakhem  
Ph.D., Purdue University  
Assistant Professor of Philosophy

Daniel Zalacaín  
Ph.D., University of North Carolina at Chapel Hill  
Professor of Modern Languages

Jun Zhang, R.N.  
Ph.D., University of Pennsylvania  
Assistant Professor of Nursing

Heping Zhou  
Ph.D., University of Illinois at Chicago  
Assistant Professor of Biological Sciences

Debra A. Zinicola  
Ed.D., Rutgers, The State University  
Associate Professor of Educational Studies

Catherine Zizik  
M.F.A., George Washington University  
Associate Professor of Communication
Adjunct Faculty

Sameh Abdelaal, MBBCCH
M.D., Alexandria University, Egypt
Adjunct Professor of Nursing

Varoujan Vartan Abdo
M.S., Seton Hall University
Adjunct Professor of Mathematics and Computer Science

Markam Keith Adams
M.F.A., Rutgers, The State University
Adjunct Professor of Communication

Denise Addison, R.N.
M.S.N., Kean University
Adjunct Professor of Nursing

Stevens Adubato
Ph.D., Rutgers, The State University
Adjunct Professor of Education Leadership, Management and Policy

Yasmin Ahmad, OTR
B.S., University of Karachi
Adjunct Professor of Occupational Therapy

Wanda M. Akin
J.D., Seton Hall University School of Law
Adjunct Professor of Diplomacy and International Relations

Michael Alexander, FACC
M.D., Georgetown University
Adjunct Professor of Physical Therapy

Judi Alfano
M.A., Kean University
Adjunct Professor of Education

Sister Mary John Bosco Amakwe
Ph.D., Gregorian University
Adjunct Professor of Communication

Jason Anderman
J.D., Duke University
Adjunct Professor of Law

Les Aron
J.D., Georgetown University
Adjunct Professor of Education Leadership, Management and Policy

Marc Atkinson
M.B.A., University of Pennsylvania
Adjunct Professor of Marketing

Gerry Babo
Ed.D., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Myron Bakun
M.B.A., Baruch College, CUNY
Adjunct Professor of Computing and Decision Sciences

Timothy Barbera
M.B.A., Seton Hall University
Adjunct Professor of Finance

John Bartolick
M.A., Seton Hall University
Adjunct Professor of Communication and Leadership

Thomas A. Basilo
B.S.B., Seton Hall University
Adjunct Professor of Management

Paul Beaudin
M.S., Iona College
Adjunct Professor of Education Leadership, Management and Policy

Alyssa Gellman Becker
M.D., Jefferson Medical School
Adjunct Professor of Nursing

Robert H. Belfiore
M.A., Seton Hall University
Adjunct Professor of Education

Naomi Berger
M.A., Columbia University
Adjunct Professor of Communication

Renu Bhagat
M.A., New School University
Adjunct Professor of Diplomacy and International Relations

Francis C. Biley, R.N.
Ph.D., University of Wales College of Medicine, U.K.
Adjunct Professor of Nursing

Jean G. Bissainthe
M.A., Seton Hall University
Adjunct Professor of Modern Languages

Reverend Donald E. Blumenfeld
Ph.D., Graduate Theological Foundation
Adjunct Professor of Religious Studies

Ann Bollinger
B.S., Boston University
Adjunct Professor of Communication

John Bonura
M.A., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Bobbie L. Boulware
M.A., New Jersey City University
Adjunct Professor of Music
332 Adjunct Faculty

Peter Bowman
Ed.D., Rutgers, The State University
Adjunct Professor of Education Leadership, Management and Policy

Jennifer Bradle, R.N.
M.S.N., Seton Hall University
Adjunct Professor of Nursing

Katherine Brady, R.N.
M.S.N., The College of New Jersey
Adjunct Professor of Nursing

Jeanne Brasile
M.A., Seton Hall University
Adjunct Professor of Museum Professions

Leslie Breitner
D.B.A., Boston University
Adjunct Professor of Public and Healthcare Administration

Ben Brennan
Psy.D., Widener University
Adjunct Professor of Professional Psychology and Family Therapy

Heath Brightman
Ed.D., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Judith R. Brown
M.A., William Paterson University
Adjunct Professor of Educational Studies

Melville Brown
M.B.A., Seton Hall University
Adjunct Professor of Finance

Raymond M. Brown
J.D., University of California, Berkeley
Adjunct Professor of Diplomacy and International Relations

Laurianne Brunetti
M.A., Seton Hall University
Adjunct Professor of Educational Studies

Mary Jo Buchanan
M.P.A., University of Virginia
M.S.W., University of Pittsburgh
Adjunct Professor of Public and Healthcare Administration

William J. Buckley
Ph.D., University of Chicago
Adjunct Professor of Public and Healthcare Administration

Julie V. Burkey
M.A., Seton Hall University
Adjunct Professor of Theology

George Burroughs
J.D., Rutgers, The State University
Adjunct Professor of Educational Studies

Bridget Burt
B.A., Seton Hall University
Adjunct Professor of Communication

Elena Caffentzis
M.S., Boston University
Adjunct Professor of Speech-Language Pathology

Paul Callan
J.D., Boston College
Adjunct Professor of Communication

Margaret Campbell-Lupardo, R.N., CNM
M.S.N., Columbia University
Adjunct Professor of Nursing

Tony Capparelli
M.A., School of Visual Arts
Adjunct Professor of Art

Jill Carapelloti
B.S., Rowan University
Adjunct Professor of Communication

Joseph Carducci
Ed.D., Rutgers, The State University
Adjunct Professor of Educational Studies

Terence Carroll
M.A., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Marisa Caruso
M.A., Kean University
Adjunct Professor of Educational Studies

Jennifer Casey
M.A., College of St. Elizabeth
Adjunct Professor of Educational Studies

Tara Casola
M.A., Seton Hall University
Adjunct Professor of Educational Studies

Gloria Castucci
M.A., Kean University
Adjunct Professor of Education

Jeremiah W. Cataldo
M.A., Drew University
Adjunct Professor of Religious Studies

James Caulfield
Ed.D., Rutgers, The State University
Adjunct Professor of Education Leadership, Management and Policy

Peter A. Cavicchia II
M.A., Seton Hall University
Adjunct Professor of Education
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Institution</th>
<th>Faculty Position</th>
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</thead>
<tbody>
<tr>
<td>Felice Celikyol</td>
<td>M.A., Montclair State University</td>
<td>Adjunct Professor of Occupational Therapy</td>
</tr>
<tr>
<td>Edward Cetnar</td>
<td>M.A., Seton Hall University</td>
<td>Adjunct Professor of Education Leadership,</td>
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<td>Management and Policy</td>
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<tr>
<td>Donald Chadwick</td>
<td>M.B.A., University of Pittsburgh</td>
<td>Adjunct Professor of Education</td>
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<tr>
<td>Jacqueline Chaffin</td>
<td>M.A., University of Georgia</td>
<td>Adjunct Professor of Professional Psychology</td>
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<td>and Family Therapy</td>
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<tr>
<td>Edward Chrystal</td>
<td>M.A.E., Seton Hall University</td>
<td>Adjunct Professor of Education Leadership,</td>
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<tr>
<td>Renee Cicchino</td>
<td>M.A., Seton Hall University</td>
<td>Adjunct Professor of Strategic Communication</td>
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<tr>
<td>Carl P. Cimino</td>
<td>Ed.S., Seton Hall University</td>
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<tr>
<td>James Cinberg, FACS</td>
<td>M.D., College of Physicians and Surgeons of</td>
<td>Adjunct Professor of Audiology</td>
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<td>Columbia</td>
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<td>Marie Clarizio</td>
<td>M.A., Seton Hall University</td>
<td>Adjunct Professor of Communication</td>
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<tr>
<td>John W. Collins, Jr.</td>
<td>Ed.D., Seton Hall University</td>
<td>Adjunct Professor of Education Leadership,</td>
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<tr>
<td>Pascal R. Collura</td>
<td>Ph.D., New York University</td>
<td>Adjunct Professor of Modern Languages</td>
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<td>Denis E. Connell</td>
<td>Ed.D., Seton Hall University</td>
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<td>John Connelly</td>
<td>M.A., Fordham University</td>
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<td>Ed.D., Seton Hall University</td>
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<tr>
<td>James Corino</td>
<td>Ed.D., Nova Southeastern University</td>
<td>Adjunct Professor of Education Leadership,</td>
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<td>Richard J. Cosgrove</td>
<td>Ed.S., Seton Hall University</td>
<td>Adjunct Professor of Education</td>
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<tr>
<td>Maureen M. Creagh-Kaiser</td>
<td>Ph.D., Seton Hall University</td>
<td>Adjunct Professor of Professional Psychology</td>
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<tr>
<td>William Curcio</td>
<td>Ph.D., Rutgers, The State University</td>
<td>Adjunct Professor of Sociology</td>
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<tr>
<td>Paula Curliss</td>
<td>M.S., University of Connecticut</td>
<td>Adjunct Professor of Audiology</td>
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<tr>
<td>Lynn Curtis, PT</td>
<td>M.A., SUNY-Health Science Center at Brooklyn</td>
<td>Adjunct Professor of Physical Therapy</td>
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<tr>
<td>Louis DeBello</td>
<td>Ph.D., Rutgers, The State University</td>
<td>Adjunct Professor of Philosophy</td>
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<tr>
<td>Raymond M. Deeney</td>
<td>J.D., Rutgers University</td>
<td>Adjunct Professor of Law</td>
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<tr>
<td>Christopher Deneen</td>
<td>Ed.D., Columbia University</td>
<td>Adjunct Professor of Women’s Studies</td>
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<tr>
<td>Kathleen Devlin</td>
<td>M.A.E., The College of New Jersey</td>
<td>Adjunct Professor of Education</td>
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<tr>
<td>Claire Diab</td>
<td>M.A., Seton Hall University</td>
<td>Adjunct Professor of Asian Studies</td>
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<tr>
<td>Henry Dickson</td>
<td>M.B.A., Babson College</td>
<td>Adjunct Professor of Finance</td>
</tr>
</tbody>
</table>
334 Adjunct Faculty

Mark DiCorcia, OTR
M.Ed., Seton Hall University
Adjunct Professor of Occupational Therapy

William DiGiuseppe
M.A., Seton Hall University
Adjunct Professor of Education

Livvy Dineen
M.S.W., Rutgers, The State University
Adjunct Professor or Pastoral Theology

Pat Doherty
M.S., Bentley College
Adjunct Professor of Public and Healthcare Administration

Paul Domingue
M.S.I.S., Seton Hall University
Adjunct Professor of Computing and Decision Sciences

Lois Donovan, R.N.
M.S.N., Seton Hall University
Adjunct Professor of Nursing

Paul Dorf
M.B.A., University of Bridgeport
Adjunct Professor of Management

Catherine Dudley
M.A., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Lucien Duquette
Ph.D., New York University
Adjunct Professor of Psychology

Samuel Dworetzky
J.D., New York Law School
Adjunct Professor of Law

Paul R. Eberle
M.B.A., Columbia University
Adjunct Professor of Management

Ann Eckert, CCC-A, FAAA
Au.D., Pennsylvania College of Optometry
Adjunct Professor of Audiology

Marc Edelman
J.D., University of Michigan Law School
Adjunct Professor of Legal Studies

Francis Elenio
M.B.A., Seton Hall University
Adjunct Professor of Finance

Theresa Empirio
M.A., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Gilbert Escamilla
Ph.D., University of Texas at San Antonio
Adjunct Professor of Diplomacy and International Relations

Michele Farber
J.D., Benjamin N. Cardozo School of Law
Adjunct Professor of Law

Ronald Farina
M.Ed., East Stroudsburg University
Adjunct Professor of Education Leadership, Management and Policy

Vincent Farinella
M.H.A., Seton Hall University
Adjunct Professor of Public and Healthcare Administration

Kristen Farley, R.N.
M.S.N., The University of Medicine and Dentistry of New Jersey
Adjunct Professor of Nursing

Anne Farrar-Anton
Ph.D., Seton Hall University
Adjunct Professor of Professional Psychology and Family Therapy

Reverend Thomas Kieren Fergus
M.A., Dominican House of StudiesPontifical Faculty of the Immaculate Conception, Washington, DC
Adjunct Professor of Religious Studies

Lorenzo Ferreiro
M.A., New York University
Adjunct Professor of Modern Languages

Michael Finetti
Ed.D., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Matthew Finley
M.A., Seton Hall University
Adjunct Professor of Education Leadership, Management and Policy

Anita Foley
M.A., Seton Hall University
Adjunct Professor of Religious Studies

Jacques Fomerand
Ph.D., The City University of New York
Adjunct Professor of Diplomacy and International Relations

Reverend Vincent Fortunato, O.F.M., Cap.
M.A., Creighton University
M.Div., Seton Hall University
Adjunct Professor of Pastoral Theology

David R. Foster
Ph.D., The Catholic University of America
Adjunct Professor of Philosophical Theology
Terri J. Fowlkes  
M.B.A., New York University  
Adjunct Professor of Finance

James Frawley  
M.A.E., Seton Hall University  
Adjunct Professor of Education

Alon I. Friedman  
M.S., University of Florida  
Adjunct Professor of Diplomacy and International Relations

Michael Friscia  
J.D., New York Law School  
Adjunct Professor of Law

Bernard Fuersich  
M.S., New York University  
PADI, NAUI and Master Scuba Trainer,  
Adjunct Professor of Health and Physical Education

Deborah Gabry  
M.B.A., Seton Hall University  
J.D., Seton Hall University  
Adjunct Professor of Finance

Michele Gaeta  
M.A., Kean University  
Adjunct Professor of Educational Studies

Timothy Gallagher  
M.A., Seton Hall University  
Adjunct Professor of Education

Reverend Gerardo D. Gallo  
U.T.P., Columbia University  
Adjunct Professor of Pastoral Theology

Albert Galloway  
M.A., Seton Hall University  
Adjunct Professor of Public and Healthcare Administration

Orlando Garcia  
M.A., New York University  
Adjunct Professor of Modern Languages

Joseph Garifo  
B.A., Seton Hall University  
Adjunct Professor of Communication

Matthew Geibel  
M.B.A., Seton Hall University  
Adjunct Professor of Computing and Decision Sciences

Burton E. Gerber  
M.A., Fairleigh Dickinson University  
Adjunct Professor of Modern Languages

Kathleen Gialanella, R.N.  
J.D., New York University Law School  
Adjunct Professor of Nursing

Angelo Gingerelli  
M.B.A., Virginia Polytechnic Institute and State University  
Adjunct Professor of Educational Studies

Sister Maria Giordano  
M.S.W., Rutgers, The State University  
Adjunct Professor of Psychology

Deborah Gottelsben  
M.A., Seton Hall University  
Adjunct Professor of Educational Studies

Daniel P. Greenfield  
M.D., University of North Carolina  
Adjunct Professor of Physician Assistant

Wendy Greenspan  
M.S., State University of New York at Buffalo  
Adjunct Professor of Speech-Language Pathology

Walter Guarino  
J.D., Rutgers, The State University  
Adjunct Professor of Strategic Communication

Andrea Guglielmo, CCC-SLP  
M.A., Kean College  
Adjunct Professor of Speech Language Pathology

Adam Gustavson  
M.F.A., School of Visual Arts  
Adjunct Professor of Art

Henry S. Hadad  
J.D., American University, Washington College of Law  
Adjunct Professor of Law

Sara Hadodo  
M.A., Rutgers, The State University  
Adjunct Professor of Communication

Candace Halo  
Ph.D., Rutgers, The State University  
Adjunct Professor of Diplomacy and International Relations

Carol Hamersma  
M.A., Queen’s College  
Adjunct Professor of Music

Monsignor Kevin Hanbury  
Ed.D., Seton Hall University  
Adjunct Professor of Education

Sharon Haskins, R.N.  
M.S.N., Monmouth University  
Adjunct Professor of Nursing

Ambassador Azmat Hassan  
M.A., Cambridge University  
M.Sc., Quaid-E-Azam University  
Adjunct Professor of Diplomacy and International Relations

Rupert Hayles  
M.B.A., Wharton School, University of Pennsylvania  
Adjunct Professor of Computing and Decision Sciences
Kenneth Heaslip  
M.B.A., Seton Hall University  
Adjunct Professor of Accounting  

Scott Hebert  
M.A., Seton Hall University  
Adjunct Professor of Communication  

Elizabeth Gonchar Hempstead  
J.D., New York University School of Law  
Adjunct Professor of Public and Healthcare Administration  

Maria E. Hernandez  
J.D., Seton Hall University Law School  
Adjunct Professor of Communication  

Timothy Hester  
M.A., Seton Hall University  
Adjunct Professor of Religious Studies  

Nicholas S. Holmes  
J.D., University of Michigan Law School  
Adjunct Professor of Museum Professions  

Stephen Hopley, Jr.  
Ed.D., Seton Hall University  
Adjunct Professor of Communication Leadership, Management and Policy  

Paula Horii  
M.A., New York University  
Adjunct Professor of Communication  

Sister Barbara Howard  
M.Ed., Kutztown University  
Clinical Supervisor of Education  

Manina Urgolo Huckvale  
Ed.D., Seton Hall University  
Adjunct Professor of Education  

Williams Hudders  
M.F.A., University of Pennsylvania  
Adjunct Professor of Art  

John O. Hunt  
M.A., Seton Hall University  
Adjunct Professor of Education  

Monsignor Christopher Hynes  
D.Min., Drew University  
Adjunct Professor of Education Leadership, Management and Policy  

Laura Iandiorio  
M.A., Rutgers University  
Adjunct Professor of Communication and Leadership  

Christopher C. Irving  
M.A., William Paterson University  
Adjunct Professor of Africana Studies  

Maria Ivanova  
Ph.D., Sophia University, Bulgaria  
Adjunct Professor of Diplomacy and International Relations  

Janet James-Shuler  
M.A.E., Seton Hall University  
Adjunct Professor of Education  

Jack Jarmon  
M.A., Fordham University  
Adjunct Professor of Diplomacy and International Relations  

Marcelline Jenny  
M.A., Seton Hall University  
Adjunct Professor of Asian Studies  

Sophia Johnson  
M.A., Rutgers, The State University  
Adjunct Professor of Diplomacy and International Relations  

Mark Kaelin  
Ed.D., Columbia University  
Adjunct Professor of Physician Assistant  

David Kalow  
J.D., University of Chicago  
Adjunct Professor of Law  

Ambassador Ahmad Kamal  
M.A.L.D., Fletcher School of Law and Diplomacy, Tufts University  
Adjunct Professor of Diplomacy and International Relations  

Stephen M. Kanter, ATC  
DPT, University of Medicine and Dentistry of New Jersey  
Adjunct Professor of Physical Therapy  

Pamela Kattouf  
M.S., Hunter College  
Adjunct Professor of Educational Studies  

Timothy Kearny  
Ph.D., City University of New York  
Adjunct Professor of International Business  

James Keim  
M.B.A., J.D., Seton Hall University School of Law  
Adjunct Professor of Finance  

James Kelly  
M.S., City University of New York, Baruch College  
Adjunct Professor of Communication  

Jeanne Kerwin, MMH, MICP  
Drew University  
Adjunct Professor of Health and Medical Sciences  

Jacques Laurent Mawouma Koko  
M.A., Eastern Mennonite University  
Adjunct Professor of Diplomacy and International Relations
Frank Korn  
M.A., Montclair State University  
Adjunct Professor of Classical Studies

Godwin Kotey  
M.A., Kean University  
Adjunct Professor of Computing and Decision Sciences

Rosemarie Kramer  
M.A., Rutgers, The State University  
Adjunct Professor of Sociology

Valerie J. Kuck  
M.S., Purdue University  
Adjunct Professor of Chemistry and Biochemistry and of Women and Gender Studies

Monsignor Raymond Kupke  
Ph.D., The Catholic University of America  
Adjunct Professor of Church History

Benjamin S. Lee  
J.D., Columbia University  
Adjunct Professor of Law

Ellen Leone, R.N.  
M.S.N., University of Pennsylvania  
Adjunct Professor of Nursing

Alan Levin  
M.A., Fairleigh Dickinson University  
Adjunct Professor of Physics

Niria Leyva-Gutierrez  
M.A., New York University  
Adjunct Professor of Modern Languages

Diane Lifton  
J.D., University of Michigan Law School  
Adjunct Professor of Law

Scott D. Locke  
J.D., University of Pennsylvania  
Adjunct Professor of Law

Harvey D. Lowy  
Ph.D., State University of New York  
Adjunct Professor of Computing and Decision Sciences

Leslie M. Loyen, CFRE  
M.S., New School University  
Adjunct Professor of Public and Healthcare Administration

Robert Lucena  
M.A., Seton Hall University  
Adjunct Professor of Education Leadership, Management and Policy

Alan Lucibello  
M.A., Catholic University  
Adjunct Professor of History

Edward Lynskey  
Ed.D, Seton Hall University  
Adjunct Professor of Education Leadership, Management and Policy

Richard Mackesy  
M.H.A., University of Minnesota  
Adjunct Professor of Public and Healthcare Administration

Domenic Maffei  
Ph.D., New York University  
Adjunct Professor of Diplomacy and International Relations

Antonia Malone  
M.A., Princeton Theological Seminary  
Adjunct Professor of Religious Studies

Edislav Manetovic  
Ph.D., The City University of New York  
Adjunct Professor of Diplomacy and International Relations

Lisa Mantone  
M.A., William Paterson University  
Adjunct Professor of Museum Professions

Reverend Krzysztof Maslowski  
S.T.D., Catholic University of Lublin  
Adjunct Professor of Theology

Sharon Davis Massey  
Ph.D., University of Illinois  
Adjunct Professor of Professional Psychology and Family Therapy

Reena Matthew, R.N.  
M.S.N., D’Youville College  
Adjunct Professor of Nursing

Terry McAdoo  
B.A., Oklahoma Baptist University  
Adjunct Professor of Communication

Andrew McBride  
J.D., Columbia University  
Adjunct Professor of Law

Kathleen McCarthy, R.N.  
M.A., New York University  
Adjunct Professor of Nursing

Kimberly McCourt, R.N.  
M.S.N., Seton Hall University  
Adjunct Professor of Nursing

Mary McDonough  
Ph.D., University of Nebraska  
Adjunct Professor of Communication and Leadership
Adjunct Faculty

Sean McGee  
M.A., Seton Hall University  
Adjunct Professor of Education Leadership, Management and Policy

Michael McGowan, APR  
M.A., Boston College of Communication  
Adjunct Professor of Strategic Communication

Timothy McMahon  
M.A., Seton Hall University  
Adjunct Professor of Communication and Leadership

Anisa Medhi  
M.S., Columbia University  
Adjunct Professor of Communication

Kory Mellon  
M.A.E., Seton Hall University  
Adjunct Professor of Educational Studies

Dan Messina  
Ph.D., Seton Hall University  
Adjunct Professor of Health Sciences

Hwa-Soon Meyer  
Ed.D., Columbia University  
Adjunct Professor of Asian Studies

Reverend Robert S. Meyer  
S.T.L., Lateran University  
J.C.L., The Catholic University of America  
J.D., Seton Hall University  
Adjunct Professor of Philosophy

Sister Marlene Milasus, O.S.B.  
M.A., The Catholic University of America  
Adjunct Professor of Pastoral Theology

Lee E. Miller  
J.D., Harvard Law School  
Adjunct Professor of Management

Robert Miller  
M.A., Seton Hall University  
Adjunct Professor of Biblical Studies

Steven Miller  
B.A., Bard College  
UNESCO Certificate in Conservation  
Adjunct Professor of Museum Professions

David Mislan  
M.A., Johns Hopkins University  
Adjunct Professor of Diplomacy and International Relations

Daniel Mitten  
M.A., Seton Hall University  
Adjunct Professor of Education Leadership, Management and Policy

Kenneth H. Mizrach  
M.P.H., University of Michigan  
Adjunct Professor of Strategic Communication

Diane Modica  
M.S., Seton Hall University  
Adjunct Professor of Occupational Therapy

Arthur G. Mohan  
Ph.D., Seton Hall University  
Adjunct Professor of Chemistry and Biochemistry

Joseph Montano  
Ed.D., Teacher’s College, Columbia University  
Adjunct Professor of Audiology

Lori Moonan  
M.A., Seton Hall University  
Adjunct Professor of Educational Studies

Michael J. Morgan  
Ed.S., Seton Hall University  
Adjunct Professor of Education

William Mosca  
J.D., Northwestern School of Law  
Adjunct Professor of Law

Antonia W. Moser  
M.A., Seton Hall University  
Adjunct Professor of Museum Professions

Scott Muller  
B.S., Syracuse University  
Adjunct Professor of Communication

Agnicha Muzeau, R.N.  
M.S.N., Columbia University  
Adjunct Professor of Nursing

James Namiotaka  
B.A., Shippensburg University of Pennsylvania  
Adjunct Professor of Communication

Michele Renee Nance  
J.D., Seton Hall University Law School  
Adjunct Professor of Law

Mark Nazzaro  
M.S.I.S., Seton Hall University  
Adjunct Professor of Computing and Decision Sciences

George Nebel  
B.S., University of Rochester  
Adjunct Professor of Management

Alan Negreann  
M.P.A., New York University  
Adjunct Professor of Public and Healthcare Administration
Harry Nessler  
M.A.E., Seton Hall University  
Adjunct Professor of Education Leadership, Management and Policy

Cara Nicolini  
Ed.S., Seton Hall University  
Adjunct Professor of Professional Psychology and Family Therapy

Leonard Nuara  
J.D., Seton Hall Law School  
Adjunct Professor of Law

Christopher Nunziato  
J.D., Wagner University  
Adjunct Professor of Education

Christopher O'Shea  
M.A., Seton Hall University  
Adjunct Professor of Education

Claudia Ocello  
M.S., Bank Street College of Education  
Adjunct Professor of Museum Professions

Soshana Opdenberg  
M.A., Seton Hall University  
Adjunct Professor of Educational Studies

Moronke Oshin  
M.A., New York University  
Adjunct Professor of Africana Studies

Mary Ellen Overbay  
M.B.A., University of Pennsylvania  
Adjunct Professor of Economics

Ambassador Slavi J. Pachovski  
Ph.D., J.D., Sofia University, Bulgaria  
Adjunct Professor of Diplomacy and International Relations

Ronald Pannone  
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Adjunct Professor of Biblical Studies

Li-Wen Zhang
Ph.D., Columbia University
Adjunct Professor of Diplomacy and International Relations

Hua Zhu
Ph.D., Columbia University
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